# Lesson 1: A-apricot, B-bee

### *Unit 1 All around me*

**The aim of the lesson**:

***Educational:*** - to learn two letters: Aa and Bb - to revise Class 1 vocabulary (domestic animals)

***Developing:*** - to enable pupils to match the animals and the sounds they produce

***Socio-cultural:*** *-* to raise awareness of the difference between sounds animals produce in different countries; - to raise awareness of different pronunciation of the letter ―A‖ and single pronunciation of ―B‖.

***Competence:*** *SC1, LC and FLCC in dialogues*

***Learning outcomes:*** By the end of the lesson, pupils will be able to: - recognise, say and write letters Aa and Bb; - say animals and sounds they produce; - recite a poem; - recognise different pronunciation of the letter ―A‖ and single pronunciation of ―B‖.

***Type of the lesson:*** non-standard, mixed

***Method of the lesson:*** group work, pair work

***Equipment:*** Pupil‘s book, Workbook, the DVD, cards with: letters; hop, jump, walk, run, and climb

**The Procedure of the lesson:**

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *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 Pupil‘s Book.

Say: *„Open your books on page 6.‟* Point to Activity 1. Use gestures and wait for all children to open their textbooks. Check they have the correct page. Say: *Listen to the song*

*„Rain, rain, go away‟ and repeat.*

Play the DVD, track ‗Rain, rain, go away‘.

Ask: *„What can you see?‟* Accept anything reasonable – daddy, mummy, brother, sister, baby, etc

### *Main part*

**Activity 2a** Look, listen and point. *5 min*

Objective: to revise domestic animals and learn sounds they produce

Say: *„Look at this activity.‟* Be sure all of your pupils look at the textbook, point to Activity 2a.

Ask: *„What can you see?‟* Accept anything reasonable – domestic and wild animals, or the names of the animals. Say: *„Yes, you are right. They are animals. Now listen, please.‟*

Play the DVD, Activity 2a. Click on some domestic and wild animals; demonstrate several times to help them to hear the sounds of the domestic animals only.

Ask: *„What animals can you hear?‟* Accept anything reasonable – horse, goat, cat, etc. Ask your pupils to repeat the sounds. Say: *„What does the horse say?‟* Point to the horse and accept the answers. Then say: *„Let‟s check!‟* Do the same with the other animals. You can compare the difference between the sounds of the animals in English speaking countries and in our country.

**Activity 2b** Play ―I can say …‖ *15 min*

Objectives: to revise animals and sounds they produce to revise the structure ―I can ...‖

Say: *„Let‟s work in pairs. Stand up, please.‟* Use the gesture to explain the pupils what to do. Choose one pupil to work in pair with you. Demonstrate the first example with the pupil.

Say: *„I say the sound, you call the animal.‟*

Say: *„Meow. What animal is it?‟* The pupil says: *„A cat.‟*

Say: *„Yes, well done!‟*

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. After some time say: *„Stop! Change your roles.‟* Use the gesture to help the pupils to understand what to do. Don‘t forget to praise them.

### *Post-activity*

**Activity 4** Write the letters. *15 min*

Objective: to learn two letters of the alphabet - Aa and Bb

1. ***Homework:*** WB page 5 Activity 1 Write the letters**;** Activity 2 Count and match.. Then coloring the picture
2. ***Marking.*** Giving marks according to pupils‘ attendance

# Lesson 2 I have ...

## The aim of the lesson:

***Educational:*** - to learn two more letters: Cc and Dd; - to practise Class 1 vocabulary (school things, family words, structures)

***Developing:*** - to enable pupils to use the structure ―I have ...‖ with school things, family words

***Socio-cultural:*** *-* to raise awareness of the pronunciation of the letters ―C‖ and ―D‖.

***Competence:*** SC3, FLCC and LC in questions and dialogues

***Learning outcomes:*** By the end of the lesson, pupils will be able to: - recognise, say and write letters Cc and Dd;

* say what school things they have with a structure ―I‘ve got ...‖ - use new words ―grandad‖ and ―granny‖ as well as the family words that they already know in the familiar structure; - pronounce the sounds of the letters ―C‖ and ―D‖.

***Type of the lesson:*** non-standard, mixed

***Method of the lesson:*** group work, pair work

***Equipment:*** Pupil‘s book, Workbook, the DVD, cards with letters

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking homework: WB page 5 Activity 1,2

### *Pre-Activity*

**Activity 1** Listen and sing. *5 min*

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

Say: ***„Open your books on Page 8.‟*** Point to Activity 1. Use gestures and wait for all children to open their textbooks. Check they have the correct page.

Say: ***„Listen to the song “Rain, rain, go away” and repeat.‟*** Play the DVD, track ‗Rain, rain, go away‘ and ask the pupils to sing.

### *Main part*

**Activity 2** Look and say. *5 min*

Objectives: to revise vocabulary from Class 1; to enable pupils to use the structure ―I have …‖ with school things Say: *„Look and listen.‟* Use gestures to attract their attention. Play the DVD, animation with ―I have ...‖.

Point to Activity 2. Point to the 1st boy and say: *„Look at the picture. This boy says: „I have two pens.‟* Point to the 1st girl and say: *„This girl says: I have three pens.‟* Point to the 2nd boy and say: *„What does this boy have?‟* Point to the 2nd girl and say: *„What does this girl have?‟* Say: *„Put your school things (a book, a pen, a crayon, etc.) on the desks. Let‟s play!‟* Ask: *„What do you have?‟* Elicit pupils‘ answers: ‗I‘ve got one pen‘, ‗I‘ve got two pencils,‘ etc.

Note: Before the game, if necessary, revise school things: a book, a copy book, a ruler, a pen, a pencil, a crayon. You can revise by asking a question ‗What‘s this?‘ or ‗Is it a pen?‘ etc.

**Activity 3** Play ―I‘ve got two grandads‖. *5 min*

Objectives: to revise vocabulary from Class 1; to enable pupils to use the structure ―I‘ve got …‖ with family members; to learn new words: *grandad and granny*.

Say: *„Look and listen‟.* Play the DVD, a family tree for family members‘ revision. When the pupils listen to it once, stop the DVD on each member and ask: *„Who is this?‟* Elicit answers: ‗grandad, granny, daddy, mummy,‘ etc.

Say: *„Let‟s play! Work in pairs‟* Use gestures to divide the pupils into pairs. Demonstrate a dialogue with one pupil first.

*„I‟ve got 2 grandads. And you?‟* Help your pupil to answer.

**Activity 4** Write the letters. *15 min*

Objective: to learn two more letters of the alphabet – Сс and Dd

Say: *„Look and listen.‟* Play the DVD, letters C, D. Let the pupils listen to the pronunciation several times. Show the pictures. Say: *„C [si:] is [k] for Cat* (click on the picture of the cat) *and for Cow* (click on the picture of the cow)‘. *D [di:] is [d] for Doll* (click on the picture of the doll) *and Duck* (click on the picture of the duck)‘

### *Post-activity*

**Activity 5** Work in pairs. Play ―Look and guess‖. *10 min*

Objective: to consolidate the letters A, B, C and D

Point to Activity 5. Point to the letter in the picture and ask *„What‟s the letter?‟*

Say: *„Write the letter A in the air.‟* Show how to do it. Repeat with the letters B, C and D. Then say: *„Look and guess the letter.‟* Write the letter D in the air and let the pupils look and guess. (Repeat the procedure with A, B and C.)

1. ***Homework:*** WB page 7 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

# Lesson 3 This is my friend.

## The aim of the lesson:

***Educational:*** - to learn two more letters: Ee and Ff;

* to practise Class 1 vocabulary (This is my friend. My name‘s... . Her\his name‘s...)

***Developing:*** - to enable pupils to identify the difference between ―his‖ and ―her‖;

* to enable pupils to say about themselves and their friends with target structures.

***Socio-cultural:*** - to raise awareness of the difference between ―he‖–―she‖ and ―his‖– ―her‖

* to raise awareness of different pronunciation of the letter ―E‖ and single pronunciation of ―F‖.

***Competence:*** SC4, FLCC and LC in acquaintances

***Learning outcomes:*** By the end of the lesson, pupils will be able to: - recognise, say and write the letters Ee and Ff;

* say about themselves and their friends with structures ―My name‘s … This is my friend. His/ her name‘s ...‖;
* recognise different pronunciation of the letter ―E‖ sounds and single pronunciation of ―F‖.

***Type of the lesson:*** non-standard, mixed

***Method of the lesson:*** group work, pair work

***Equipment:*** Pupil‘s book, Workbook, the DVD, cards with: letters; hop, jump, walk, run, and climb

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Listen and sing. *5 min*

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

Say: *„Open your books on Page 10.‟* Point to Activity 1. Use gestures and wait for all children to open their textbooks. Check they have the correct page.

Say: *„Listen to the song “Rain, rain, go away” and repeat.‟*

Play the DVD, track ‗Rain, rain, go away‘ and ask the pupils to sing.

### *Main part*

**Activity 2** Play ―Snowball‖. *10 min*

Objectives: to revise the structures: *My name‟s ...; his name‟s ...; her name‟s ... ;* to enable pupils to identify the difference between ―he‖ – ―she‖ and ―his‖ – ―her‖.

Remind the pupils the difference between he-his and she-her. Invite one boy and one girl to the board. Point to the boy and say: ***„He is a boy. His name‟s ...‟*** (Say the pupil‘s name.) Then point to a girl and say: ***„She is a girl. Her name‟s ...*** (Say the girl‘s name.) Then say: ***„Look and listen.‟*** Use gestures to attract their attention. Point to Activity 2 and play the DVD, video with ―Snowball‖ activity.

Demonstrate with one group. Point to the 1st pupil near you and ask: ***„What‟s your name?‟*** Pupil 1 answers: ‗My name‘s

...‘ Help the next pupil to say: ‗His (her) name‘s …. My name‘s ….‘ Then ask the next pupil to repeat and say his (her) own name, etc. Then say: ***„Let‟s play this game! Stand up and make a line.‟*** Use the gestures to help the pupils to understand what to do.

**Activity 5** Write the letters. *15 min*

Objectives: to learn two more letters of the alphabet – Ee and Ff; to practise writing the letters; to consolidate the letters. Say: ***„Look and listen.‟*** Play the DVD, letters E, F. Let the pupils listen to the pronunciation several times. Show the pictures. Say: ***E [i:] for English*** (click on the picture of the English textbook) ***and E [e] for Elephant*** (click on the picture of the elephant). ***F [f] for Fish*** (click on the pictures of the fish) ***and Frog*** (click on the picture of the frog).‘

The pupils listen to the DVD and repeat.

Stand facing a board and say: ***„Look – letter E‟*** (show in the air that you write a big letter E). Ask: ***„Repeat after me.‟*** (use gestures to encourage the pupils to write the letter in the air. Monitor that all pupils repeat after you.

Then say: ***„Look – letter E‟*** (show that you ‗write the letter C on your hand). When the pupils finish ‗writing‘ on their hands, write the letter on the board.

### *Post-activity*

***Activity 6*** Play ―Letters‖. *10 min*

Objective: to consolidate the letters learnt so far

1. ***Homework:*** WB page 9 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

# Lesson 4 Let’s play!

## The aim of the lesson:

***Educational:*** - to learn two more letters: Gg and Hh - to practise Class 1 vocabulary (Toys, school things, domestic animals, toys, school things, family members, vegetables, fruits, colours)

***Developing:*** - - to enable pupils to categorise the words into separate categories

***Socio-cultural:*** *-* to raise awareness of how to categorize words; - to raise awareness of pronunciation of the letter ―G‖ sound and pronunciation of ―H‖ sound.

***Competence:*** SC4, PC and LC in dialogues

***Learning outcomes:*** By the end of the lesson, pupils will be able to: - say sentences using the structures

―It‘s a cat. It can climb. It‘s big.‖ - make sentences about things they already know from Class 1;

* recognise pronunciation of the letter ―G‖ sound and pronunciation of ―H‖ sound.

***Type of the lesson:*** non-standard, mixed

***Method of the lesson:*** group work, pair work

***Equipment:*** Pupil‘s book, Workbook, the DVD, cards with: letters; hop, jump, walk, run, and climb

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Listen and sing. *5 min*

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

Say: ***„Open your books on Page 8.‟*** Point to Activity 1. Use gestures and wait for all children to open their textbooks. Check they have the correct page.

### Say: *„Listen to the song “Rain, rain, go away” and repeat.‟*

Play the DVD, track ‗Rain, rain, go away‘ and ask the pupils to sing.

Say: ***„Let‟s sing the song again together.‟*** Divide the pupils into groups. The 1st group sings the part about daddy, the 2nd group – about mummy, etc. Ask one more group to sing using ―I want…‖

### *Main part*

**Activity 2** Work in pairs. Play ―Revision game‖. *15 min*

Objectives: to revise words from Class 1; to enable pupils to identify categories: ―domestic animals‖, ―toys‖ etc.

*Step 1* Say: ***„Look here!‟*** Use gestures to attract their attention. Play the DVD, animation with ―Revision game‖ activity. Demonstrate one example yourself.

Say: ***„A1.‟*** Find the cell for this point, click on the picture of the goat and say: ***„It‟s a goat.‟***

Say: ***„Look here!‟*** Point to Activity 2 in the textbook.

### Say: *„Look at the picture. Let‟s play as Zumrad and Jasur.‟*

Ask the pupils to work in pairs. Use gestures. Walk around and listen to the dialogues.

*Step 2*

Say: ***„Look and answer.‟*** Play the DVD again and show the columns for categories. Ask: ***„What are they?‟*** Show the 1st column. Elicit the answers.

Say: ***„Let‟s check.‟*** Click on the question mark. (the pupils hear – ‗Domestic animals‘). Say: ***„Repeat, please!‟*** Be sure all the pupils repeat the name of the category.

Ask: ***„What are they?‟*** Show the 2nd column. Elicit the answers.

Say: ***„Let‟s check.‟*** Click on the question mark. (the pupils hear – ‗Toys‘).

### *Post-activity*

**Activity 3** Write the letters. *15 min*

Objectives: to learn two more letters of the alphabet – Gg and Hh; to practise writing the letters; to consolidate the letters. Say: ***„Look and listen.‟*** Play the DVD, letters G, H. Let the pupils listen to the pronunciation several times. Show the pictures. Pronounce the letter G as [dji:] and H as eitch.

Say: ***„G [*dji*:] is G [g] for Grapes*** (click on the picture of the grapes) ***and for Goat*** (click on the picture of the goat). **H** eich s ***H [h] for Head*** (click on the pictures of the head) ***and Horse*** (click on the picture of the horse).

Then follow the procedure given in the previous lessons.

1. ***Homework:*** WB page 11 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

***Unit 2 Days of the week***

**Lesson 1: I can**

## The aim of the lesson:

***Educational:*** - to learn two more letters: Ii and Jj; - to practise Class 1 vocabulary (the structure ―I can‖ + verbs);

* to learn the days of the week

***Developing:*** -to enable pupils to say the days of the week in order; - to enable pupils to use the structure ―I can‖ + verbs ***Socio-cultural:*** - to raise awareness of different pronunciation of the letter ―I‖ sounds and single pronunciation of ―J‖. ***Competence:*** SC2, PC and FLCC in questions.

***Learning outcomes:*** By the end of the lesson, pupils will be able to: - recognise, say and write letters Ii and Jj - use the structure ―I can‖ with verbs learnt in Class 1; - recognise different pronunciation of the letter ―I‖ sounds and single pronunciation of ―J‖.

***Type of the lesson:*** non-standard, mixed

***Method of the lesson:*** group work, pair work

***Equipment:*** Pupil‘s book, Workbook, the DVD, cards with: letters;

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Listen and repeat. *5 min*

Objective: to warm up and introduce new topic: days of the week

Say: ***„Open your books on Page 14.‟*** Point to Activity 1. Use gestures and wait for all the children to open their textbooks. Check if they have the correct page.

Say: ***„Look and listen.‟*** Then show a calendar and say: ***„Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.‟*** Repeat again. Say: ***„They are the days of the week.‟***

Say: ***„Look and listen.‟*** Play the DVD, track Days of the week.

### *Main part*

**Activity 2a** Play ―Jump‖. *10 min*

Objective: to revise verbs from Class 1 with the structure ―I can …‖

*Step 1*

Say: ***„Look and listen.‟*** Play the DVD, animation with the robot (I can …)

Say: ***„Look and repeat.‟*** Make a pause after each action and get the pupils to repeat and demonstrate. Ask as many pupils as possible.

Say: ***„Look and answer.‟*** Point to Activity 2a in the textbook and make sure all the pupils are on the correct page. Ask: ***„What can (a frog) do?‟*** Point to the pictures and ask the pupils to call the actions. Elicit all the answers.

*Step 2*

Say: ***„Let‟s play! Stand in a circle.‟*** Encourage all the pupils into the game. Throw a ball to the nearest pupil and say:

***„Jump!‟*** P1 catches the ball and jumps. He/she says: ‗I can jump.‘ Throw a ball to another pupil and say another verb, for example ―climb‖ etc. If the pupil can‘t say, ask the others to help him/her.

**Activity 2b** Work in pairs. Point and say. *10 min*

Objective: to revise verbs and the structure ―I can …‖

Say: ***„Thank you. Take your seats.‟*** Use gestures so the pupils go to their seats and sit down.

Say: ***„Let‟s work in pairs.‟*** Demonstrate what to do. Invite two pupils to the board. Ask one of them to show an action. Ask another to call the action. e.g. Pupil 1 shows flying a kite. Pupil 2 says: ‗I can fly a kite.‘ If Pupil 2 can‘t say, ask the pupils to help him/her. Invite the 2nd pair to the board. Ask them to do the same task.

Say: ***„Stand up, please. Let‟s play in pairs!‟*** Walk around and watch the activity. If the pupils have difficulties, help them.

### *Post-activity*

**Activity 3** Write the letters. *15 min*

Objectives: to learn two more letters of the alphabet – Ii and Jj; to practise writing the letters; to consolidate the letters. Say: ***„Look and listen.‟*** Play the DVD, letters I, J. Let the pupils listen to the pronunciation several times. Show the pictures. Pronounce the letter I as [ai] and J as [djem]

1. ***Homework:*** WB page 13 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

# Lesson 2: What’s your favourite day?

## The aim of the lesson:

***Educational:*** - to learn two more letters: Kk and Ll; - to practise days of the week; -to practise questions from Class 1 (Is it

…? What‘s your favourite …?)

