

Dates					English Teacher:
Grades					Name Surname

Unit 1 All around me

Lesson 1: I've got two sisters.

The aim of the lesson:

Educational: - to revise the words related to family members & numbers from 1 to 20; - to learn the conjunction „and“

Developing: - to enable pupils to say family members; - to develop the pupils' speaking skills

Socio-cultural: - to raise awareness of saying family members.

Competence: SC1, LC and FLCC in dialogues

Learning outcomes: By the end of the lesson, pupils will be able to: count from 1 to 20; talk about family members; use the conjunction „and“ in their speech

Type of the lesson: non-standard, mixed

Method of the lesson: group work, pair work

Equipment: Pupil's book, Workbook, the DVD, a picture with family members in, separate cards

The Procedure of the lesson:

I. Organizing moment: - Greeting.

- Checking the register

- Checking homework and asking words from previous lesson

II. Pre-Activity

Activity 1 Listen and repeat. 5 min

Objectives: -to warm up; -to create an English speaking atmosphere.

Say: 'Stand up, please. Good morning, class.' Use gestures so the pupils stand up. Say: 'How are you?' Get the answers from the pupils. Say: 'Sit down, please.' Use gestures so the pupils sit down. Whole Show the pupils the textbook & say: 'Take out your books.' Make sure all the children have their PB class Say: 'Open your books on Page 6.' Point to Activity 1. Use gestures and wait for all the children to open their textbooks. Check they have the correct page. Say: 'Listen to the song and repeat.'

III. Main-Part

Activity 2 Play "Numbers". 10 min

Objective: -to revise the numbers from 10 to 20

Say: 'Let's count from 1 to 20.' Count together with the pupils. Say: 'Come to the board.' Use gestures so the pupils come to the board. Wait for all the children to come to the board, and then say: 'Make a circle.' Use gestures so the pupils make a circle, help if necessary. Say: 'Now count from 10 to 20 in turns. The pupil who makes a mistake takes a seat.' Help the first pupil say '10', then the second '11' and let the others continue till 20. If a pupil makes a mistake, say: 'Take your seat.' The pupils who stay in the circle will be the winners. You can play the game 2/3 rounds if you like.

Activity 3 Play "Find a pair". 10 min

Objective: -to revise and consolidate the words related to family members.

In advance, prepare a picture with family members in. Also prepare separate cards with a mother, a father, a sister, a brother, a grandfather and a grandmother enough for 5 groups. Show the picture with family members in and say: 'Look at the picture and answer. Who can you see?' Accept anything reasonable - mother, father, sister, brother, granddad and granny. Say: 'Yes, you're right. They're family members.' Then say: 'Stand up, please.' Use the gesture so the pupils stand up. Say: 'Let's make 5 groups and play a game.' Help the pupils make groups of 5. Distribute the cards (with a grandmother, a grandfather, a mother, a father, a sister, a brother) to the groups, laying the cards face down on the desks. Demonstrate the game with one pupil at the front so that the whole class can see. Point one of the cards and ask: 'Who's this?' Accept anything reasonable - mother, father, sister, etc.

Activity 4 Work in groups of four. Play "I've got three sisters and one brother". 5 min

Objective: to revise family members and conjunction "and"

IV. Post-activity

Activity 5a Look at the pictures and match. 10 min

Objective: to develop the pupils' comprehension.

Say: 'Look at Activity 5a.' Make sure all your pupils look at the textbook and point to Activity 5 a. Ask: 'What can you see?' Accept - sisters, brothers. Say: 'Yes, you're right.' Say: 'Open your Workbooks on Page 4.' Use gestures and wait for all the pupils to open the Workbooks and look at Activity 5a.

Say: 'Match the pictures with sentences and write'. Use gestures to show what to do. Go round the class and see how well the pupils write. Help if necessary.

Answer key: 1c, 2e, 3d, 4b, 5a

V. Giving homework 3 min

Match and write. Complete with: granddad, father, granny, sister, mother, brother.

VI. Evaluation. Giving marks according to pupils participating in classwork activities 2 min

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Lesson 2 My mum is a teacher.

The aim of the lesson:

Educational: - to learn the words about jobs; to learn saying about smb's job.

Developing: - to enable pupils to say jobs; to develop the pupils' speaking skills

Socio-cultural: - t: to raise awareness of saying jobs.

Competence: SC3, FLCC and LC in saying professions

Learning outcomes: *By the end of the lesson, pupils will be able to: talk about jobs; to say their family members' jobs.*

Type of the lesson: non-standard, mixed

Method of the lesson: group work, pair work

Equipment: Pupil's book, Workbook, the DVD, separate cards: teacher, writer, farmer, driver, secretary, fireman, cook, pilot, doctor

The Procedure of the lesson:

I. Organizing moment: - Greeting.

- Checking the register

- Checking homework and asking words from previous lesson

II. Pre-Activity

Activity 1 Listen and sing. 5 min

Objectives: to warm up; to create an English speaking atmosphere.