***Developing:*** - to enable pupils to ask and answer questions

***Socio-cultural:*** - to raise awareness of questions of common interest; - to raise awareness of the pronunciation of the letters

―K‖ and ―L‖ sounds

***Competence:*** *SC5, SC and PC in questions.*

***Learning outcomes:*** By the end of the lesson, pupils will be able to: - recognise, say and write letters Aa and Bb; - say animals and sounds they produce; - recite a poem; - recognise different pronunciation of the letter ―A‖ and single pronunciation of ―B‖.

***Type of the lesson:*** non-standard, mixed

***Method of the lesson:*** group work, pair work

***Equipment:*** Pupil‘s book , Workbook, the DVD, cards with letters

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *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 Pupil‘s Book.

Say: ‗Open your books on Page 16.‘ Point to Activity 1. Use gestures and wait for all the children to open their textbooks. Check if they have the correct page.

Say: ‗Look and listen.‘ Play the DVD, track Days of the week.

### *Main part*

**Activity 2** Play ―Ball‖. *10 min*

Objectives: to consolidate the days of the week; to have fun. Steps

Say: ‗Look and listen.‘ Play the DVD, video with the children playing ―Ball‖ activity.

Say: ‗Let‘s play! Stand in a circle.‘ Invite 7 pupils. Allocate the days to the pupils. Point to them and say: ‗Monday

(pupil 1), Tuesday (pupil 2), Wednesday (pupil 3), Thursday (pupil 4), Friday (pupil 5), Saturday (pupil 6), Sunday (pupil 7).‘ Say: ‗Remember your day. Catch the ball if you hear your day.‘ Demonstrate how to play: throw the ball up and say:

‗Sunday!‘ The pupil whose day is Sunday must catch the ball. This pupil must throw the ball and call another day.

### *Post-activity*

**Activity 4** Write the letters. *15 min*

Objective: to learn two more letters of the alphabet – Kk and Ll

Say: ‗Look and listen.‘ Play the DVD, letters K, L. Let the pupils listen to the pronunciation several times. Show the pictures.Pronounce the letter K as [k] and L as [el]. Say: ‗K as [k] is for Kangaroo (click on the picture of the

kangaroo) and for Kite (click on the picture of the kite). L as [l] is for Lemon (click on the picture of the lemons) and Lion (click on the picture of the lions).‘ The pupils listen to the DVD and repeat. Stand facing a board and say: ‗Look – letter K‘ (show in the air that you write a big letter K). Ask: ‗Repeat after me.‘ (use gestures to encourage the pupils to write the letter in the air. Monitor that all pupils repeat after you.Then say: ‗Look – letter K‘ (show that you ‗write the letter

A on your hand). When the pupils finish ‗writing‘ on theirhands, write the letter on the board.

Say: ‗Open your Workbooks on Page 14.‘ Use gestures and wait for all the pupils to open the Workbooks and look at

1. ***Homework:*** WB page 15 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

# Lesson 3: Sunday, Monday …

## The aim of the lesson:

***Educational:*** - to learn two more letters: Mm and Nn; - to practise Class 1 vocabulary (numbers from 12 to 20);

***Developing:*** - to enable pupils to do sums in English

***Socio-cultural:*** - to raise awareness of the similarity between doing sums in English and mother tongue; - to raise awareness of the pronunciation of the letters―M‖ and ―N‖ sounds.

***Competence:*** *SC6, LC and PC in saying days of the week*

***Learning outcomes:*** By the end of the lesson, pupils will be able to: - recognise, say and write letters Aa and Bb; - say animals and sounds they produce; - recite a poem; - recognise different pronunciation of the letter ―A‖ and single pronunciation of ―B‖.

***Type of the lesson:*** non-standard, mixed

***Method of the lesson:*** group work, pair work

***Equipment:*** Pupil‘s book, Workbook, the DVD, cards with: letters; hop, jump, walk, run, and climb

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Listen and sing. *5 min*

Objectives: to warm up;to revise days of the week**.**

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 Pupil‘s Book.

Say: ‗Open your books on Page 18.‘ Point to Activity 1. Use gestures and wait for all the children to open their textbooks. Check if they have the correct page.

Say: ‗Look and listen.‘ Play the DVD, track Days of the week.

### *Main part*

**Activity 2** Play ―Cross the river‖. *10 min*

Objectives: to revise days of the week;to have fun.

Say: ***„Look and listen.‟*** Play the DVD, the animation of ―Cross the river‖ activity. Ask: ***„What days can you see here?‟*** The pupils call the days of the

Say: ‗Look and listen.‘ Play the DVD, the animation of ―Cross the river‖ activity. Ask: ‗What days can you see here?‘ The pupils call the days of the week. Group work 48

Say: ‗Let‘s play! Stand up and come here, please.‘Divide the pupils into two groups and offers the pupils to give names to their group. Write the names on the board. Say: ‗Name the days and cross th

**Activity 3** Write the letters. *15 min*

Objectives: to learn two more letters of the alphabet – Mm and Nn;

Say: ‗Look and listen.‘ Play the DVD, letters M, N. Let the pupils listen to the pronunciation several times. Show the pictures.Pronounce the letter M as [em] and N as [en].

Say: ‗M as [m] is for Mother (click on the picture of the mother) and for Mouse (click on the picture of the mouse). N as [n] is for Nine (click on the picture of the nine) and Nose (click on the picture of the nose).‘ to practise writing the

letters; to consolidate the letters.Stepse river. If you‘re correct, you cross the river. If you aren‘t correct, the crocodile c can

eat you up.’ Usegestures to demonstrate it. Invite the first pupil to start. Say: ‗Let‘s clap to the winners!‘

### *Post-activity*

**Activity 4** Play ―Do sums‖. *10 min*

Objective: to consolidate the number

Say: ‗Look and listen.‘ Play the DVD, video with the childrendoing sums.

Say: ‗Open your books on Page 19.‘ Point to Activity 4. Use gestures and wait for all the children to open their textbooks.

Check if they have the correct page.Say: ‗Look at Zumrad and Jasur.‘ (You can divide them into pairs: a boy and a girl.

1. **Homework:** WB page 17 Activity 1, 2 Then learning new words
2. **Marking**. Giving marks according to pupils‘ attendance

# Lesson 4: Let’s play!

## The aim of the lesson:

***Educational:*** - t to say and recognize the letters from A to N:

***Developing:*** to enable pupils to match the sound of a letter with its script ***Socio-cultural:*** - to raise awareness of sound and script relationship ***Competence:*** *SC2, FLCC and SC in dialogues.*

***Learning outcomes:*** By the end of the lesson, pupils will be able to: - recognise, say and write letters Aa and Bb; - say animals and sounds they produce; - recite a poem; - recognise different pronunciation of the letter ―A‖ and single pronunciation of ―B‖.

***Type of the lesson:*** non-standard, mixed

***Method of the lesson:*** group work, pair work

***Equipment:*** Pupil‘s book, Workbook, the DVD, two sets of cards with letters A to N

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Listen and sing. *5 min*

**Objectives:** to warm up; to revise days of the week.

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.‘ Makesure all the children have their Pupil‘s Book.

Say: ‗Open your books on Page 20.‘ Point to Activity 1. Use gestures and wait for all the children to open their textbooks. Check if they have the correct page.

### *Main part*

**Activity 2** Play ―Run and take‖. *15 min*

## You can use version 1 or 2. Version 1 is with letters and Version 2 is with words.

**VERSION 1**

Prepare two sets of cards with letters A-N and put them on the table. Mix them all up.

Say: ‗Stand up, please.‘ Use gestures to help the pupils to make up two rows at the same distance from your table.

Say: ‗I call a letter (show here any card) and you (point to the 1st pupils in each row) run and find it.‘ Use searching and finding gestures to help the pupils to understand.

Praise the fastest pupils. Count the result of the groups and call the winner group**. VERSION 2**

Say: ‗Let‘s work in pairs.‘ Invite two pupils to the board. Teacher asks them to stand back to the board. Help the pupils to stand in a correct way.

Prepare the words with missing letters on the board. Stick the letters next to the words.

Say: ‗One, two, three. Turn round and put the letters.‘ After the pupils finish filling in the gaps, say: ‗Read your words.‘ Praise the pupils and invite next pair.

### *Post-activity*

**Activity 3** Read and match. *10 min*

**Objective:** to consolidate vocabulary3. Use gestures and wait for all the children to open their Workbooks. Check if they have the correct page.Say: ‗Let‘s play! Take your pens. Read and match.‘ Show the example to help the pupils to understand. Check theanswers and praise the pupils.Optional activityPoint to a circled word ‗ball‘ and say: ‗Look – ball.‘ Show that there is a tick next to the word.

Say: ‗Find the words. Circle the word and put a tick.‘ Point to the crossword and use circling gesture to explainwhat to do.

1. **Homework:** WB page 19 Activity 1, 2 Then learning new words
2. **Marking**. Giving marks according to pupils‘ attendance

# REVISION 1

***Educational:*** - to learn counting 1-20 and backwards; - to learn doing sums

***Developing:*** - t to enable pupils to count 1-20 and backwards;- to enable pupils to do sums o

***Socio-cultural:*** *-* to raise awareness of the difference between sounds animals produce in different countries; - to raise awareness of different pronunciation of the letter ―A‖ and single pronunciation of ―B‖.

***Competence:*** *SC1, SC and FLCC in questions and dialogues*

***Learning outcomes:*** By the end of the lesson, pupils will be able to: - recognise, say and write letters Aa and Bb; - say animals and sounds they produce; - recite a poem; - recognise different pronunciation of the letter ―A‖ and single pronunciation of ―B‖.

***Type of the lesson:*** non-standard, mixed

***Method of the lesson:*** group work, pair work

***Equipment:*** Pupil‘s book, Workbook, the DVD,4 dice, counters of different colours enough for each pupil

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Play ―ABC‖. Objectives: to consolidate the letters A-N; to have fun. Look at Unit 4, Lesson 4, Activity 3 for the instructions. Play this game with the letters A-N.

### *Main part*

**Activity 2** Play ―Snakes and Ladders‖. Objective: to revise numbers STEP 1: Ask the pupils to look at the ―Snakes and Ladders‖ board game. Say that this game is very popular in Great Britain and other western countries. Say that they should say ‗Move up!‘ when somebody lands on a ladder and ―Move down!‖ when somebody

lands on a snake. When the pupils land on a ladder they must move up. When the pupils land on a snake they must move down.

**STEP 2:** Say that the pupils will play in groups of 4. Each group must have a dice and a counter for every pupil (you can give them small pieces of paper of different colours).

Say that they should move from Monday to Sunday. When they land on the numbers, they must put their counters on that number and they must add or count them according to the type of the activity shown on the board. For example, if they land on 4, they must add the numbers, and if they land on 6, they must count 10 to 15. Then it will be the next pupil‘s turn to throw the dice. Another rule of the game is that the pupil who cannot do the sums/cannot count or do them wrong/count wrong misses a go.

### *Post-activity*

1. ***Homework:***

Ask the pupils to do any homework they did not do in Units Activity 1 Listen and sing. *5 min*

Objectives: to warm up; to create an English speaking atmosphere. 1-4 and get prepared for the next unit.

1. ***Marking.*** Giving marks according to pupils‘ attendance

***Unit 3 My free time***

**Lesson 1 I like …**

## The aim of the lesson:

***Educational:*** to learn two more letters: Oo and Pp; - to revise Class 1 vocabulary (colours, toys, fruits, vegetables)

***Developing:*** - to enable pupils to say things they like

***Socio-cultural:*** - to raise awareness of ways of expressing positive attitudes; - to raise awareness of different pronunciation of the letter ―O‖ sounds and single pronunciation of ―P‖.

***Competence:*** *SC3, FLCC and PC in dialogues*

***Learning outcomes:*** By the end of the lesson, pupils will be able to: - recognise, say and write letters Aa and Bb; - say animals and sounds they produce; - recite a poem; - recognise different pronunciation of the letter ―A‖ and single pronunciation of ―B‖.

***Type of the lesson:*** non-standard, mixed

***Method of the lesson:*** group work, pair work

***Equipment:*** Pupil‘s book, Workbook, the DVD, cards with letters, dice

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Listen and repeat. *10 min*

**Objective**: to warm up

**STEP 1:** Play the DVD. Ask the pupils to listen to the song and say what the song is about. If they don‘t guess, say that the song is about colours.

**STEP 2:** Play the DVD again and ask the pupils to sing together with the DVD. DVD script:

Pink, pink

The paint is pink. (the lines above are repeated 3 times)

The paint is pink pink pink. White, white The egg is white. (the lines above are repeated 3 times) 54 Unit 3

The egg is white white white. Brown, brown The mouse is brown. (the lines above are repeated 3 times)

The mouse is brown brown brown. Red, red The car is red. (the lines above are repeated 3 times) The car is red red Purple, purple The grape is purple. (the lines above are repeated 3 times) The grape is purple purple purple.

Black, black The cat is black. (the lines above are repeated 3 times) The cat is black black black.

### *Main part*

**Activity 2a** Look, listen and tick. *10 min*

Objective: to develop listening skills. Ask the pupils to open their Workbooks and find

**Activity 2b**. Ask them to look at the table and read the names of the children. Explain that they will listen to you to find the children‘s bags. Say that they must tick, for example when Zumrad says ‗I‘ve got a red bag‘, they must tick in the table and show it. Check that all ticked correctly.

## Activity 4 Write the letters. *12 min*

**Objective: to learn two more letters of the alphabet –Oo and Pp; practise writing the letters; to consolidate the letters.**

Ask the pupils to look and listen. Play the DVD, letters O, P. Let the pupils listen to the pronunciation several times. Show the pictures.Pronounce the letter O as {eu} and P as Say that O as {pi] is for Open (click on the picture of the supermarket with the word Open) and as [p] is for Orange (click on the picture of the orange). Then say that P as is for Parrot (click on the picture of the parrot) and Peach (click on the picture of the peach). The pupils listen to the DVD and repeat. Use Chain Drill activity to remember the pronunciation of the letters.

### *Post-activity*

**Activity 5 Play “I like ...” *10 min***

**Objective: to consolidate the structure “I like …” and vocabulary learnt in Class 1**

Stick cards in two rows on the board face down: 1) a row of toys; 2) a row of colours. Explain that a pupil can open one card from the upper row (e.g. red) and one card from the lower row (e.g. pens). Then s/he must make a sentence using these words and say: ―I like red pens.‖ You can also play the DVD to show how to do this activity correctly.

1. ***Homework:*** WB page 21 Activity 1, 2 Then learning new words
2. ***Marking****.* Giving marks according to pupils‘ attendance

# Lesson 1: Lesson 2 On Sunday we …

## The aim of the lesson:

***Educational:*** - to learn two more letters: Qq and Rr; - to practise days of the week to learn two letters:

***Developing:*** - to enable pupils to say what activities they can do on various days

***Socio-cultural:*** - to raise awareness of international words like football, handball etc.; - to raise awareness of the pronunciation of the letters ―Q‖ and ―R‖ sounds.

***Competence:*** *SC1, SC and PC in dialogues*

***Learning outcomes:*** By the end of the lesson, pupils will be able to: - recognise, say and write letters Aa and Bb; - say animals and sounds they produce; - recite a poem; - recognise different pronunciation of the letter ―A‖ and single pronunciation of ―B‖.

***Type of the lesson:*** non-standard, mixed

***Method of the lesson:*** group work, pair work

***Equipment:*** P u p i l ‘ s b o o k , Workbook, the DVD, cards with letters

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Play ―What‘s your favourite game?‖ *5 min*

**Objectives:** to revise games; to prepare for the next activity.

This is a usual Chain Drill activity. Ask the pupils to ask and answer the question ―What‘s your favourite game?‖ in turns. You can revise games the pupils know before starting the Chain Drill (football, Bingo, Little frog, computer games, Funny race, Miming, Shopping, Tic Tac Toe, Interview, Look and guess, Sleep!, Please, I am a robot, Touch your nose, Champion and other games they played in Class 1). You can also play the DVD to help the pupils to play the game.

### *Main part*

**Activity 2a** Look, listen and repeat. *5 min*

**Objectives**: to revise days of the week; to introduce the preposition ‗on‘.

STEP 1: Ask the pupils what international words related to sport they know. Elicit the words: football, basketball, tennis, volleyball, handball, etc.

**Activity 2b** Play ―On Monday we play …‖. *10 min*

**Objectives:** to consolidate the days of the week and the preposition ‗on‘

Ask the pupils to play usual Chain Drill. You can also play the DVD and have the pupils do the activity similarly.

*e.g.* Pupil 1: On Monday we play football. Pupil 2: On Tuesday we play basketball. Pupil 3: On Wednesday … etc.

**Activity 3** Write the letters. *15 min*

**Objective:** to learn two letters of the alphabet – Qq and Rr; to practise writing the letters; to consolidate the letters.

Ask the pupils to look and listen. Play the DVD, letters Q, R. Let the pupils listen to the pronunciation several times. Show the pictures. Pronounce the letter Q as {kjul} and R as {al} Say that Q as [kw] is for Queen (click on the picture of the queen) and Question (click on the question mark). Then say that R as{r} is for Rainy (click on the picture of the rainy weather) and Robot (click on the picture of the robot). The pupils listen to the DVD and repeat. Use Chain Drill activity to remember the pronunciation of the letters. Then ask the pupils to open their Workbooks on Page 22 and start writing the capital letter ―Q‖ and then small ―q‖. 59 Unit 3 Ask them to look at the example and follow the arrows. If necessary, demonstrate on the board. Then repeat the procedure with the letter ―Rr‖. Then draw the pupils‘ attention to the optional activity on Page 22. Ask the pupils to read the sentences with you and then colour the pictures. If you are short of time, the pupils can colour the pictures at home.

### *Post-activity*

**Activity 4** Listen and say the chant.

**Objective**: to consolidate the days of the week Ask the pupils to look at the pictures and guess what they mean. Then play the DVD and ask the pupils to listen and repeat. DVD script: Monday [clap, clap, clap] Tuesday[stamp, stamp, stamp] Wednesday [slap, slap, slap] Thursday [click, click, click] Friday [knock, knock, knock] Saturday one, two, three. Sunday come with me.

1. ***Homework*** *5 min*

Draw the pupils‘ attention to Page 23 in their Workbooks. Ask whether the homework is clear to them. If necessary, explain. Also say that they should continue writing letters on Page 22. Draw the pupils‘ attention to Homework Activity 2. Explain that they should read the words marked 1-4 and colour the parts of the picture accordingly. After that they must write the four missing letters to make a sentence.

1. ***Marking.*** Giving marks according to pupils‘ attendance

## The aim of the lesson:

***Educational:*** to learn two more letters: Ss and Tt; to learn demonstrative pronouns ―this – that‖ and the question ―What‘s that?‖

***Developing:*** - to enable pupils to identify the difference between ―this‖ and ―that‖

***Socio-cultural****:* to raise awareness of the contractions including the short form of the structure ―That‘s …‖ to raise awareness of the pronunciation of the letters ―S‖ and ―T‖ sounds.

***Competence:*** *SC4, FLCC and SC in questionnaires*

***Learning outcomes:*** By the end of the lesson, pupils will be able to: - recognise, say and write letters Aa and Bb; - say animals and sounds they produce; - recite a poem; - recognise different pronunciation of the letter ―A‖ and single pronunciation of ―B‖.

***Type of the lesson:*** non-standard, mixed

***Method of the lesson:*** group work, pair work

***Equipment:*** Pupil‘s book , Workbook, the DVD, cards with letters

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Warm up Listen and sing. *5 min*

**Objectives:** to warm up; to revise days of the week. Look at Unit 2, Lesson 1, Activity 1 for the DVD script (days of the week). Play the DVD and ask the pupils to sing along with the DVD.

### *Main part*

**Activity** 1a Look, listen and repeat. *5 min*

**Objective:** to introduce the structure ―That‘s …‖ Ask the pupils to look at the picture or play the DVD to draw

the pupils‘ attention. Say that the cats are looking at clouds and playing a game. Explain that when an object is close we say

―this‖, for example: This is a book. and show a book. But when an object is far we say ―that‖, for example: That‘s a lamp. and show a lamp.

**Activity 1b** Point and say. *5 min*.

**Objective:** to practise ―That‘s ‖STEP 1: Ask the pupils to work in pairs. Ask one pair to perform in front of the whole class. For example, Pupil A: ‗This is a book.‘ Pupil B: ‗That‘s a pencil.‘ etc.

STEP 2: Then ask the others to start. Check that the pupils know what to do. Go round and monitor, help if necessary. Activity 1c Work in pairs. Ask and answer. *5 min* Objective: to practise the question ―What‘s that?‖ and vocabulary learnt in Class 1 (animals) STEP 1: Play the DVD for Activity 1a. Ask the pupils to look at the cloud pictures. Point to an animal and ask the pupils: ‗What‘s that?‘ Elicit an answer: ‗That‘s a crocodile‘.

**Activity 3** Write the letters. *10 min*

**Objectives:** to learn two more letters of the alphabet – Ss and Tt; to practise writing the letters; to consolidate the letters. Ask the pupils to look and listen. Play the DVD, letters S, T. Let the pupils listen to the pronunciation several times. Show the pictures. Pronounce the letter S as {es} and T as {tl} Say that S as [ s] is for Spring (click on the picture of spring), Summer (click on the picture of summer) and Seven (click on the number 7). Then say that T as {t} is for Train (click on the picture of the train) and Tiger (click on the picture of the tiger).

### *Post-activity*

**Activity 4** Look and say. *10 min*

**Objective:** to consolidate the structure ―That‘s …‖

STEP 1: Ask the pupils to look at the picture or play the DVD. Ask them to say or repeat after the DVD what the hen is saying to her children. Note: Draw the pupils‘ attention to the Remember box and explain that That‘s a kite. is the same as That is a kite.

STEP 2: Ask the pupils to work in pairs. They must point and say. e.g. Pupil A points to a kite. Pupil B says: ―That‘s a ite,‖ etc. Note: Draw the pupils‘ attention to the remember box. Establish that That‘s a cow. = That is a cow.

1. ***Homework****:* WB page 25 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## The aim of the lesson:

**Lesson 4 Let’s play!**

***Educational:*** - to learn two more letters: Uu and Vv; to revise Class 1 vocabulary (wild animals)

***Developing:*** - to enable pupils to identify capital and small letters; - to enable pupils to make sentences out of two halves ***Socio-cultural: -*** to raise awareness in identifying capital and small letters; to raise awareness of different pronunciation of the letter―U‖ sounds and a single pronunciation of ―V‖.

***Competence:*** *SC6, LC and PC in dialogues*

***Learning outcomes:*** By the end of the lesson, pupils will be able to: - recognise, say and write letters Aa and Bb; - say animals and sounds they produce; - recite a poem; - recognise different pronunciation of the letter ―A‖ and single pronunciation of ―B‖.

***Type of the lesson:*** non-standard, mixed

***Method of the lesson:*** group work, pair work

***Equipment:*** Pupil‘s book, Workbook, the DVD, separate cards with capital and small letters, cards with all wild animals from Class 1, sets of cards with beginnings and endings of sentences

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Listen and sing. *5 min*

**Objectives:** to warm up; to revise days of the week. Look at Unit 2, Lesson 1, Activity 1 for the DVD script (days of the week). Play the DVD and ask the pupils to sing along with the DVD.

### *Main part*

**Activity 2** Play ―Find your pair‖. *10 min*

**Objective:** to revise the letters learnt so far

STEP 1: Ask the pupils to look at the picture. Ask the pupils to guess what letter the boy in the first pair is holding (He is holding a capital letter ―B‖ because his partner is holding a small letter ―b‖.) The girl in the second pair is holding a small letter ―f‖.STEP 2: Say that the pupils will play the game as the pupils in the picture. Distribute cards with big and small letters to the pupils and ask them to keep them secret! STEP 3: Say that the pupils must go round the class and say

the letter from their cards loudly, listen to each other in order to find a pair. Demonstrate what to do with one pair.

**Activity 3** Write the letters. *15 min*

**Objectives:** to learn two letters of the alphabet – Uu and Vv; to practise writing the letters; to consolidate the letters.

Ask the pupils to look and listen. Play the DVD, letters U, V. Let the pupils listen to the pronunciation several times. Show the pictures. Pronounce the letter U as {jul} and V as {vil}. Say that U as [v] is for Cucumber (click on the picture of the cucumber) and as [v] is for Under (click on the chair with a cat under it). Then say that V as {v} is for Volleyball (click on the picture of the volleyball game) and Vase (click on the picture of the vase). The pupils listen to the DVD and repeat. Use Chain Drill activity to remember the pronunciation of the letters. Then ask the pupils to open their Workbooks on Page 26 and start writing the capital letter ―U‖ and then small ―u‖. Ask them to look at the example and follow the arrows. If necessary, demonstrate on the board. Then repeat the procedure with the letter ―Vv‖.

**Activity 4a** Work in pairs. Make sentences. *10 min*

**Objectives:** to consolidate the sentence structures; to prepare for the next activity.

STEP 1: Ask the pupils to work in pairs and look at the example. Ask the pupils to match other parts to make sentences. Answer key: I‘ve got a plane. I like pumpkins. That‘s a cucumber. She is eight. STEP 2: When they finish, ask some pupils to read and translate the sentences.

### *Post-activity*

**Optional Activity 4b** Play ―Running dictation‖.

**Objective:** to consolidate the sentence structures STEP 1: Prepare two sets of cards enough for groups of 4 like the ones in 4a. Put all beginnings of the sentences in one box and 65 Unit 3 all endings into another box. Prepare more cards than the pupils will need in order to make 5 sentences in each group. STEP 2: Explain that each group must make up 5 sentences in 3 minutes. Say that all cards will be on your table. Explain that Box 1 has the beginning and Box 2 has the ending of ences. Say that every member of the groups in turns must come to the table and take one card and bring to the group. Say that all five sentences must be different.

1. ***Homework****:* WB page 27 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## The aim of the lesson:

**Lesson 1 I collect trains.**

### *Unit 4 My hobby*

***Educational:*** - to learn two more letters: Ww and Xx; - to practise Class 1 vocabulary (toys)

***Developing:*** - to enable pupils to ask and answer the question ―What‘s this?‖

***Socio-cultural:*** to raise awareness of the pronunciation of the letters ―W‖ and ―X‖ sounds.

***Competence:*** *SC1, FLCC and SC in speaking about hobby*

***Learning outcomes:*** By the end of the lesson, pupils will be able to: - recognise, say and write letters Aa and Bb; - say animals and sounds they produce; - recite a poem; - recognise different pronunciation of the letter ―A‖ and single pronunciation of ―B‖.

***Type of the lesson:*** non-standard, mixed

***Method of the lesson:*** group work, pair work

***Equipment:*** Pupil‘s book, Workbook, the DVD, cards with letters, cards with different *toys*

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Listen and repeat. *5 min*

**Objective:** to warm up Play the DVD and ask pupils to listen and sing with the DVD.

DVD script: They are model cars, and a toy guitar, With a teddy bear and a doll with curly hair. Toys, toys, toys, lots of toys. In my toy box there are toys for every girl and boy. (3 times)

### *Main part*

**Activity 2a** Look, read and match. *5 min*

**Objective:** to revise the question ―What‘s this?‖

STEP 1: Ask the pupils to look at the pictures in the textbook or play the DVD for this activity and read the sentences in the speech bubbles/listen to the bees. Ask the pupils to translate the sentences and then match the pictures and sentences. Ask some pupils to read and translate the sentences. Then remind that they learned the question ―What‘s that?‖ two lessons arlier. Ask what the difference is between the questions ―What‘s that?‖ and ―What‘s this?‖ Elicit some answers and then sum up that we use the question ―What‘s that?‖ to ask about an object which is far from us and ―What‘s this?‖ to ask about an object which is near us.Listen and sing. *5 min*

**Activity 2b** Read, draw and write. *10 min*

**Objectives:** to introduce a new word ―collect‖

STEP 1: Ask the pupils to open their Workbooks on Page 28 and read the first text. Ask them to guess what the word collect‖means. Have the pupils repeat it after you in chorus. After that ask the pupils to read and translate the sentences. When they finish, ask them to read and translate the second text.

STEP 2: Ask the pupils to complete the third text for themselves and draw a picture. Say that they can finish drawing at home if you worry about the time.

**Activity 2c** Play ―I collect trains‖. *10 min*

**Objective**: to practise the structure ―I collect …‖

Put cards with different toys on your table. Ask the pupils to stand in two rows. Say that you will whisper words (different words to each group) to the first two pupils. These pupils must turn to the second pupils and whisper the word to them. The second pupils pass the word to the third pupils etc. The last pupils in the rows must come up to the table, take a card with the word they have heard and make a sentence: I collect ….

### *Post-activity*

**Activity 3** Write the letters. *10 min*

**Objective:** to learn two more letters of the alphabet – Ww and Xx; to practise writing the letters; to consolidate the letters. Ask the pupils to look and listen. Play the DVD, letters W, X. Let the pupils listen to the pronunciation several times. Show the pictures. Pronounce the letter W as{dabljul} and X as {eks}.Say that W as [w] is for Winter (click on the picture of winter)and Watermelon (click on the picture of winter). Then say that X as {ks}is for Taxi (click on the picture of the taxi) and Box (click on the picture of the box)

1. ***Homework****:* WB page 29 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## Lesson 2 What’s your hobby?

**The aim of the lesson**:

***Educational:*** - to learn two more letters: Yy and Zz - to learn the structure: ―Let‘s play …‖

***Developing:*** - to enable pupils to make suggestions using ―Let‘s play …‖

***Socio-cultural:*** to raise awareness of various hobbies; - to raise awareness of different pronunciation of the letter ―Y‖ and single pronunciation of ―Z‖ sounds.

***Competence:*** *SC5, PC and SC in questions about one‟s hobby*

***Learning outcomes:*** By the end of the lesson, pupils will be able to: - recognise, say and write letters Aa and Bb; - say animals and sounds they produce; - recite a poem; - recognise different pronunciation of the letter ―A‖ and single pronunciation of ―B‖.

***Type of the lesson:*** non-standard, mixed

***Method of the lesson:*** group work, pair work

***Equipment:*** Pupil‘s book, Workbook, the DVD, flashcards with letters, snowy, rainy, hot, warm, windy and cool weather

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Listen and sing. *5 min*

**Objective:** to warm up Look at Unit 4 Lesson 1 for the DVD script.

### *Main part*

**Activity 2** Play ―What‘s your hobby?‖ *10 min*

**Objectives**: to learn a new word ―hobby‖; to practise the question ―What‘s your hobby?‖

**STEP 1:** Ask the pupils to answer the question ―What‘s your hobby?‖. If they cannot guess what the word ―hobby‖ means, translate it into the mother tongue. Then have the pupils repeat it after you. STEP 2: This is the usual Chain Drill activity. Ask the pupils to ask and answer the question ―What‘s your hobby?‖ in turns. You can revise words the pupils know before starting the Chain Drill (football, computer games, tennis, volleyball, toys, dolls, kites, trains etc). Pupils can say: ―My hobby‘s football.‖ etc. You can also play the DVD to show how to do this activity correctly. Note: British people say ―My hobby‘s football.‖ or ―My hobby‘s balls.‖ Both are acceptable.

**Activity 3** Play ―Let‘s play games.‖ *10 min*

**Objectives:** to revise the vocabulary related to the weather;to reinforce the structure ―Let‘s play ...‖.

STEP 1: Stick the flashcards describing snowy, rainy, hot, warm, windy and cool weather on the board. Ask the pupils to look at the board or play the first part of the DVD and say what pictures they see there. Ask them to recall the structures to describe the weather in the pictures Answer key/DVD script: It‘s snowy. It‘s rainy. It‘s hot. It‘s warm. It‘s windy. It‘s cool. STEP 2: Ask the pupils to look at the picture in the textbook and say what they see there. Answer key: The pupils in the picture are playing a game. They threw a dice (number 5). Now they are looking at the picture # 5 on the board and saying: It‘s windy. and Let‘s fly a kite. You can also play the second part of the DVD to show this.

**Activity 4** Write the letters. *15 min*

**Objective:** to learn two more letters of the alphabet – Yy and Zz; to practise writing the letters; to consolidate the letters. Ask the pupils to look and listen. Play the DVD, letters Y, Z. Let the pupils listen to the pronunciation several times. Show the pictures. Pronounce the letter Y as{wai} and Z as {zed}. Say that Y as [ j] is for Yellow (click on the picture of the first bee saying ‗Do you like yellow?‘) and Yes (click on the picture of the second bee saying ‗Yes!!‘). Then say that Z as {z} is for Zebra (click on the picture of the zebra) and Zoo (click on the picture of the zoo). The pupils listen to the DVD and repeat. Use Chain Drill activity to remember the pronunciation of the letters. Then ask the pupils to open their Workbooks on Page 30 and start writing the capital letter ―Y‖ and then small ―y‖. Ask them to look at the example and follow the arrows. If necessary, demonstrate on the board. Then repeat the procedure with the letter ―Zz‖. Say that ―Zz‖ is the last

### *Post-activity*

**Optional Activity 5** Look, listen and read.

Objectives: to consolidate the animals which live in the zoo; to read for fun.

Ask the pupils to look at the picture and guess what they see in the picture. Then play the DVD and ask the pupils to listen and repeat. After that ask the pupils to read the rhyme. Look at Activity 5 in the Pupil‘s book for the DVD script letter in the ABC.

1. ***Homework****:* WB page 31 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## Lesson 3 I’ve got eight planes.

**The aim of the lesson**:

***Educational:*** to practise the structures: ―I collect ...‖; ―I‘ve got + body parts/toys‖; Are you ...?

***Developing:*** - -to enable pupils to understand and use different structures in different situations

***Socio-cultural:*** to raise awareness in identifying capital and small letters; to raise awareness of different pronunciation of the letter―U‖ sounds and a single pronunciation of ―V‖.

***Competence:*** *SC2, FLCC and LC in speaking about one‟s things*

***Learning outcomes:*** By the end of the lesson, pupils will be able to: - recognise, say and write letters Aa and Bb; - say animals and sounds they produce; - recite a poem; - recognise different pronunciation of the letter ―A‖ and single pronunciation of ―B‖.

***Type of the lesson:*** non-standard, mixed

***Method of the lesson:*** group work, pair work

## *Equipment:*Pupil’s book, Workbook, the DVD, cards with animals

**The Procedure of the lesson:**

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Listen and sing. *5 min*

**Objective**: to warm up Look at Unit 4 Lesson 1 for the DVD script.

### *Main part*

**Activity 2a** Look, listen and write. *10 min*

**Objectives**: to listen for detail; to revise toys; to revise the structures: ―I collect ...‖ and ―I‘ve got ...‖

STEP 1: Ask the pupils to look at the picture, match the children and the toys they collect. Ask them to read what Zumrad is saying (‗I collect planes.‘). Ask what Jasur and other children are saying. Answer key: Zumrad: ‗I collect plains.‘

Jasur: ‗I collect kites.‘ Lucy: ‗I collect dolls.‘ Harry: ‗I collect cars.‘ Zarina: ‗I collect teddy bears.‘ Umid: ‗I collect trains.‘ STEP 2: Ask the pupils to open the Workbooks on Page 32.

Ask them to listen to the text and write the number of toys the children have. Play the DVD and stop after Zumrad‘s words. Ask the pupils to write the number in a box next to Zumrad and say: Zumrad has got 8 planes. Ask: How many planes? and elicit: Eight.

STEP 3: Explain that in this way the pupils will write numbers in all other boxes.