Say: 'Stand up, please. Good morning, class.' Use gestures so the pupils stand up. Say: 'How are you?' Get the answers from the pupils. Say: 'Sit down, please.' Use gestures so the pupils sit down. Show the pupils the textbook & say: 'Take out your books.' Make sure all the children have their PB. class Say: 'Open your books on Page 6.' Point to Activity 1. Use gestures and wait for all the children to open their textbooks. Check they have the correct page. Say: 'Listen to the song and repeat.'

III. Main-Part

Activity 2a Listen and repeat. 5 min

Objective: to introduce the new vocabulary related to jobs

Play the DVD. Point to the picture and say: "Repeat the word "teacher" after me"

Activity 2b Work in pairs. Point and say. 5 min

Ask: 'What words for jobs do you know?' Elicit the words: 'teacher, doctor, cook, pilot,' etc. that they know from Class 2.

Say: 'Look, listen and repeat. Use gestures so the pupils look at Activity 2a. Play the DVD. Point to the picture and say:

'Repeat the word "teacher" after me/the DVD.' Say: _____ class 'teacher' and have the pupils repeat after you. Say:

'Point to the picture of a teacher.' Use gestures to show how to do it. Do it with the other pictures too.

Activity 3 Play "Play "My dad's a doctor." 15 min

Objective: to consolidate vocabulary related to jobs

Say your father's /mother's job as an example: "My dad's a doctor". Turn to the 1st pupil and help him/her say: "My dad's a..." Then help the next pupil say his father's job, and so on. To make the process faster, you can organise the Chain Drill in rows.

IV. Post-activity

Activity 4 Play "Look and guess." 10 min

Objectives: to consolidate the vocabulary related to jobs; to develop the pupils' speaking skills.

When they finish, say: 'Let's work in groups' Help them make 4 groups.

Say: *Now, your turn, please. Start!* Use the gesture to help the pupils to start the activity.

Walk around the class and listen to your pupils' dialogues. Do not forget to praise them ('Good job! Well done!' 'Keep trying!').

V. Giving homework 3 min

Say: Open your workbook page 5. Point to the Homework Activity 1. Use gestures and wait for all the children to open their Workbooks. Check they have the correct page. Explain what to do at home:

VI. Evaluation. Giving marks according to pupils participating in classwork activities 2 min

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Lesson 3. Are you a driver?

The aim of the lesson:

Educational: - to revise the words about jobs; to learn saying about grandparents"

Developing: - to enable pupils to say jobs; to develop the pupils" speaking

Socio-cultural: - to raise awareness of saying jobs; to raise awareness of past simple.

Competence: SC4, FLCC and LC in asking professions

Learning outcomes: *By the end of the lesson, pupils will be able to:* - talk about jobs; - to say their grandparents" jobs; - to say the place one was.

Type of the lesson: non-standard, mixed

Method of the lesson: group work, pair work

Equipment: Pupil's book, Workbook, the DVD, separate cards: teacher, writer, farmer, driver, secretary, fire-man, cook, pilot, doctor

The Procedure of the lesson:

I. Organizing moment: - Greeting.

- Checking the register - Checking homework and asking words from previous lesson

II. Pre-Activity

Activity 1a Work in pairs. Point and say. 7 min

Objective: to revise and consolidate the vocabulary from Class 2

Say: 'Open your books at Page 8.' Point to Activity 1a. Use gestures and wait for all the children to open their textbooks. Check they have the correct page. Say: 'Look at the pictures.' Pair work

Point to the picture of a library and say in mother tongue: 'in the library'. Then say in English: 'in the library' and enable the pupils to say so. Repeat this phrase several times. Do this activity with the other pictures. Then say: 'Let's work in pairs.' Demonstrate with two pupils how to work in pairs. Have Pupil A point to the picture of a library and encourage Pupil B to say: 'I'm in the library.' Say: 'Excellent.' Then ask Pupil B to point to another picture with gestures. Pupil B points to a picture, e.g. a gym. Pupil A says: 'I'm in the gym.' Say: 'Now work in pairs.'

III. Main-Part

Activity 1b Work in pairs. Ask and answer. 8 min

Objective: to revise and consolidate vocabulary from class 2; to practice asking and answering Yes/No questions.

Say: 'Let's work in pairs.' Use gestures so the pupils work in pairs. Demonstrate with two pupils how to work in pairs.

Point to the pictures in Activity 1a and say to Pupil A: 'You're in one of these pictures. Don't tell your friend where you are. Your friend finds you. Are you ready?'

Say to Pupil B: 'Ask questions and find your friend.' Help him/her ask Pupil A a question, e.g. 'Are you in the gym?' Help Pupil A answer: 'Yes (or Yes, I am.)' if s/he is in the gym or 'No (or No, I'm not.)' if s/he is not there. In this case Pupil B must continue asking until s/he finds his friend. Then they change roles. When everybody understands what to do, say to the class: 'Now, you work in pairs.'