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

**Objective**: to consolidate the structures: ―I collect ...‖ and ―I‘ve got ...‖

Ask the pupils to look at the picture in Activity 2a again and play a game. Ask the pupils to work in pairs. Demonstrate with one pair as follows and then ask all pairs to start the game. e.g. Pupil A: Points to Zumrad. Pupil B: ‗My name‘s Zumrad. I collect planes. I‘ve got eight planes.‘

### *Post-activity*

**Activity 2c** Complete the sentences. *5 min*

**Objective:** to consolidate the structure: ―I‘ve got …‖

Ask the pupils to open the Workbooks on Page 32 and complete the sentences using the Activity 2a in the Workbook. Activity 3a Play ―Are you a parrot?‖ *15 min* Objectives: to practise a question: ―Are you a ...‖; to practise the structure

―I‘ve got ...‖; to have fun. VERSION A

STEP 1: Ask the pupils to look at the picture. Say that the pupils are playing a game. The teacher there is holding a card with the rooster in. The first group are looking at the cards and saying: I‘ve got two legs and two wings. The second group are asking: Are you a parrot? Ask what the dialogue is about. After eliciting some answers, sum up. Then have the pupils repeat the sentences after you.

STEP 2: Now explain that they will also play the same game. Then divide the class into two groups. Take your cards with animals but do not show them to pupils.

STEP 3: Explain that only one group can see the card with an animal you are holding and describe it, e.g. I‘ve got two legs and two wings. The second group cannot see the card. They must listen and guess which animal is in the card and ask, for example, Are you a parrot? Then they change roles.

1. ***Homework****:* WB page 35 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## Lesson 4 Let’s play!

**The aim of the lesson**:

***Educational:*** - to revise the ABC; to learn the ABC song

***Developing:*** - -to enable pupils to match the sound with the corresponding letter

***Socio-cultural*** to raise awareness of the similarities and differences of the English alphabet from the one in the mother tongue

***Competence:*** *SC3, SC and FLCC in questions about one‟s hobbies*

***Learning outcomes:*** By the end of the lesson, pupils will be able to: - recognise, say and write letters Aa and Bb; - say animals and sounds they produce; - recite a poem; - recognise different pronunciation of the letter ―A‖ and single pronunciation of ―B‖.

***Type of the lesson:*** non-standard, mixed

***Method of the lesson:*** group work, pair work

***Equipment:***Pupil‘s book , Workbook, the DVD, two flappers

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Listen and sing. *10 min*

**Objective**: to warm up Play the DVD.

Ask the pupils to listen and say what the song is about (The song is about the ABC). Then have the pupils sing the ABC song together with the DVD. DVD script: A B C D E F G H I J K L M N O P Q R S T U V W X Y This is called the alphabet. Which we never must forget.

### *Main part*

**Activity 2a** Look, listen and repeat. *5 min*

**Objectives**: to revise the ABC; to have fun.

Ask the pupils to look at the picture of the ABC caterpillar and read the letters one by one. Ask if they are similar to the Uzbek alphabet. Elicit some answers and then sum up that the English alphabet is very similar to the Uzbek alphabet in structure and content but different in pronunciation. The main difference in content is that in Uzbek there are no such letters as ―C‖ and ―W‖ but the Uzbek alphabet has such letters as O‗, G‗, Sh, Ch and Ng which the English alphabet does not have. After that have the pupils listen and repeat the English letters one by one after you in chorus. Note: Establish that Sh, Ch and Ng have similar pronunciation in English and Uzbek

**Activity 2b** Sing ―ABC song.‖ *5 min*

**Objectives:** to consolidate the ABC; to prepare for the next activity. Ask the pupils to listen to the ABC song in Activity 1 and repeat.

**Activity 3** Play ―ABC.‖ *10 min*

Objectives: to consolidate ABC; to have fun.

Stick the letters of the ABC in different places on the board. Put them in circles and make funny faces as if they

are flies. Say that the pupils will play a game. Invite one pupil to come to the board and give a flapper to him/her. Explain that the letters are ―flies‖. Say that when you say a letter, for example G, the pupil must ―kill‖ the fly with a letter

―G‖. The rest of pupils must start making a noise for a fly ―zzzzzzzz‖. If the pupil ―killed‖ the right fly, the class must stop the noise. If the pupil ―killed‖ a wrong ―fly‖, the class continue making the noise. You can also play the DVD to give the pupilsunderstanding what to do during the game

### *Post-activity*

**Activity 4** Play ―Name Line‖. *10 min*

**Objective:** to revise ABC

STEP 1: Say that the pupils will play the game ―Name Line‖. Say: ‗Imagine there is a line in the class (show an imaginary line). You must find your place and stand in the line. The order of the line is ABC order. If your name starts with the letter A, you must stand here (show the beginning of the imaginary line). If your name starts with Z, you must stand there (show the end of the line).‘

STEP 2: Check that the pupils know what to do and ask them to stand up and make the line.

1. ***Homework****:* WB page 35 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## REVISION 2

**The aim of the lesson**:

***Educational:*** - to revise the vocabulary for greetings, names, favourites and hobbies.

***Developing:*** - to enable pupils to ask and answer questions on the topics of names, favourites and hobbies

***Socio-cultural:*** to raise awareness in identifying capital and small letters; to raise awareness of different pronunciation of the letter―U‖ sounds and a single pronunciation of ―V‖.

***Competence:*** *SC4, FLCC and PC in questions and dialogues*

***Learning outcomes:*** By the end of the lesson, pupils will be able to: - recognise, say and write letters Aa and Bb; - say animals and sounds they produce; - recite a poem; - recognise different pronunciation of the letter ―A‖ and single pronunciation of ―B‖.

***Type of the lesson:*** non-standard, mixed ***Method of the lesson:*** group work, pair work ***Equipment:***Pupil‘s book, Workbook, the DVD

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Work in pairs. Play ―Make a word.‖

**Objective**: to revise the alphabet

Look at Unit 2, Lesson 4, Activity 4 for the instructions. The words: plane, car, kite, train, doll, football, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, red, blue, black, orange, green, white, purple, yellow, pink.

### *Main part*

**Activity 2** Listen, repeat and do.

**Objective**: to revise greetings

Play the DVD and ask the pupils to listen, repeat and do. DVD script:

Boy 1: Shakes hands with Girl 1 and says: ‗Hello. My name‘s David.‘ Girl 1: ‗Hello. My name‘s Lisa.‘ Girl 2: Shakes hands with Boy 2 and says: ‗Hello. My name‘s Mary.‘ Boy 2: ‗Hello. My name‘s Tom.‘

**Activity 3** Work in pairs. Play ―Questions‖. Choose a colour and a category.

**Objective:** to revise language for names, favourites and hobbies

STEP 1 Ask the pupils to look at the table and say what is written in bold. Answer Key: Points: 5-15 and Categories: Name, Favourite, Hobby. Say that they should choose a colour and a category, for example: B: ‗What‘s your name?‘ A: ‗My name‘s ...‘ If the answer is correct, a pupil will get 5 points, if not s/he will get 0.

STEP 2: Play for a while with the whole class. When you see all the pupils know what to do, ask them to start playing in pairs. Note: after *5 min*utes stop the activity and ask the pupils to open their Workbooks. Look at the Introduction for nformation about progress checks. There are four tasks for Progress Check 1 in the Workbook on Page 36.

Progress check 1

Task 1 Listen and write the numbers.

Ask the pupils to look at the words in Task 1. Say that they will listen to the text and should write the numbers next to the words. Draw their attention to the example given. Read the following text aloud: I have got 3 black pens, 6 green

pens, 7 red pens, 8 pink pens, 9 copybooks and 3 rulers. You can repeat reading the text once more. Note: Say that in the boxes next to the tasks they can see maximum of score they can get for each task.

Task 2 Write the letters. Say that in this task the pupils must complete the letters. In the first line they should write small letters next to the big ones. In the second line they should write big letters next to the small ones.

Task 3 Complete and translate.

Say that in this task the pupils must complete the words and translate into mother tongue. Draw their attention to the example given.

Task 4 Read and match. Say that in this task the pupils must read and match. In the first column there are the beginnings of the sentences, in the second the endings. Answer key: This is my bag. My name is Sohiba. His name is Bekzod. What‘s your name? Eight plus one is nine. I‘ve got ten trains.

1. ***Homework****:* Revise all words from pervious unit
2. ***Marking.*** Giving marks according to pupils‘ attendance

## The aim of the lesson:

**Lesson 1 We like playing tag.**

### *Unit 5 My day off*

***Educational:*** - to learn the structure: I like + verb + ing;

***Developing:*** - to enable pupils to say their likes using the gerund;

***Socio-cultural****:* to raise awareness of the ways of saying likes to different activities

***Competence:*** *SC1, SC and PC in dialogues likes*

***Learning outcomes:*** By the end of the lesson, pupils will be able to: - recognise, say and write letters Aa and Bb; - say animals and sounds they produce; - recite a poem; - recognise different pronunciation of the letter ―A‖ and single pronunciation of ―B‖.

***Type of the lesson:*** non-standard, mixed

***Method of the lesson:*** group work, pair work

***Equipment:*** Pupil‘s book; Workbook; the DVD of the book

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Warm up** *5 min*

**Objective:** to revise the ABC, to raise awareness in letter and sound correspondence

STEP 1: Before the pupils open their books, tell them that they will listen to a song where they will hear ABC but now with sounds.

STEP 2: Write on the board ―A‖ and put a picture of an apple. Write a word apple and ask the pupils to read it in chorus. STEP 3 Play the DVD and have the pupils listen to the song again to sing it.

DVD script:

A is for apple B is for ball C is for cat D is for dog E is for elephant F is for fish G is for gorilla H is for hat I is for igloo J is for juice K is for kangaroo L is for lion M is for monkey N is for no O is for octopus P is for pig Q is for question R is for ring S is for sun T is for train U is for umbrella V is for van W is for watch X is for box Y is for yellow Z is for zoo So many things for you to learn about So many ways to sing your song.

### *Main part*

**Activity 1a** Look, listen and repeat. *5 min*

**Objective**: to introduce new words.

STEP 1: Ask the pupils to look at the pictures and say what kind of activities are familiar to them and what games they like playing mostly. Ask the pupils to name the games in their mother tongue.

STEP 2: After you get satisfactory answers, draw the pupils‘ attention to the words and phrases below the pictures. Read the words aloud one by one having the pupils repeat them after you in c h orus. You can also play the DVD to do Step 2.

**Activity 1b** Work in pairs. Point and say. *5 min*

**Objective:** to reinforce the new vocabulary

Tell the pupils to work in pairs. Pupil 1 points to a picture in Activity 1a, e.g. ―play hopscotch‖, Pupil 2 says ―play opscotch‖ as in the example below. Then ask them to change roles. e.g. Pupil 1: Points to the picture ―play hopscotch‖ Pupil 2: ‗Play hopscotch.‘ Points to the picture ―watch TV‖ Pupil 1: ‗Watch TV,‘ etc.

**Activity 2b** Look and complete. 7 min

**Objective:** to reinforce the grammar point in Activity 2a

STEP 1: Ask the pupils to open their Workbooks on Page 37 and write the ―-ing‖ forms of the verbs provided there. Remind that some of these verbs double their last letters and some not. Answer key: double: running, swimming, hopping do not double: playing, jumping, doing STEP 2: Now the pupils can play ―Miming‖. A pupil mimes an action, the other pupils guess. Demonstrate it with one pupil at first, then the pupils do it themselves. e.g. Pupil 1: shows he is running.

Pupils: ‗Running‘. Pupil 1: ‗Yes!‘ etc.

### *Post-activity*

**Activity 3a** Play ―I like playing tag‖. *10 min*

**Objectives**: to introduce the structure ―like doing/like playing‖; to develop the pupils‘ speaking skills.

STEP 1: Draw the pupil‘s attention to the Remember Box. Explain that after the verb ―like‖ we most often use the ―-ing‖ form of words. So we say ―I like playing‖, ―I like doing‖, ―I like hopping‖, etc. which mean in Uzbek ―Men o‗ynashni yoqtiraman‖, ―Men qilishni yoqtiraman‖, ―Men sakrashni yoqtiraman‖, etc. Have the pupils repeat the structures after you in chorus.

STEP 2: Now you can do a normal Chain Drill activity with the new phrases

1. ***Homework****:* WB page 37 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## Lesson 2 Do you like ...?

**The aim of the lesson**:

***Educational:*** - to learn how to ask and answer Yes/No questions

***Developing:*** to enable pupils to ask and answer Yes/No questions

***Socio-cultural*** to raise awareness of how to ask and answer Yes/No questions

***Competence:*** *SC4, FLCC and PC in questions*

***Learning outcomes:*** *At the end of the lesson pupils will be able to: - ask questions about likes; - give short answers: Yes, I do./No, I don‟t.*

***Type of the lesson:*** non-standard, mixed ***Method of the lesson:*** group work, pair work ***Equipment:****Pupil‟s book, Workbook, the DVD*

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Sing the song. *5 min*

**Objective:** to warm up

Play the DVD. Ask the pupils to listen and sing the song along with the DVD. Look at Unit 5 Lesson 1 Warm up activity for the DVD script.

### *Main part*

**Activity 2a** Look, listen and repeat. *10 min*

**Objective**: to introduce Yes/No questions and short answers

STEP 1: Draw the pupils‘ attention to the 1st picture. Ask them to read the bee‘s question and the hedgehog‘s answer. Elicit answers. Establish that in Uzbek the question is ―Siz arqondasakrashni yoqtirasizmi?‖ and the answer ―Ha.‖ In Russian it is ―Вы любите прыгать со скакалкой?‖ and ―Да.‖ Further explain that English people say most of such Uzbek or Russian questions through ―Do you...?‖ and they answer shortly ―Yes, I/we/they do.‖ if the answer is positive or ―No, I/we/they don‘t‖ if the answer is negative as the cat says in the second picture. After that ask the pupils to read the bee‘s question to the cat and the cat‘s answer. STEP 2: Now ask the pupils repeat the questions and answers after you or the DVD individually, in rows and chorus.

**Activity 2b** Work in pairs. Play ―Ask and answer‖. *10 min*

Objective: to consolidate the question ―Do you like...?‖ and short answers

STEP 1: The pupils can do a usual Chain Drill about themselves as the example in the textbook. STEP 2: Ask the pupils to imagine that they are animals and they can talk. Ask them to work in pairs. Pupil A points to an animal in the zoo, for example the elephant and asks ―Do you like climbing?‖ Pupil B imagines that he is an elephant and answers ―No, I don‘t.‖ After that they change roles in asking and answering the question. To help the pupils with the verbs, you can write the following on the board: jump, climb, swim, run, play hockey, skate, ski, fly, read, write, etc. STEP 3: Pupils can play Miming‖. Invite a pupil to the board.He mimes an activity, the others will guess asking a question,like the example below.

### *Post-activity*

**Activity 3** Listen and tick. *15 min*

**Objective:** to develop the pupils‘ listening skills

STEP 1: Ask the pupils to open their Workbooks on Page 38,look at the table and read the questions silently.STEP 2: Play the DVD. Let the pupils just listen at first. Then play the DVD the second time. The pupils listen and put a tick (ü)

for the positive answer and cross (û) for the negative answer for Sanjar, Lola and Temur. STEP 3: Together with the pupils make conclusion as follows: Sanjar, Lola and Temur like playing tag. Sanjar and Lola like playing football.Lola and Temur like playing hopscotch. DVD script: Reporter: ‗Hello, Sanjar, Lola and Timur. Thanks for your coming. I‘ve got some questions.‘ Reporter:‗Sanjar, do you like playing hopscotch?‘ Sanjar: ‗No, I don‘t. I like playing tag.‘ Reporter: ‗Sanjar, do you like playing football?‘ Sanjar: ‗Yes, I do.‘ Reporter: ‗Lola, do you like playing hopscotch?‘ Lola: ‗Yes, I do. I like playing tag too.‘ Reporter: ‗Do you like watching TV?‘ Lola:‗No, I don‘t. I like playing football.‘ Reporter: ‗Temur, do you like playing hopscotch?‘ Temur:‗Yes, I do. I like watching TV too.‘ Reporter:‗Do you like playing football?‘ Temur: ‗No, I don‘t. I like playing tag.‘

1. ***Homework****:* WB page 38 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## Lesson 3 I don’t like ...

**The aim of the lesson**:

***Educational:*** to learn more ways of saying likes and dislikes

***Developing:*** - to enable pupils to find out meaning through

***Socio-cultural*** to raise awareness of more ways of saying ones likes and dislikes

***Competence:*** *SC2, SC and LC in dialogues.*

***Learning outcomes:*** By the end of the lesson, pupils will be able to: - use the structures and vocabulary learnt in revious lessons; read for the main idea; to use picture clues for meaning

***Type of the lesson:*** non-standard, mixed

***Method of the lesson:*** group work, pair work

***Equipment:*** Pupil‘s book; the DVD; W o r k b o o k ; cards with a carrot, cabbage, grass, water, corn

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Listen and sing. *10 min*

**Objective**: to warm up Play the DVD.

Ask the pupils to listen and sing the song along with the DVD. Look at Unit 5 Lesson 1 Warm up activity for the DVD ript.

### *Main part*

**Activity 2a** Look, listen and repeat. *10 min*

**Objective**: to listen for detail

STEP 1: Draw the pupils‘ attention to the pictures. Ask them to read the dialogues silently at first. STEP 2: Play the DVD or read the dialogues between Beeny and his relatives. Discuss what they are talking about. STEP 3: Then the pupils listen again and repeat the dialogues. STEP 4: Write the words: sunny, cloudy, rainy, lazy on the board and underline the letter

―y‖ in each word. Have the pupils repeat the words after you and then let them read themselves in chorus

**Activity 3a** Listen and repeat. *5 min*

**Objective**: to introduce new words

Introduce the words using the cards depicting: carrot, cabbage, grass, water, corn. Read the words aloud or play the DVD having the pupils pronounce them after you/the DVD in chorus, in pairs and individually.

**Activity 3b** Read and match. *5 min*

**Objective:** to consolidate the vocabulary for animals and food they like

STEP1: Ask the pupils to open their Workbooks on Page 39, read the words and match the food and animals. Explain that one food item can be for more than one animal.STEP 2: After the pupils finish matching, ask them to make up sentences.

e.g. Rabbits like grass and cabbages. STEP 3: Suggest the pupils play ―Miming and guessing‖. For that ask a pupil to mime an animal eating food. The other pupils will guess like the example below: Pupil 1: Mimes eating a carrot.Pupils: ‗Do you like carrots?‘ Pupil 1: ‗Yes, I do.‘Pupils: ‗Are you a rabbit?‘ Pupil 1: ‗Yes, I am.‘

### *Post-activity*

**Activity 3c** Play ―They like/don‘t like…‖ *10 min*

**Objectives**: to reinforce the structure ―I like/don‘t like + food‖.

STEP 1: Ask the pupils to open their Workbook and look **at Activity 3b** they have just done. This time they will make up sentences about animals with ―like‖ and ―don‘t like‖, for example: Rabbits like grass. They don‘t like corn. STEP 2: Ask the pupils to work in pairs. Explain that Pupil 1 thinks of any domestic animals s/he knows and says what they like/don‘t like, as follows whereas Pupils 2 tries to guess: Pupil 1: ‗They like corns. They don‘t like carrots.‘ Pupil 2: ‗Rabbits?‘ Pupil 1: ‗No.‘ Pupil 2: ‗Hens?‘ Pupil 1: ‗Yes.‘

1. ***Homework****:* WB page 39 Activity 1, 2
2. ***Marking.*** Giving marks according to pupils‘ attendance

## Lesson 4 Let’s play!

**The aim of the lesson**:

***Educational:*** -to motivate the pupils to learn English

***Developing:*** - to enable pupils to speak about likes and dislikes; - to develop pupils‘ listening, speaking and cognitive abilities

***Socio-cultural:*** to raise awareness in identifying capital and small letters; to raise awareness of different pronunciation of the letter―U‖ sounds and a single pronunciation of ―V‖.

***Competence:*** *SC6, PC and FLCC in asking answering questions*

***Learning outcomes:*** By the end of the lesson pupils will be able to understand the texts about likes and dislikes

***Type of the lesson:*** non-standard, mixed

***Method of the lesson:*** group work, pair work

***Equipment:*** Pupil‘s book; Workbook; the DVD; dices, counters: triangle, circle and square

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1a** Look, listen and repeat. *5 min*

**Objective**: to have fun

Play the DVD. The pupils listen to the music which is similar to the national game ―Kim oladiyo...‖

### *Main part*

**Activity 1b** Sing and play. *10 min*

Objectives: to have fun

STEP 1: Play the DVD. Ask the pupils to listen to the song ―Do you want to take...?‖ in English.

STEP 2: Play the DVD the second time and ask the pupils to sing the song and play as in the DVD. DVD script:

Do you want to take only this one? (2 times) I want to take only this one. (2 times) If you are brave show us yourself! If you are strong show us yourself! You are not so brave! You are not so strong! (2 times)

**Activity 2** Play ―You like / You don‘t like ...‖ *20 min*

**Objectives:** to revise numbers;to have fun;to practise the material learnt in the unit.

To play Dice Game you need a dice for each group and your pupils need the counters they have brought. You should bring some extra counters in case some pupils forget. Before beginningListen and sing. *5 min*the game you can also play the DVD to show the pupils how to play it correctly. STEP 1: Divide the pupils into groups of three or four. In each group they should decide the order of throwing the dice. STEP 2: The first person throws the dice. The number on the upper side shows the number of steps this pupil should take starting from number one. e.g. five. The pupil moves to Square 5. STEP 3: The second (third, fourth) pupil does the same. STEP 4: If the square has a picture on it with a number the pupil has to move forward (+) or back (-) the number of steps shown e.g. Square 4 You don‘t like doing sums. – 4. The pupil who

is on this square must read the sentence and move back to Square 1. The first pupil to reach the centre is the winner. If you do not have enough time to finish the game, it could be done as part of your extra-curricular work.

1. ***Homework****:* WB page 40 Activity 1, 2
2. ***Marking.*** Giving marks according to pupils‘ attendance

## The aim of the lesson:

**Lesson 1 Eleven, twelve ...**

### *Unit 6 School things*

***Educational:*** - to learn to say numbers; - to learn to read, write and count from 1 to 20

***Developing:*** - to enable pupils to read, write and count from 1 to 20; - to enable pupils to ask and answer the question

―How old is your sister/brother?‖

***Socio-cultural****:* to raise awareness of how to say and write numbers

***Competence:*** *SC2, SC and LC in speaking numbers*

***Learning outcomes:*** At the end of the lesson pupils will be able to: read, write and count from 1 to 20; ask and answer the question ―How old is your sister/ brother?‖

***Type of the lesson:*** non-standard, mixed

***Method of the lesson:*** group work, pair work

***Equipment:*** Pupil‘s book, Workbook, the DVD, flashcards of numbers: 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Listen and repeat. *5 min*

**Objectives**: to introduce the unit topic, to warm up Play the DVD.

Ask the pupils to listen to the song and say which words they recognised. DVD script: What‘s this? (8 times) What‘s this?

– It‘s a pencil. What‘s this? – It‘s a crayon. What‘s this? – It‘s a notebook. What‘s this? – It‘s an eraser. What‘s this? – It‘s a pen. What‘s this? – It‘s a ruler

### *Main part*

**Activity 2a** Look, listen and repeat. *10 min*

**Objective**: to introduce the numbers from 11 to 20

STEP 1: Ask the pupils to look at the two columns with the numbers. Read the numbers aloud. Elicit that in order to say and write the numbers from 13 to 19 we should add the ending ―-teen‖ to the numbers 3 to 9. Draw the pupils‘ attention to the numbers three and five. Ask what changes in spelling and pronunciation they have noticed. Ask the pupils to repeat the numbers 13 and 15 several times Also establish that when they add ―-teen‖ to eight, we must write only one ―t‖ (eighteen). STEP 2: Play the DVD. Ask the pupils to listen to the DVD and repeat the numbers. After that ask them say the numbers in chorus, in rows and individually.

**Activity 3** Play ―Numbers‖. *10 min*

**Objective**: to do physical exercise and energize the pupils with the numbers 11-20

Option 1: While counting from 11 to 20, the pupils develop automatic memorization of numbers one after another. Ask the pupils to come to the board and make a circle. Tell them to count from 11 to 20 in turns. If any of the pupils makes a mistake (says a wrong number), this pupil should sit down. The pupils who count without a mistake will be the winners.

Option 2: Ask the pupils to come to the board and make a circle Throw a ball to a pupil and say any number. Help that pupil to say the next number. (It can be Number + 1, Number + 2 etc).

**Activity 4** Play ―More. Less.‖ *10 min*

**Objective**: to consolidate the cardinal numbers from 11 to 20

Say that the pupils will play a game. Choose a leader. Explain that the leader thinks of a number among 11 to 20. The rest of the class will guess the number. For example, the leader thinks of the number 15. If the pupils say ‗12‘, the leader says

‗More‘. If the pupils say ‗16‘, the leader says ‗Less‘. ‗More‘ if the number s/he thought of is bigger than the guessed umber or ‗Less‘ if the number s/he thought of is lower than the guessed number. For example: The leader: thinks of the number

15. The class: ‗12.‘ The leader: ‗More.‘ The class: ‗14‘.The leader: ‗More.‘The class: ‗16‘.The leader: ‗Less.‘Class: ‗15.‘

### *Post-activity*

**Activity 5** Play ―How old is your sister?‖ *5 min*

Objectives: to recycle the family members; to consolidate the numbers.

STEP 1: Ask the pupils to work in pairs. Ask all the pupils to write about their real or imaginary family members‘ ages. STEP 2: After writing family members‘ ages, Pupil 1 asks his/her partner and Pupil 2 answers as follows: Pupil 1: ‗How old is your sister?‘ Pupil 2: ‗She‘s 20. How old is your brother?‘ Pupil 1: ‗He‘s 17.‘

1. ***Homework****:* WB page 41 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## Lesson 2 We have…

**The aim of the lesson**:

***Educational:*** to learn how to say about school things; - to learn the structure ―We‘ve got ...‖

***Developing:*** - to develop pupils‘ speaking and listening skills

***Socio-cultural:*** to raise awareness in identifying capital and small letters; to raise awareness of different pronunciation of the letter―U‖ sounds and a single pronunciation of ―V‖.

***Competence:*** *SC5, LC and PC in speaking about school things*

***Learning outcomes:*** At the end of the lesson pupils will be able to: - understand and use the structure ―We‘ve got ...‖;

* use schools things in different situations ***Type of the lesson:*** non-standard, mixed ***Method of the lesson:*** group work, pair work

***Equipment:***Pupil‘s book, Workbook, the DVD, flashcards: eraser, pencil case, sharpener, album, colour pencils

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Listen and sing. *5 min*

**Objective:** to warm up

Play the DVD. Ask the pupils to listen to the song and sing it along with the DVD.

To help the pupils you can put flashcards with the objects from the song on the board. Note: Don‘t worry if the pupils cannot sing everything. It‘s OK if they sing some lines or even just some words. You can ask the pupils to sing and make actions. Ask them to stand up, point to the objects, sit down, stand up and other actions

you will think of.1

### *Main part*

**Activity 2** Look, listen and repeat. *10 min*

**Objective**: to introduce the new vocabulary

STEP 1: Ask the pupils to look at the pictures in Activity 2. Say the words one by one and ask the pupils to point to the pictures.Say that you want to introduce with the other school thing and introduce the words described on the flashcards: eraser, pencil case, sharpener, album, colour pencils. Show the flashcards with school things one by one. Have the pupils repeat the words after you. Show the school things and have the pupils say them individually, in rows and in chorus. After that ask some questions for consolidation of the new words like: What‘s this? Is it a sharpener? Is it green? What colour is the pencil case? Is it yellow? STEP 2: After having such kind of questions put all the learnt things on the table and ask two pupils come to the table. Then say the names of the things and pupils should take the things from the table. The pupil who gathers more things than the others will be the winner. You can also play the DVD to show how to do the activity correctly.

**Activity 3** Play ―Memory game‖. *10 min*

**Objective**: to consolidate the learnt words about school thing from the previous lessons

STEP 1: Put all the learnt school things on the table. Then ask one of the pupils to come to the table. Ask this pupil to look at the school things on the table. STEP 2: Then ask the pupil to turn and tell the class the words that s/he has just seen. Do this activity with a boy and a girl. STEP 3: Tell the pupils to work in pairs. Ask them to put their school things on the desks and look at the things in turns and say them without looking at the things.

### *Post-activity*

**Activity 4** Play ―Numbers‖. *5 min*

**Objective**: to do physical exercise and energise the pupils with the numbers 11-20.

Look at Unit 6, Lesson 1, Activity 3 for the instruction. You can also play the DVD. Activity 5a Work in groups of 4. Play

―We‘ve got …‖. *10 min* Objectives: to develop the pupils‘ speaking skills on the structure ―We‘ve got ...‖ . Ask the pupils to work in groups of 4. In order to make groups, you can ask them to count from 1 to 4. Ones will be one group, twos will be another group and so on. Ask the pupils to take their pencils out of their bags and count them. After counting all the coloured pencils each pupil should report only about one colour and all the members of the group must write the number in the table in their Workbooks. For example: Pupil 1: We‘ve got five pink pencils. Pupil 2: We‘ve got ten black pencils.

Pupil 3: We‘ve got seven red pencils and so on. You can also play the DVD to show how to do the activity correctly.

1. ***Homework****:* WB page 42 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## Lesson 3 Can I have a pen, please?

**The aim of the lesson**:

***Educational:*** -to learn how to use the indefinite article ―a‖ and ―an‖;

***Developing:*** - to enable pupils to ask and answer polite questions; - to improve the pupils‘ speaking and writing skills ***Socio-cultural:*** to raise awareness in identifying capital and small letters; to raise awareness of different pronunciation of the letter―U‖ sounds and a single pronunciation of ―V‖.

***Competence:*** *SC2, SC and LC in asking for something*

***Learning outcomes:*** At the end of the lesson pupils will be able to: - use the indefinite article ―a‖ and ―an‖; ask for something and answer politely

***Type of the lesson:*** non-standard, mixed ***Method of the lesson:*** group work, pair work ***Equipment:***Pupil‘s book, Workbook, the DVD.

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Listen and sing. *5 min*

**Objective**: to warm up by singing the song.

Play the DVD. Ask the pupils to listen to the song about school things and sing it. Look at Unit 6, Lesson 1, Activity 1 for the DVD script.

### *Main part*

**Activity 2** Write the words in the right column. *5 min*

**Objective:** to introduce and practise the indefinite article ―a‖ and ―an‖.

STEP 1: Ask the pupils to look at Activity 2 in the Workbook. Draw their attention to an example. Establish that in the words starting with - a, e, o and u, we use an and in all other cases we use a. STEP 2: After that read the words in the Workbook with articles and ask the pupils to repeat after you. Then ask the pupils to do the Activity 2 in written form. Note: Remind the pupils that they can find information on this grammar material at the back of the Pupil‘s book.

**Activity 3a** Look, listen and repeat. *10 min*

**Objectives**: to develop pupils‘ speaking skills; to introduce the structure ―Can I have a/an ...?‖

STEP 1: Play the DVD. The pupils watch the dialogue. After that ask the pupils what the dialogue was about Elicit some answers and then summarise that they are buying food by asking a question ‗Can I have a somsa, please?‘ which means in the mother tongue asking for a thing politely. Also explain that the shop-assistant‘s words like ‗Here you are.‘ tell about politeness as well which means in Uzbek ―Mana marhamat.‖ and in Russian ―Вот пожалуйста.‖ Further explain that ‗No, sorry‘ means you do not have something. After that ask the pupils to repeat these sentences after you in chorus, in rows and individually. STEP 2: Ask the pupils to imagine that they are in the shop. Appoint one of them as a shop-assistant and the others as customers. After that play the game as in the DVD. DVD script: Girl: ‗Hello!‘ Boy: ‗Hello!‘ Girl: ‗Can I have a pen?‘Boy: ‗No, sorry.‘Girl: ‗Can I have a pencil?‘Boy: ‗Yes, here you are.‘ Girl: ‗Thank you.‘

**Activity 3c** Work in pairs. Play ―Can I have …?‖ *10 min*

**Objective:** to reinforce the structure ―Can I have …?‖

STEP 1: Ask the pupils to put the school things on the desk. Come to the desk and show a pen and then ask a pupil ‗Can I have a pen?‘ Then explain that the pupils can answer ‗Yes, here you are.‘ or ‗No, sorry.‘ STEP 2: Now the pupils can do the same as you have just demonstrated.

### *Post-activity*

**Activity 5** Work in groups of 4/5. Play ―Please‖. *10 min*

**Objectives**: to consolidate all the learnt words about school things; to develop pupils‘ speaking skills; to consolidate polite answers to questions ―Yes, here you are. / No, sorry.‖

1. ***Homework****:* WB page 43 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## Lesson 4 Let’s play!

**The aim of the lesson**:

***Educational:*** - to recycle phrases related to school things; - to learn to say what one has got in the school bag

***Developing:*** - to develop pupils‘ listening and speaking skills

***Socio-cultural:*** to raise awareness in identifying capital and small letters; to raise awareness of different pronunciation of the letter―U‖ sounds and a single pronunciation of ―V‖.

***Competence:*** *SC4, FLCC and PC in commands and speaking about school objects*

***Learning outcomes:*** At the end of the lesson pupils will be able to: - ask and answer about school things; - say what they have in their bags

***Type of the lesson:*** non-standard, mixed

***Method of the lesson:*** group work, pair work

***Equipment:* Pupil’s book,** Workbook , the DVD, flashcards with school things, a flipchart**.**

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Listen and sing. *5 min*

**Objective**: to warm up by singing the song

Play the DVD. Ask the pupils to listen to the song about school things and sing it. Look at Unit 6, Lesson 2, Activity 1 for the DVD script.

### *Main part*

**Activity 2** Look, listen and repeat. *5 min*

**Objective**: to develop the pupils‘ speaking skills

Play the DVD or elicit the situation as in the DVD. After explaining the activity, ask two pupils come to the board and act it. DVD scene: One of the pupils comes with a thick bag. The teacher asks ‗What‘s in your bag?‘ The pupil takes the things out of the bag and explains: ‗I‘ve got books, pens, a hot dog…‘ But he could not find his hot dog. Instead he takes a cat out of the bag. And he says ‗Oh, no! It‘s not a hot dog! It‘s a hot cat!‘

**Activity 3** Work in groups. Play ―What‘s in your bag?‖ *15 min*

**Objectives**: to develop the pupils‘ speaking skills; to consolidate the learnt words.

STEP 1: Play the DVD. Ask the pupils to watch at first. DVD script: Boy 1: ‗What‘s in your bag?‘ Boy 2: ‗I‘ve got a book in my bag.‘ (asks from a girl) ‗What‘s in your bag?‘ Girl: ‗I‘ve got an eraser in my bag.‘ (asks from Boy 1) ‗What‘s

in your bag?‘ Boy 1: ‗I‘ve got a ruler in my bag.‘ STEP 2: Ask the questions to play Chain Drill as in the DVD. STEP 3: Ask the pupils to make groups of four. They will play ―What‘s in your bag?‖. Explain that to play this game, they should ask each other the question ―What‘s in your bag?‖ and answer ―I‘ve got a (an)… in my bag‖, etc. as in the example below: Pupil 1: ‗I‘ve got a ruler in my bag. What‘s in your bag?‘ Pupil 2: ‗I‘ve got an eraser in my bag. What‘s in your bag?‘ **Activity 4** Play ―Five questions‖. *15 min*

**Objectives**: to consolidate the learnt words; to develop the pupils‘ speaking skills.

STEP 1: Divide the class into two teams. Ask one of the pupils to give his/her bag. Open the bag and hold one school thing but do not show it to the pupils. Ask the pupils to guess the thing by asking questions Explain that they can ask only five questions to guess the school thing. Give them points if they guess the word. Then ask one of the pupils to come to the board with her/his bag and play the teacher‘s role. You can also play the DVD to show how to do the activity correctly.