Activity 2 Play "His mum's a teacher". 10 min

Objective: to revise and consolidate the vocabulary of the previous lesson Repeat the jobs with the pupils. Show the flashcard with jobs one by one and encourage the pupils to say the jobs: teacher, director, farmer, driver, secretary, fireman, cook, pilot, doctor, house wife. Use Chain Drill to revise and consolidate the vocabulary of the previous lesson and possessive pronouns "his" and "her".

Activity 3 Play "Look and guess" 5 min

Objectives: to consolidate the vocabulary related to put all the flashcards describing jobs on the table laid down.

Demonstrate with one pupil.

Activity 4 Play "Are you a driver?" 5 min

Objective: to revise jobs

Prepare small pieces of paper with jobs written on them beforehand. The same job must be of 3 or 4 copies.

IV. Post-activity

Activity 5 Write the sentences. 8 min

Objective: to develop the pupils' writing skills Show the first sentence and explain how to make a sentence.

Then say: 'Now, write sentences.'

V. Giving homework 3 min

VI. Evaluation. Giving marks according to pupils participating in classwork activities 2 min

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Lesson 4 Project

The aim of the lesson:

Educational: - to revise all the learnt material from Unit 1

Developing: - to develop the pupils' creative abilities; to develop the pupils' writing and speaking skills

Socio-cultural: -to raise awareness of saying some info about family members.

Competence: SC4, PC and LC in dialogues

Learning outcomes: By the end of the lesson, pupils will be able to: talk about their family members; make a family album

Type of the lesson: non-standard, mixed

Method of the lesson: group work, pair work

Equipment: Pupil's book, Workbook, the DVD, color paper, glue, staple

The Procedure of the lesson:

I. Organizing moment: - Greeting.

- Checking the register

- Checking homework and asking words from previous lesson

II. Pre-Activity

Activity 1a Make "My family photo album". 25 min

Objectives: to warm up; to provide an opportunity to extend the work on family into a real context;

-to provide an opportunity for all pupils to create their own personal photo album.

STEP 1: Say: 'Stand up, please. Good morning, class.' Use gestures so the pupils stand up. Say: 'How are you?' Get the answers from the pupils. Say: 'Sit down, please.' Use gestures so the pupils sit down. Say: 'Listen to the song and sing.'

Play the DVD and sing together with the pupils. DVD script: See Unit 1 Lesson 1 Activity 1 for the DVD script

STEP 2: Say: 'Look here!' Use gestures to attract their attention. Say: 'Open your books on Page 9.' Use gestures and wait for all children to open their textbooks. Check they have the correct page. Point to Activity 1a and say: 'This is a family album by Jasur Sobirov. Today you'll also make your family album.' Explain how to create a family album. Step 1:

Distribute 4 sheets of color paper for each pupil Tell them to draw a picture of their family members on the paper or they can stick their real family members' photos that they have brought. Step 2: Pupils stick each photo onto a piece of color paper. Remember to tell the pupils to leave a wide margin down the left hand side of each sheet of paper so that they can be stapled together. Step 3: Ask the pupils to write some info about their family members. Pupils write each person's name, age, job onto the paper under the photo. Step 4: Pupils design and make a cover for the book. If necessary, demonstrate one example yourself. e.g. My family by Step 5: Then they write a content page. If necessary, demonstrate 1 example yourself. Step 6: Staple the pages together to make each pupils' photo album.

STEP 5: Then they write a content page. If necessary, demonstrate 1 example yourself. Step 6: Staple the pages together to make each pupils' photo album.

STEP 6: Staple the pages together to make each pupils' photo album.

Activity 1b Present your family photo album. 15 min

Objectives: to consolidate the learnt material; to develop the pupils' speaking skills.

Say: '**If your family photo albums are ready, take your seats.**'

Then, ask some pupils to come to the board and present their family photo album in turns, e.g. '**This is my dad.**

His name's ...' etc. Note: If the pupils could not finish their family albums during the lesson, they can finish them at home. If the pupils managed to prepare the album only, for example, about their dad, it is enough for them to present it.

IV. Post-activity

Optional Activity 2 Play "Madina has got two brothers".

Objectives: to develop the pupils' speaking skills; to develop the pupils' comprehension.

STEP 1: Display the finished photo albums in the classroom and give some time for the pupils to look at each other's albums. STEP 2: Say: 'Write how many brothers and sisters you've got on a piece of paper. For example, "I've got two brothers and one sister."

STEP 3: Collect the descriptions and read them aloud to the class. The class tries to guess who you are describing.

STEP 4: Prepare cards with questions about the information in the albums.

e.g. *How many brothers has Jasur got? Is Nigina's brother 6 years old? Has Davron got a brother?*

STEP 5: Give each pupil a card. Say: '**You must use the photo albums to find the answers.**'

STEP 6: Ask a volunteer to choose any pupil in the class and say a sentence describing their family,

e.g. '*Jasur has got two brothers.*' Ask Jasur if this is correct. Then Jasur chooses a pupil, etc.



V. Giving homework 3 min

VI. Evaluation. Giving marks according to pupils participating in classwork activities 2 min

Deputy director on educational affairs: _____

Signature _____

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