DVD script: Pupils: ‗Is it a pencil?‘ Pupil 1: ‗No.‘ Pupils: ‗Is it a sharpener?‘ Pupil 1: ‗No.‘ Pupils: ‗Is it an eraser?‘ Pupil 1: ‗No.‘ Pupils: ‗Is it a book?‘ Pupil 1: ‗No.‘Pupils: ‗Is it a ruler?‘Pupil 1: ‗Yes!‘

### *Post-activity*

**Optional Activity 6** Play ―Silent Picture dictation‖.

Objectives: to consolidate the learnt words; to develop the pupils‘ writing skills.

STEP 1: Before the dictation, write all the words of school things on the flip chart. You will need it in Step 3. STEP 2: Tell the pupils that this is a silent picture dictation. Then tell them that you show the flashcards of school things one by one. The pupils should write the words on a piece of paper. STEP 3: After the pupils have written the dictation, put the flip chart on the board and ask the pupils if they wrote the words correctly.

1. ***Homework****:* WB page 44 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## REVISION 3

**The aim of the lesson**:

***Educational:*** to recycle all the learnt material about school things

***Developing:*** - to develop pupils‘ listening, writing and speaking skills

***Socio-cultural:*** to raise awareness in identifying capital and small letters; to raise awareness of different pronunciation of the letter―U‖ sounds and a single pronunciation of ―V‖.

***Competence:*** *SC1, LC and SC in basic asking answering questions*

***Learning outcomes:*** At the end of the lesson pupils will be able to: speak about school things; use ―can‖ for polite request; count from 11 to 20

***Type of the lesson:*** non-standard, mixed

***Method of the lesson:*** group work, pair work

***Equipment:*** Pupil‘s book, Workbook, the DVD, flashcards: school things, fruits and numbers 11-20.

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Play ―Memory game‖.

**Objective:** to consolidate the material about school things

STEP 1: Explain to the pupils that there are some school things on the table which they learnt during Unit 6. STEP 2: Put the flashcards of school things (or real schoo things) on the table. Ask one of the pupils come and look through the things. Then ask the pupil to turn to the class and say what he has just seen on the table. STEP 3: Then the pupils work in pairs. Ask them to put their school things on the desk. Explain that the pupils should look through the things on the desk in turns. Then close them with copybooks and say what they have just seen.

### *Main part*

**Activity 2** Play ―I like …/don‘t like ...‖.

**Objective**: to revise the fruits and the structure ―I like .../don‘t like ...‖.

STEP 1: Show the flashcards of fruit one by one to the pupils. Ask them to name themSTEP2: Put the cards on the table. Ask two pupils to come to the table and take two cards. Ask them to play ‗I like .../don‘t like ...‘ as in the example below: Pupil 1: ‗I like bananas. I don‘t like apples.‘ Pupil 2: ‗I like pears. I don‘t like peaches.‘

**Activity 3** Play ―Numbers‖.

**Objective:** to revise the numbers from 11 to 20

STEP 1: Ask the pupils to come to board and make a circle. STEP 2: Ask them to tell the numbers in turns fast. If any

of the pupils cannot say the number or says the wrong number, this pupil goes to his/her desk and sits. The pupil who says the numbers correctly every time is the winner.

**Activity 4** Work in pairs. Ask and answer.

**Objective:** to consolidate the colours and numbers

Ask the pupils to look at their textbooks and work in pairs. They look at the numbers and choose one of them and in turns say the colour of the number. For example: Pupil 1: ‗Blue.‘ Pupil 2 (finds the number in blue): ‗Ten.‘

### *Post-activity*

**Activity 6** Work in pairs. Do the quiz ―I can ...‖.

**Objective:** to consolidate all the learnt material in Units 5 and 6 This is the first time the pupils will do ―I can ...‖ exercises. Beginning from this revision, ―I can...‖ exercises will appear in all revisions throughout the book. The ―I can...‖ exercises give pupils opportunity to assess how well they have learnt themselves during the units. They also give pupils chance to find out their weaknesses and work on them. If a pupil thinks s/he does not know something or has forgotten this or that material they learned during the Unit, it must not frighten them. They still have chance to look through the unit and remember the language or ask their friends‘ help. You can ask the pupils to do half of these exercises, especially speaking ones at school and the other half, especially the writing tasks at home as homework. To do these activities, pupils are asked at first to see (assess) if they really have knowledge in that field of language. If they think they have, then they are again asked to do a particular task to prove their knowledge and skills.

Progress check 2

1. ***Homework****:* Learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## The aim of the lesson:

**Lesson 1 Our school is big.**

### *Unit 7 My school*

***Educational*** to learn to talk about parts of school:

***Developing:*** - to enable pupils to ask and answer the questions

***Socio-cultural****:* to raise awareness of the pronunciation of ―oo‖— [u:]

***Competence:*** *SC2, SC and PC in speaking about school*

***Learning outcomes:*** By the end of the lesson, pupils will be able to: guess the meaning of the new words from pictures;

* use new words and structures; read words with ―oo‖ — [u:]

***Type of the lesson:*** non-standard, mixed

***Method of the lesson:*** group work, pair work

***Equipment:*** Pupil‘s book, Workbook, the DVD of the book, flashcards with pictures of parts of school and their words

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Work in pairs. Play ―Memory game.‖ *5 min*

**Objective:** to consolidate the classroom things pupils have already learnt during the previous lessons This game is similar to the ―Kim‘s Game‖.

STEP 1: Demonstrate how to play the game. Put the school things: a pen, a pencil, an album and a ruler on the table. Ask the pupils to look attentively at the classroom things. Then cover them. Ask the pupils to name the objects they have seen on the table.

STEP 2: Ask the pupils to work in pairs. Explain to them that one pupil puts three or more objects on the desk and the other pupil looks at the objects very attentively for a while. Then the first pupil takes them away. The second pupil names the objects he has seen. Then ask the pupils to change roles and do the activity again.

### *Main part*

**Activity 2**a Look, listen and repeat. *5 min*

**Objectives**: to introduce the new words; to raise awareness of the pronunciation of ―oo‖

STEP 1: Stick the cards with pictures depicting parts of the school (school, classroom, library, canteen, gym, playground) on the board. Ask the pupils to guess the meaning of the pictures and say them in their mother tongue.

STEP 2: Now show the cards with the words school, classroom, library, canteen, gym and playground to the pupils. Pronounce them one by one and stick next to or under the corresponding pictures. Ask the pupils to repeat the words after you in chorus, in pairs and individually. STEP 3: Write on the board: room, school, classroom. Underline ―oo‖ and read the words with the pupils.

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

**Objective**: to consolidate the new words

Mix the cards in Activity 2a on the board. Ask the first pair to come to the board. Say a word. Pupil 1 must show a card with the word, Pupil 2 must show a card with the picture. Then they must say the word together.

**Activity 3** Look, listen and do. *10 min*

**Objective**: to reinforce the newly learnt words

STEP 1: Prepare two sets with words and pictures (school, classroom, library, canteen, gym, playground). Split the class into four groups: two A and two B groups. STEP 2: Give cards with the words to the first group A and cards with pictures to the first group B. Ask the first two A and B groups to be ready. Explain that when you say ‗Show!‘, a pupil from Group A shows a card with any word the group chooses. And a pupil from Group B shows the card with the picture and

says the word. Then say to Group B: ‗Show!‘. A pupil from Group B shows a picture-card and Group A shows the word- card, etc. The winner of the game is the team who could guess more words or pictures.

### *Post-activity*

**Activity 4**a Look, listen and guess. *5 min*

**Objectives**: to introduce the new words;to develop the pupils‘ listening skills.

STEP 1: Ask the pupils to look at the pictures in Activity 4a and say in their mother tongue if there are any differences between the two pictures. STEP 2: Ask the pupils to listen and find the picture. Read the text.

1. ***Homework****:* WB page 46 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## Lesson 2 The door is brown

**The aim of the lesson**:

***Educational:*** to learn the first three ordinal numbers; to learn to say the location of school rooms

***Developing:*** - to enable pupils to use ordinal numbers

***Socio-cultural:*** to raise awareness of the difference between cardinal and ordinal numbers; - to raise awareness of the pronunciation of the sound [3:]

***Competence:*** *SC6, PC and LC in saying colors and objects*

***Learning outcomes:*** By the end of the lesson pupils will able to: say the location of school rooms;- recognise the pronunciation of the sound [3:]

***Type of the lesson:*** non-standard, mixed

***Method of the lesson:*** group work, pair work

***Equipment:***Pupil‘s book, Wo r k b o o k , the DVD, word cards: board, desk, door, window, wall

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1a** Look, listen and say. *10 min*

**Objectives**: to introduce ordinal numbers 1-3; to recycle cardinal numbers; to enable the pupils to pronounce the sound STEP 1: Ask the pupils to look and say in their mother tonguewhat they can see in the picture and guess the meaning of the words in the picture. Ask the pupils to name the places the sportsmenhave won.STEP 2: Elicit from the pupils the formation of the ordinal numbers in the mother tongue (bir — birinchi, ikki — ikkinchi, uch — uchinchi; один — первый,

два — второй, три — третий). STEP 3: Draw the following table on the board. Draw the pupils‘ attention to the fact that the first three cardinal and ordinal numbers are quite different from each other. STEP 4: Write the words ―first‖ and ―third‖ on the board. Underline ―ir‖ and read with the class: ‗first, third‘. Then write the following nonsense words with this sound on the board and read them with the class together: birst, dirst, kirst, dird, fird, mird, nird, etc. After that ask the pupils to repeat all the three new words after you in chorus, in pairs and individually.

### *Main part*

**Activity 1b** Look at Lesson 1 Activity 4a and complete. *10 min*

**Objectives**: to reinforce the use of ordinal numbers; to develop pupils‘ writing skills.

STEP 1: Ask the pupils to look at the pictures in Activity 4a of Lesson 1. Draw the school on the board. Write on the board the following word combinations: the first floor, the second floor, the third floor next to the corresponding floors. Ask the pupils to guess what the word combinations mean. If they have any difficulties,help them translate into their mother tongue. STEP 2: Then draw the pupils‘ attention to the location of the school rooms. Help them with the first example: The library is on the second floor. Then go on having them say the location of the other three rooms in the school. After that ask the pupils to complete the sentences in Activity 1b.

**Activity 2a** Look, listen and repeat. *5 min*

**Objective**: to introduce the new words

Ask the pupils to look at the picture in Activity 2a and guess the meaning of the new words. Elicit answers. After that ask the pupils to repeat the new words after you or the DVD in chorus, in pairs and individually.

**Activity 2b** Play ―Run and tap‖. *5 min*

**Objective**: to reinforce the new words

Ask 4/5 pupils to stand up and come to you. Ask them to listen to you, run and tap the objects you call, e.g. ‗door‘.

### *Post-activity*

**Optional Activity 3** Read and stick.

**Objective:** to reinforce the words using this/that structures

Put the word cards (board, desk, door, window, wall) on the table upside down. Invite a pupil to the table. Explain that s/ he must take any card s/he likes, read it, stick it onto the right object in the classroom and then say aloud: ‗This is a ...‘. After that invite another pupil who does the same thing as the previous pupil did, etc.

1. ***Homework****:* WB page 47 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## Lesson 3 Is this ...?

**The aim of the lesson**:

***Educational:*** to learn how to introduce people; - to learn the use of demonstrative pronouns: this/that ***Developing:*** - to enable pupils to introduce each other; - to enable pupils to ask and answer questions about things which are near or far

***Socio-cultural*:** to raise awareness of the ways of introducing people; to raise awareness of the use of Mrs. and Mr. before English names

***Competence:*** *SC3, FLCC and PC in asking questions*

***Learning outcomes:*** By the end of the lesson, pupils will be able to: use demonstrative pronouns; use school things in different situations; ask and answer questions about things which is near or far with ―this‖ and ―that‖

***Type of the lesson:*** non-standard, mixed

***Method of the lesson:*** group work, pair work

***Equipment:***Pupil‘s book, Workbook, the DVD of the book

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1a** Look and say. 7 min

**Objective**: to enable pupils to use ―this‖ to introduce people

STEP 1: Ask the pupils to look at the picture. Explain that a boy and a girl are introducing their teachers. Draw the pupils‘ attention to the use of ‗Mrs‘ before women‘s names, and ‗Mr‘ before men‘s names. STEP 2: Divide the class into two.

Group A act out the role of the schoolgirl and Group B act out the schoolboy. You should have the role of the teachers. For example Group A: (in chorus) ‗This is my teacher, Mr Brown.‘ Group B: (in chorus) ‗Good morning, Mr Brown.‘ You:

‗Good morning.‘ Group A: (in chorus) ‗This is my teacher, Mrs Green.‘ Group B: (in chorus) ‗Good morning, Mrs Green.‘ You: ‗Good morning.‘

### *Main part*

**Activity 1b** Work in threes. Play ―Teachers‖ *10 min*

**Objective:** to reinforce introducing people

Make groups of three. Explain that this time the pupils act out the dialogue they have just practised in threes themselves. One will be a teacher, two of them pupils.

**Activity 2** Look, listen and point. *10 min*

**Objectives:** to enable pupils to ask and answer the questions; to enable pupils to use ―this/that‖.

STEP 1: Point to a book which is near you and ask: ‗Is this a book?‘ Have the pupils answer your question: ‗Yes‘. Further ask: ‗Is this a car?‘ Have the pupils answer: ‗No, it‘s a bag‘. Point to a bag which is far from you and ask: ‗Is that a bag?‘ Have the pupils answer: ‗Yes‘. Then ask pointing to the bag: ‗Is that a cat?‘ and have the pupils answer: ‗No. It‘s a bag‘. Remind that the word ―this‖ is used for the object which is near us and the word ―that‖ is used for the object which is far from us. And the object after the structures we use in singular. STEP 2: Have the pupils work in pairs and do the activity in the same way you have just practised with the class.

**Activity 3** Look and read. *10 min*

**Objective**: to practise reading for detailed information

STEP 1: Draw the pupils‘ attention to the pictures. Ask the pupils what the boy is doing with a book in his hand, what he

is looking for, what school rooms he is coming to and who he is meeting with, what he is asking and what the answers each time are. Ask them if he likes reading books. STEP 2: If time allows, have the pupils act out the story.

### *Post-activity*

**Optional Activity 4** Look and complete.

**Objective:** to reinforce the structure: ―Is this/Is that ...?‖

Ask the pupils to open their Workbooks on Page 52. Explain that they must look at the picture and complete the sentences.

1. ***Homework****:* WB page 48 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## Lesson 4 Let’s play!

**The aim of the lesson**:

***Educational:*** - to consolidate the structures and words of the unit

***Developing:*** to enable pupils to understand, ask and answer questions; - to enable pupils to describe the school building- ***Socio-cultural:*** to raise awareness in identifying capital and small letters; to raise awareness of different pronunciation of the letter―U‖ sounds and a single pronunciation of ―V‖.

***Competence:*** *SC4, SC and PC in performing commands*

***Learning outcomes:*** By the end of the lesson, pupils will be able to: ask and answer questions; say the location of things, etc.

***Type of the lesson:*** non-standard, mixed

***Method of the lesson:*** group work, pair work

***Equipment:*** Pupil‘s book, Workbook, the DVD, dices and a counters, two schemes of the three-storied school and word cards library, canteen, gym, English room, playground

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Play ―Look and say‖. *25 min*

**Objectives:** to consolidate all the material learnt in Unit 8

You can teach this lesson in two ways: 1) according to the game presented in the textbook or according to Variant 2 below. VARIANT 1: Ask the pupils to work in pairs. Ask them to open their Pupil‘s books and put their counters on the ―start‖.

Then they throw the dices. The one who has the largest number begins the game. S/he counts and puts his/her counter to the place s/he has reached according to his/her number on the dice. There are two categories of the task: ―a pink balloon‖ means:―Ask a question‖, ―a blue balloon‖ means ―Make a sentence‖. If the player‘s counter is in the pink square, s/he asks a question using the picture, for example, ‗What‘s on the table?‘ If the pupil‘s question is correct, the counter stays in its place. But if the answer is not correct, the player moves his counter two squares back. If the player‘s counter is in the blue square s/he makes a sentence using the picture, for example, ‗It‘s half past eight.‘ Warn that the squares with frogs are dangerous: if they land on them, they will have to go two squares back. You must control the process of the game if there are any misunderstandings. The winner of the game is the player who is the first to reach the finish.

VARIANT 2: The pupils can play the game ―White flag or green flag? Choose any flag you like!‖ This game is similar to the national game ―Oq terakmi, ko‗k terak..?‖

STEP 1: Write three categories of tasks on the board: blue – ―Say the missing word‖; yellow – ―What is it?‖; pink – ―Sing a song‖. Prepare cards with the tasks accordingly and number them. Card (pink) No4. Sing the song ―Kim oladi-yo...‖ Card (blue) No3. Complete the sentence ―This is ... [picture of a teacher]‖ Card (yellow) No6. Translate the sentence

―Kutubxona 3- qavatda / Библиотека на 3ем этаже‖ etc.

STEP 2: Divide the class into two equal groups. Give each participant of the groups cards with numbers in three colours as in Step 1 (e. g. 1 - blue, 2 - yellow, 3 - pink, 4 - blue, 5 - yellow, 6 – pink, etc.)

STEP 3: Ask Group A to stand at the board holding each other‘s hands and say in chorus: ―White flag or green flag? Choose any flag you like!‖ Group B sitting at their desks say in chorus: ―Pink three!‖ You must read the task in the card with the same number and colour to the participant from Group A who was chosen by Group B. If the participant can do the task, s/he stays in his group. But if the player cannot do it, s/he leaves the group. Then the groups exchange their positions. The winner of the game is that group who saves more players in his team.

**Activity 2** Work in groups. Play ―This is my school‖. *10 min*

**Objective**: to enable pupils to identify the location of school rooms

Divide the class into two groups. Give each group the schemes of the three-storied school which were drawn beforehand by you or the pupils and word cards (library, canteen, gym, English room, playground). Ask them to look at the schemes and put the cards with words on any place of the scheme. Explain that now the groups must describe their imaginary school.

1. ***Homework****:* WB page 49 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## REVISION 4

**The aim of the lesson**:

***Educational:*** to check self-development

***Developing:*** to encourage pupils to revise the material they have learnt; to give pupils an opportunity to assess their progress; to encourage pupils into further learning

***Socio-cultural:*** to raise awareness in identifying capital and small letters; to raise awareness of different pronunciation of the letter―U‖ sounds and a single pronunciation of ―V‖.

***Competence:*** *SC5, PC and LC in questions and dialogues*

***Learning outcomes:*** *By the end of the lesson, pupils will be able to check self-development and assess their progress on the material they have learnt.*

***Type of the lesson:*** non-standard, mixed ***Method of the lesson:*** group work, pair work ***EquipmentsTextbook, the DVD of the book***

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Play ―Make a word‖.

**Objective:** to warm up

Look at Unit 8, Lesson 1, Warm up activity for the DVD script.

### *Main part*

**Activity** 2 Work in two teams. Choose and say**. Objective:** to consolidate all the material of Unit 8

STEP 1: Divide the group into two teams. Draw their attention to Activity 2. STEP 2: Explain that the groups must answer the questions or do the tasks in turns. Say that they will have 1, 2, 3 or 4 points to the each correct answer according to categories. STEP 3: To begin the game demonstrate with one group. Ask a group to choose a category and points. For example, a pupil from Group A chooses the category ―Read and answer‖ and the Point 1. S/he must read the question

―Where is the library?‖ and answer like ―It‘s on the ... floor.‖ If there is a mistake (for example, a grammar mistake) in his/her answer, the point will be lower. If that pupil does not know the answer or cannot do the task, his/her group may help with it. If the answer is not correct, the turn of the game goes to the opponent group. This group try to answer the question or do the task, and then it will be their turn to choose a category and points, etc. The teams must earn as many points as possible answering the questions.

**Activity 3** Work in pairs. Do the quiz ―I can...‖.

**Objectives**: to revise the material studied in Unit 8;

to train the pupils to be able to assess their knowledge, skills and overall progress; to let pupils see how much they can do in English; to encourage them into revising the material they have not learnt properly The pupils work in pairs. This quiz does not test memory, it is a learning opportunity, so the pupils should be allowed to use their Pupil‘s books and orkbooks. They discuss the answers and, where necessary, write them in their ―I can …‖ exercise books. You can go round and check what pupils have written.

1. ***Homework****:* Learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## The aim of the lesson:

***Educational:*** to learn parts of a day

## Lesson 1 In the morning!

### *Unit 8 Time*

***Developing:*** -to enable pupils to listen, read and write about parts of a day - to enable pupils to say what they can do at a particular part of a day

***Socio-cultural****:* to raise awareness of routines

***Competence:*** *SC1, FLCC and PC in saying time*

***Learning outcomes:*** By the end of the lesson, pupils will be able to: - recognise, say and write letters Aa and Bb; - say animals and sounds they produce; - recite a poem; - recognise different pronunciation of the letter ―A‖ and single pronunciation of ―B‖.

***Type of the lesson:*** non-standard, mixed ***Method of the lesson:*** group work, pair work ***Equipment:*** Textbook, the DVD of the book

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Sing the song. *5 min*

**Objective**: to warm up

Ask the pupils to listen and sing the song ―What‘s the time?‖ together with the DVD. DVD script:

What‘s the time? (6 times) It‘s one o‘clock. It‘s two o‘clock. It‘s three o‘clock. It‘s four o‘clock. It‘s five o‘clock. It‘s six o‘clock. It‘s seven o‘clock. It‘s eight o‘clock. It‘s nine o‘clock. It‘s ten o‘clock. It‘s eleven o‘clock. It‘s twelve o‘clock. (2 times)What‘s the time? (6 times)It‘s one, two, three, four, five, six, seven and eight, nine, ten, eleven, twelve o‘clock.

### *Main part*

**Activity 2** Look and say. *10 min*

**Objectives:** to introduce the words for parts of a day: morning, afternoon, evening; to introduce the question ―What time is it?‖ and the answer ―It is morning/afternoon/evening.‖

As the pupils are still shaky on time concepts in Year 2, we found it best to start the first lesson of this unit with establishing morning, afternoon, and evening concepts

**Activity 3a** Read and complete the table. *10 min*

**Objective**: to introduce the use of preposition in with morning/ afternoon/evening.

STEP 1: Ask the pupils to look and match the pictures and words on a piece of paper. You can show an example on the board of how to do the matching, e.g. 1 a. After matching, have the pupils repeat the words after you in chorus.STEP 2: Teach the phrases: In the morning/afternoon/evening. Explain that when we want to say we do something at a particular time of a day (morning, afternoon, evening), we use the preposition in. Then you can have the pupils repeat the phrases in rows and chorus. STEP 3: Again, draw the pupils‘ attention to the pictures in the Pupil‘s book and read the phrases for themselves. The pupils then open their Workbooks on Page 46 and put the number of the phrases into the appropriate categories of the table.

### *Post-activity*

**Activity 3b** Play ―Point and say‖. *5 min*

**Objective**: to reinforce the new phrases

Ask the pupils to point the picture when you say the phrases in 3a or vice versa. If you have similar flashcards put them on the board. Ask two pupils to stand up and run and tap the card with a phrase you say.

**Activity 3c** Work in pairs. Play ―Miming‖. *5 min*

Objective: to reinforce the new phrases

Ask the pupils to work in pairs. Explain that when Pupil A says a phrase in 3a, Pupil B must mime as shown in the example. Then they take turns.

**Activity 4** Work in pairs. Listen and say. *5 min*

Objective: to reinforce the phrases in Activity 3a

Ask the pupils to work in pairs and look at the examples. Explain that Pupil A says a phrase in 3a as in the example. Pupil B finishes the sentence with parts of the day.

e.g. A: ‗I have lunch …‘ B: ‗…in the afternoon.‘

1. ***Homework****:* WB page 50 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## Lesson 2 It’s 2 o’clock

**The aim of the lesson**:

***Educational:*** - to learn time through ordinary clocks

***Developing:*** - to enable pupils to use their bodies to demonstrate time in hours and half hours; to enable pupils to tell and write time in hours and half-hours using ordinary clocks

***Socio-cultural****:* to raise awareness of the similarities and differences of saying the time in English and mother tongue

***Competence:*** *SC6, SC and PC in dialogues about clock*

***Learning outcomes:*** By the end of the lesson, pupils will be able to: show their understanding of time using their bodies; say and write time in hours and half-hours

***Type of the lesson:*** non-standard, mixed

***Method of the lesson:*** group work, pair work

***Equipment:*** Textbook, the DVD of the book, a toy ordinary clock

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Look, listen and say. *5 min*

**Objective**: to introduce the time

Ask the pupils to look at the clocks and guess what time they are showing. Elicit the answers. Then read the times aloud or play the DVD and have the pupils repeat after you/the DVD in chorus, in rows and in pairs.

### *Main part*

**Activity 2** Look and do. 8 min

**Objectives**: to introduce the time; to enable pupils to use their bodies to demonstrate time in hours and half hours.

STEP 1: Show the pupils an ordinary clock (the toy or the classroom clock). Ask how many big numbers are on the clock. Elicit the answers. Then point to the hour hand (short hand). Tell them that when the hour hand moves from one number to the next, one hour has passed. After that point to the minute hand (long hand). Tell them that when the minute hand moves from one tick mark to the next, one minute has passed.

STEP 2: Show them how the long hand on the ordinary clock

moves faster than the short hand - it is moving by minutes. When it is at 0 minutes, it will be right up at the top, by the

12. (This is hard for some kids to understand.) Have some pupils come up and make the long hand move quickly around the circle to reach the 12 and zero minutes several times.

STEP 3: Have the pupils stand up. Have them use one arm to

show where the long clock hand will be when it is at zero minutes. Their hands should be straight up above their heads. Just like they did earlier, have them move this hand rapidly around an imaginary circle to represent what the minute hand does. Then have them imitate the 3:00 short hand. Using their unused arm, have them put this out to the side so that they are imitating the hands of the clock. Repeat with 6:00 (do the ordinary clock first) then 9:00, then 12:00. Both arms should be straight above their heads for 12:00.

**Activity 3** Listen, repeat and write the time. *5 min*

**Objective**: to enable pupils to understand and write the times Play the DVD.

The pupils watch the clocks and the sounds at first. When they finish, you may ask some pupils what the sentences,

for example, ―It‘s nine o‘clock.‖ and ―It‘s nine thirty.‖ might be in the mother tongue. After you get satisfactory answers, play the DVD the second time having the pupils repeat the times in chorus. The third time they will write the times in their Workbooks on Page 47. DVD script: 1. A clock showing 12:00, then the sentence ―It‘s twelve o‘clock.‖ appears and then its sound; 2. A clock showing 12:30, then the sentence ―It‘s twelve thirty.‖ appears and then its sound; 3—6. In the same manner the following times, sentences and sounds appear: 4:00 — It‘s four o‘clock. 4:30 — It‘s four thirty.6:00 — It‘s six o‘clock. 6:30 — It‘s six thirty.

### *Post-activity*

**Activity 4** Play ―My favourite time‖. *10 min*

**Objective:** to give freer practice in saying a favourite time and the reason for it

Say to the pupils that they will play a game ―My favourite time‖. Point to a place in the classroom and say that it is 12 o‘clock. The spot opposite is 6 o‘clock. To the left and right are 3 and 9 o‘clock. The pupils go to a spot in the classroom which indicates their favourite time; you may choose a place for yourself too.

1. ***Homework****:* WB page 51 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## Lesson 3 What’s the time, Mr Wolf?

**The aim of the lesson**:

***Educational:*** to learn asking time and answering

***Developing:*** - to enable pupils to ask about a time and answer in hours and half hours

***Socio-cultural:*** to raise awareness in identifying capital and small letters; to raise awareness of different pronunciation of the letter―U‖ sounds and a single pronunciation of ―V‖.

***Competence:*** *SC2, PC and LC in asking about time*

***Learning outcomes:*** By the end of the lesson, pupils will be able to show their understanding of time; ask and say time in hours and half-hours; use the preposition at with times

***Type of the lesson:*** non-standard, mixed ***Method of the lesson:*** group work, pair work ***Equipment:*** Textbook, the DVD of the book

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Work in pairs. Listen and repeat. *5 min*

**Objective:** to enable pupils to ask about time and give appropriate answer.

STEP 1: Play the DVD. The pupils watch the conversation at first. When they finish, you may ask as usual some pupils about what the conversation was. Ask what the question ―What‘s the time?‖ stand for in the mother tongue.

STEP 2: After you get satisfactory answers, play the DVD the second time having the pupils repeat in chorus. STEP 3: Then the pupils may act the conversation in pairs using the clock faces in Lesson 2, Activity 3 in the Workbook. DVD script: A: ‗What‘s the time?‘ B: ‗It‘s eleven o‘clock.‘ A: ‗Thank you.‘

### *Main part*

**Activity 2** Work in pairs. Ask and complete. *5 min*

**Objective**: to give more practice in saying the time The pupils work in pairs. STEP 1: Each of the pupils draws different times on 2 blank clocks only.

STEP 2: When they finish, Pupil A asks Pupil B: ‗What‘s the time?‘ When Pupil B says the time, Pupil A draws the time on one of the blank clocks. Then Pupil B asks and draws. The pairs take turns in such a way until their other two blank clocks are completed.

**Activity 3** Play ―What‘s the time, Mr. Wolf?‖ *10 min*

**Objectives**: to consolidate asking the time; to have fun.

Play the DVD. Watch the play all together. After that, choose a ―wolf‖ from the class. The ―wolf‖ pupil comes and turns to face the board. The other pupils stand behind the ―wolf‖ and ask: ‗What‘s the time, Mr Wolf?‘ If the ‗wolf‘ answers: ‗It‘s two o‘clock.‘, the class must take 2 steps towards the ―wolf‖ and then ask again: ‗What‘s the time, Mr Wolf?‘ The ―wolf‖ may answer: ‗It‘s 5 o‘clock,‘ etc. When the class is very close the ―wolf‖ and ask ‗What‘s the time, Mr Wolf?‘, the ―wolf‖ answers: ‗It‘s time for lunch!‘ and attacks the pupils. The pupils run away, the wolf catches one of them. The one who is caught becomes Mr or Miss Wolf. There is another option of the game. Choose a ―wolf‖ from the class. Say: ‗Mr Wolf is sleeping‘. The pupil who is performing the role of a wolf pretends to be sleeping. The other pupils come up to the wolf and ask: ‗What‘s the time, Mr. Wolf?‘ The ―wolf‖ wakes up and answers: ‗It‘s time for lunch!‘ The pupils run away, the wolf tries to catch them.

**Activity 4a** Look and say. *5 min*

**Objective**: to introduce the use of the preposition at with hours

Ask the pupils to look at the first clock with the preposition ―at‖ and the phrase. Ask them to repeat after you:

‗at eight o‘clock‘. Say: ‗We go to school at eight o‘clock‘. Then say: ‗We play games at ...‘ and invite them to finish the sentence with their ideas.

### *Post-activity*

**Activity 4b** Play ―I get up at 7 o‘clock‖. *10 min*

**Objective**: to reinforce the use of the preposition at with times This is the normal Chain Drill activity. The pupils use the phrases they learnt in Unit 7, Lesson 1, Activity 3a.

1. ***Homework****:* WB page 52 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## Lesson 4 Let’s play!

**The aim of the lesson**:

***Educational:*** -to learn time and say activities one does at that time

***Developing:*** - to enable pupils to ask about a time and answer in hours and half hours

***Socio-cultural****:* to raise awareness of the similarities and differences of asking and saying the time in English and mother tongue

***Competence:*** *SC4, LC and SC in dialogues about time performing commands*

***Learning outcomes:*** By the end of the lesson, pupils will be able to: - show their understanding of time; - ask and say time in hours and half-hours; use the prepositions at and in with times

***Type of the lesson:*** non-standard, mixed

***Method of the lesson:*** group work, pair work

***Equipment:*** Textbook, the DVD of the book, counters (square and triangle), flashcards: clocks, time sentences

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Play ―What‘s the time?‖ *15 min*

**Objective:** to give more practice in understanding and saying times.

STEP 1:Play the DVD and watch the game all together. Then, as in the DVD, one pupil will be the town crier. S/he says the time, e.g. ―It‘s five o‘clock.‘ The other pupils must show the time with their hands. STEP 2: Play Find Your

Partner. Divide the class into two groups. Group 1 have cards with sentences saying times. Group 2 have cards with clocks. They do not show their cards to each other. They go round and ask: ‗What‘s the time?‘ and find their artners.

### *Main part*

**Activity 2** Play ―Time Game‖. Say the time and a sentence. *20 min*

**Objective**: to give free practice in asking and saying times and activities

To play this game pupils have to bring (one square and one triangle) counters beforehand or they can cut them from colour paper in class. You should bring some extra counters in case some pupils forget.

Play the DVD to show how this game is played.Explain that pupils will play in pairs. Say which pupil will be

A and which B. Say that Pupil A begins the game. To play this game each player in a pair puts her/his counter next to a clock, let‘s say at 7.30 (the counter is used to mark where the pupil is). Pupil A asks the time: What‘s the time? Pupil B must read the time next to her/his counter and say a sentence about an activity s/he does at that time. For example: ‗It‘s seven thirty. I get up at seven thirty.‘ If Pupil B says the time and the sentence correctly, s/he may move her/his counter to the next clock and ask the same question from Pupil A about the same time. If the time or the sentence is incorrectly said, the move is canceled, and s/he cannot move her/his counter forward. In such case, it is the next pupil‘s turn to put her/his counter to a clock and say the time and a sentence. Play continues until a player has reached the end which means that s/he is the winner.

1. ***Homework****:* WB page 53 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## REVISION 5

**The aim of the lesson**:

***Educational:*** - to check self-development

***Developing:*** - to encourage pupils to revise the material they have learnt; to give pupils an opportunity to assess their progress

***Socio-cultural:*** to encourage pupils into further learning

***Competence:*** *SC5, PC and LC in questions and dialogues*

***Learning outcomes:*** By the end of the lesson, pupils will be able to check selfdevelopment and assess their progress on the material they have learnt.

***Type of the lesson:*** non-standard, mixed ***Method of the lesson:*** group work, pair work ***Equipment:***Textbook, the DVD of the book

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Play ―Backdrawing‖.

**Objectives**: to consolidate telling the time; to have fun.

Make pairs. One pupil uses his/her finger to ―write‖ a time on his/her partner‘s back and asks ‗What‘s the time?‘ S/he can repeat it several times. When the time is guessed, it is the turn of the second pupil to ―write‖ on his/her partner‘s back and ask the question. You can also play the DVD to show how to do this activity correctly.

### *Main part*

**Activity 2** Play ―What‘s the time?‖

**Objective:** to consolidate telling the time

Look at Unit 7, Lesson 4, Activity 1, Step 2 for instructions.

**Activity 3** Work in pairs. Do the quiz ―I can...‖.

**Objectives:** to revise the material studied in Unit 7; to train pupils to be able to assess their knowledge, skills and overall progress; to let pupils see how much they can do in English; to encourage them into revising the material they have not learnt properly The pupils work in pairs. This quiz does not test memory – it is a learning opportunity, so the pupils should be allowed to use their Pupil‘s books and Workbooks. They discuss the answers and, where necessary, write them in their

―I can …‖ exercise books. You can go round and check what pupils have written.

1. ***Homework****:* Learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## The aim of the lesson:

**Lesson 1 My favourite subject**

### *Unit 9 School subjects*

***Educational:*** to learn how to say school subjects and make timetables; to learn how to say about one‘s favourite things

***Developing:*** -to enable pupils to say about school subjects

***Socio-cultural****:* to raise awareness of school subjects and timetables

***Competence:*** *SC2, FLCC and SC in dialogues about school subjects*

***Learning outcomes:*** At the end of the lesson pupils will be able to: - talk about school subjects; say their likes and dislikes; make school timetables

***Type of the lesson:*** non-standard, mixed

***Method of the lesson:*** group work, pair work

***Equipment:*** Pupil‘s book, Workbook, the DVD, flashcards with school subjects: English, Russian, maths, mother tongue, reading, art, music, PE

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Listen and sing. *5 min*

**Objective**: to introduce the unit topic and warm up Play the DVD.

Ask the pupils to listen to the song and say what words they have recognised. Accept any reasonable answers. DVD script: I go to school on Monday, on Monday, on Monday. I go to school on Monday, I always go to school.

I don‘t have Art on Tuesday, on Tuesday, on Tuesday. I don‘t have Art on Tuesday, I never have Art. I have PE on Friday, on Friday, on Friday.I have PE on Friday, I always have PE. I don‘t have school on Sunday, on Sunday, on Sunday.

I don‘t have school on Sunday. I usually play all day.

### *Main part*

**Activity 2a** Look, read and match. *5 min*

**Objectives:** to introduce the school subjects; to present and practise more words for school subjects. STEP 1: Ask the pupils to look at the pictures.

STEP 2: Then ask them to open their Workbooks on Page 55.Tell them to match the pictures and the words by writing the numbers in the correct places. The first one is already done for the pupils as an example.

**Activity 2b** Listen and repeat. *5 min*

**Objective**: to develop pronunciation skills

STEP 1: Ask the pupils to listen to the DVD and repeat the words in chorus, in rows and individually. STEP 2: Show the flashcards with school subjects one by one to the pupils and ask them to repeat the words in chorus, in rows and ndividually. Note: We do not write school subjects with capital letters in ordinary sentences except English and Russian,

e.g. ‗I like English. I don‘t like maths.‘ When we write school subjects in the timetable, they are written with capital letters.

**Activity 3** Play ―What‘s your favourite subject?‖ *10 min*

**Objective:** to consolidate the school subjects

It is a Chain Drill activity. Do it in the usual way.

### *Post-activity*

**Activity 4a** Look and write. *5 min*

Objective: to consolidate the school subjects and the days of the week

STEP 1: Ask the pupils to work in pairs. Ask them to look at the example. Explain that it is a timetable for one day. Tell the pupils to write their real school subjects for one day as an example. STEP 2: You can play the game ―Listen and guess‖ as the example provided below: Pupil 1: (says about one day‘s (real) school subjects). For example: ‗maths, English, reading and art‘. Pupil 2: (guesses the day, for example:) ‗Tuesday‘. Explain to the pupils that when we write several words one

by one, we use comma between them. But before the last word we should use the conjunction ―and‖, for example: ‗I like reading,writing and art.‘

1. ***Homework****:* WB page 55 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## Lesson 2 Sevara likes maths.

**The aim of the lesson**:

***Educational:*** -to learn 3d person singular (positive)

***Developing:*** - to improve pupils‘ speaking skills

***Socio-cultural:*** to raise awareness of 3rd person singular positive sentences

***Competence:*** *SC3, LC and PC saying favourite subjects.*

***Learning outcomes:*** At the end of the lesson pupils will be able to: - speak in the 3d person singular; to talk about pupils‘ daily routine

***Type of the lesson:*** non-standard, mixed ***Method of the lesson:*** group work, pair work ***Equipment:*** Pupil‘s book, Workbook, the DVD

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1a** Look and say. *10 min*

**Objective:** to introduce the 3rd person singular

STEP 1: Ask the pupils to look at the pictures. Explain that they must point to a picture when you say sentences. For example ,when you say ‗Sevara gets up at 6 o‘clock.‘ the pupils mustpoint to Picture 1, etc. Write on the board the sentences: Sevara gets up at 6 o‘clock. Sevara makes her bed at 6 o‘clock. Sevara has breakfast at 6.30 Sevara goes to school at 7.30. Sevara has lunch at 6.30. Sevara does her homework at 2.00. Sevara plays games at 4.00. Sevara reads books at 5.30. Sevara has dinner at 7.00. Sevara watches dinner at 9.00. STEP 2: Ask the pupils to look at the verbs (point to them) and say what they have noticed. After that establish that we add -s or -es when we talk about actions of one person. Establish also that the verb ‗have‘ has its own form. STEP 3: Read the sentences and ask the pupils to repeat after you in chorus. You can also read aloud the verbs in the optional activity ―Listen and complete‖ in the Workbook on Page 56 and ask the pupils to write them under the right sounds. Note: Don‘t teach grammar rule: help the pupils understand how to make sentences in Present Simple 3d singular through working with examples.

### *Main part*

**Activity 1b** Work in pairs. Point and say. *5 min*

**Objectives:** to develop the pupils‘ speaking skills; to consolidate the 3rd person singular.

Ask the pupils to work in pairs. Explain that Pupil A points to a picture in Activity 1a, Pupil B says a sentence about Sevara

e.g. Sevara gets up at 6 o‘clock.

**Activity 2** Play ―She likes music. I like maths.‖ *5 min*

**Objectives:** to develop the pupils‘ speaking skills; to consolidate the 3rd person singular.

It is a Chain Drill activity. Do it in the usual way. e.g. Pupil 1: ‗I like music.‘ Pupil 2: ‗She likes music. I like maths.‘ Pupil 3: ‗He likes maths. I like English.‘

### *Post-activity*

**Activity 3a** Work in groups of 4. Ask and write. *10 min*

**Objectives:** to develop the pupils‘ speaking skills; to consolidate the 3rd person singular.

STEP 1: Ask the pupils to make groups of 4. Ask the pupils to write their partners‘ names in the upper row of the table in their Workbooks. Then explain that everybody in the groups must write about themselves (when they get up, have breakfast and watch TV) and fill in the column titled ―me‖. STEP 2: When they finish Step 1, explain that two pupils in a group must ask each other questions about what time they get up, have breakfast and watch TV and write the answers in the table for him/her. After that s/he must report about his/her partner to the other members of the group who write the information about this person. For example: Pupil A: ‗When do you get up?‘ Pupil B: ‗I get up at 7.30.‘ Pupil A and the others in the group: (write 7.30 into the table for Pupil B). Pupil B: ‗When do you get up?‘ Pupil A: ‗I get up at 7.‘ Pupil B and the others in the group: (write 7 into the table for Pupil A), etc.

1. ***Homework****:* WB page 56 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## Lesson 3 Sevara doesn’t like ...

**The aim of the lesson**:

***Educational:*** - to learn the 3d person singular in the negative form

***Developing:*** - to improve the pupils‘ speaking skills

***Socio-cultural:*** to raise awareness of the 3rd person singular in the negative form

***Competence:*** SC1, PC and SC in dialogues about dislikes

***Learning outcomes:*** At the end of the lesson pupils will be able to make sentences using the 3d person singular (negative).

***Type of the lesson:*** non-standard, mixed ***Method of the lesson:*** group work, pair work ***Equipment:***Pupil‘s book, Workbook, the DVD

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Look and read. *10 min*

**Objective:** to present and practise the Present Simple 3rd person singular in the negative form

STEP 1: Ask the pupils to look at the pictures and read the sentences. Ask what they understood. Help if necessary.

STEP 2: Draw their attention to the sentence ―He doesn‘t like lazy boys.‖ Ask what this sentence means. Elicit some answers and summarise that it is the 3rd person singular negative sentence. Establish that in order to make sentences about somebody in the Present Simple 3rd person singular negative form we use doesn‘t. (You can use mother tongue to say this.) STEP 3: Draw the table on the board. Ask the pupils to look at Page 40 and find the sentences which Grandpa says and help you to complete the sentences in the table.

|  |  |
| --- | --- |
| + |  |
| He likes doing sums. | He doesn’t like lazy boys. |
| He likes sunny days. | He doesn’t like cloudy days. He doesn’t like ... days.He doesn’t like ... days. |

Answer key: He doesn‘t like snowy days. He doesn‘t like rainy days.

### *Main part*

**Activity 2a** Work in groups. Play ―Do you like … ?‖ *10 min*

**Objective:** to prepare for the next activity

STEP 1: Ask the pupils to make groups of 4. Ask the pupils to write their partners‘ names in the upper row of the table in their Workbooks. Then explain that everybody in the groups must answer about themselves (if they like English, maths and art or not) and fill in the column titled ―me‖. STEP 2: When they finish Step 1, explain that first they work in pairs. They must ask each other questions whether they like ―no‖ in the

table. Pupil A: ‗Do you like English?‘ Pupil B: ‗Yes/No.‘ Pupil B: ‗Do you like English?‘ Pupil A: ‗Yes/No.‘ STEP 3: After that the first pair report about his/her partner to the other pair. For example: Pupil A: ‗Barno likes ...and She

doesn‘t like ...‘ Pupil B: ‗Anvar likes ... and .... He doesn‘t like ‘

### *Post-activity*

**Activity 2b** Report to the class. *5 min*

Objective: to reinforce the Present Simple Tense 3rd person singular in the negative form

When the groups finish Step 3 of the previous activity and their tables are ready, the pupils in turn report about somebody in the group. For example: Pupil 1: ‗Amir likes English and maths. He doesn‘t like art.‘ Pupil 2: ―Barno likes English and and music. She doesn‘t like maths.‖ etc.

1. ***Homework****:* WB page 57 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## Lesson 4 Let’s play!

**The aim of the lesson**:

***Educational:*** - to consolidate all learnt material to learn the 3d person singular in the negative form

***Developing:*** - to develop the pupils‘ speaking skills

***Socio-cultural:*** to raise awareness of the Present Simple tense 3rd person singular positive and negative forms

***Competence:*** *SC2, SC and LC in dialogues about school subjects and performing commands*

***Learning outcomes:*** At the end of the lesson pupils will be able to use the Present Simple tense 3rd person singular in the positive and negative forms

***Type of the lesson:*** non-standard, mixed ***Method of the lesson:*** group work, pair work ***Equipment:***Pupil‘s book, Workbook, the DVD

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Sing the song. *5 min*

**Objective:** to warm up

Look at Unit 9, Lesson 1, Activity 1 for the instructions.

### *Main part*

**Activity 2** Read and write True or False. *15 min*

**Objectives:** to enable pupils to write letters; to consolidate the Present Simple 3rd person singular in the negative form; to practise reading for detailed information.

STEP 1: Ask the pupils to read the letter. Explain the meaning of the word ―speak‖. STEP 2: Then ask them to open their Workbooks on Page 58 and write ―True‖ for true and ―False‖ for false sentences according to the letter

### *Post-activity*

**Optional Activity 3** Play ―Tic Tac Toe‖. *20 min*

**Objective**: to consolidate the vocabulary for school subjects Prepare 9 flashcards with school subjects beforehand. Make the following Tic Tac Toe grid on the board and stick the 9 cards: one in each cell. Divide the class into 2 teams. Team 1 will be ‗0‘ and Team 2 will be ‗X‘. Explain that Team 1 will start. They must choose any cell they like and say a sentence with that word. If their sentence is correct take out the card and put ‗0‘ instead. Then Team 2 chooses any cell they like and say a sentence with that word. If their sentence is correct, take out the card and put ‗X‘ instead. The team which will be first to put three continuous noughts or crosses vertically, horizontally or diagonally is the winner. Therefore, a team should not allow the other team to put three continuous marks by being quick and answering correctly, and at the same time should try to put their own three continuous marks. If the game is finished quickly, you can repeat it once more.

1. ***Homework****:* WB page 58 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## REVISION 6

**The aim of the lesson**:

***Educational:*** - to consolidate all the learnt material in Unit 9.

***Developing:*** - to develop pupils‘ speaking skills

***Socio-cultural:*** to raise awareness of the Present Simple tense 3rd person singular positive and negative forms

***Competence:*** *SC6, FLCC and LC in questions and dialogues*

***Learning outcomes:*** At the end of the lesson pupils will be able to: - use the Present Simple tense 3rd person singular positive and negative forms; talk about school subjects

***Type of the lesson:*** non-standard, mixed ***Method of the lesson:*** group work, pair work ***Equipment:***Pupil‘s book, Workbook, the DVD

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Work in pairs. Look, match and say.

**Objective:** to consolidate the learnt material Tell the pupils that this is a pair work activity.

STEP 1: Ask the pupils to point to the pictures and say what they are doing. STEP 2: Then ask them to read half sentences 1-4 and match them with the endings a-d. Answer key: 1c, 2, 3b, 4a

### *Main part*

**Activity 2** Work in teams. Choose and say.

**Objective**: to consolidate the materials from the previous lessons

STEP 1: Divide the class into two teams. Explain to the pupils that you will ask questions and they should answer. STEP 2: Demonstrate. Ask the pupils to look at the table and say what is written there. Answer key: Categories: Days of the week, School things, School subjects, Time, Like playing/doing and Points: 10-40. Say that they should choose a category and a point, for example:Days of the week, 10. Say that you will ask them an easy question, i.e. worth point 10

and ask: How many days are there in a week? If the pupils answer correctly, they will get 10 points, if not they will get 0. STEP 3: Play for a while with the whole class. When you see all pupils know what to do, ask them to start playing in teams Note: You must prepare questions and tasks for the categories and points beforehand. We are providing below example tasks for the categories. Days of the week 1 How many days are there in a week? (10) Seven days. 2 Name the days of the week. (20) Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. 3 Say the days of the week in ABC order. Friday, Monday, Saturday, Sunday, Thursday, Tuesday, Wednesday. (40) 4 Write the days in full forms. Mon, Tues, Wed, Thur, Fri, Sat, Sun. (30) School things 1 Sing a song about school things. (10) 2 Name 5 school things. (20) e.g. eraser, sharpener, album, colour pencils, pencil case. 3 Say colours of the school things. (30) e.g. white erasers, blue sharpeners, red albums, green pencil cases. 4 Write five school things. (40)e.g. eraser, sharpener, album, colour pencils, pencil case.

School subjects 1 Name 5 school subjects. (10) e.g. English, maths, Russian, mother tongue, art, PE, music, reading. 2 Say which subject you like/don‘t like (2 sentences). (20) 3 Say 3 sentences about your favourite subject. (30)

4 Say the timetable for your favourite day. (40) Time 1 Sing a song about time. (10) 2 Say what time it is: 2.30, 8.00, 2.00. (20)e.g. It‘s 2.30. 3 Ask and answer about time. (30) e.g. What‘s the time? It‘s 2.30. 4 Speak about your favourite time.

(40) e.g. My favourite time is 3 o‘clock. I play games. Like playing/doing 1 What‘s your favourite game? (10)

e.g. My favourite game is playing tag. 2 Say the names of the games. (20) e.g. play tag, play see-saw, play hopscotch, play

―Bingo‖ 3 Teacher shows 4 or 5 pictures of games and asks, e.g. ‗What game is it?‘ (30) 4 Say which game you like and which game you don‘t like. Say 4 sentences. (40: 10 points for different structures: 1) I can ... ; 2) I like ... ; 3) I don‘t like

... ; 4) On Sunday we ...)

### *Post-activity*

**Activity 3** Work in pairs. Do the quiz ―I can ...‖.

**Objectives**: to revise the material studied in Unit 9; to train pupils to be able to assess their knowledge, skills and overall progress;to let pupils see how much they can do in English; to encourage them into revising the material they have not learnt properly The pupils work in pairs. This quiz does not test memory, it is a learning opportunity, so the pupils should be allowed to use their Pupil‘s books and Workbooks. They discuss the answers and, where necessary, write them in their

―I can …‖ exercise books. You can go round and check what pupils have written.

1. ***Homework****:* Learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## The aim of the lesson:

**Lesson 1 January, February …**

### *Unit 10 Months*

***Educational:*** - to learn the months of the year

***Developing:*** - to enable pupils to say the months in order; to enable pupils to use the calendar; to enable pupils to understand and use the short forms of the months to improve the pupils‘ speaking skills

***Socio-cultura****l* to raise awareness of the similarities and differences of the months in English and the mother tongue;

* to raise awareness of the use of short forms of the months

***Competence:*** *SC2, LC and PC in saying months in English*

***Learning outcomes:*** By the end of the lesson, pupils will be able to: say the months of the year in order; arrange the months in alphabetical order; guess the months from their short forms

***Type of the lesson:*** non-standard, mixed ***Method of the lesson:*** group work, pair work ***Equipment:***Pupil‘s book, Workbook, the DVD

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1**a Look and say in your mother tongue. *5 min*

**Objective**: to raise awareness of the similarity of months in English and the mother tongue

STEP 1: Ask the pupils to look at the word ―months‖ and the balloons. Give them one or two minutes to try to read the months on the balloons silently for themselves.STEP 2: Explain the word ―months‖ in the mother tongue. Then say that the words on the balloons are the months of the year. Then ask the pupils if they could notice any similarities between the months in English and the months in their mothertongue. Elicit some answers.STEP 3: Summarise that all the months in English are similarto those in the mother tongue except some differences in spellingand pronunciation. Explain that it is very easy to learn and memorise them if they compare the months in English and the mother tongue. Write the months on the board in the order they are presented on the balloons (not like the order in the calendar!) and their equivalents in the mother tongue. For example, in Uzbek it would be as follows: April — aprel; June — iyun; August avgust; May — may; February — fevral; September — sentabr; January — yanvar; December — dekabr; March — mart; November— noyabr; July — iyul; October — oktabr.Language Note: Here, explain that in English the months are written with capital letters everywhere in the sentence: at the beginning, in the middle and at the end. However, in the mother tongue they are written with small letters in the middle and at the end but with capital letters at the beginning of the sentence. STEP 4: Read aloud what you have written on the board one after another and have the pupils see how much similar and different they are

.

### *Main part*

**Activity 1b Write in order. *5 min***

**Objective:** to enable pupils to put the months in order

STEP 1: Check the pupils‘ knowledge of the order of the months by asking if there is anybody who can say the months in order in their mother tongue. Ask a pupil to say them. When s/ he finishes, ask some more pupils to do the same.STEP 2: Ask the pupils to open their Workbooks and look atthe jumbled months. Explain that the order of the months in English is just the same as in the mother tongue: it also begins with January and ends with December. Then ask them to choose the month February among the jumbled ones and write the number 2 on it. Explain that this because February is the second month of the year. When you see everything is clear to everybody, say that they should go on in this manner until they have numbered all the months.

**Activity 1c** Check. *5 min*

**Objectives:** to enable pupils to listen to check their answers;to practise the pronunciation of the new words.

After the pupils finish numbering the months on the calendar,you can play the DVD and ask them to check their answers.

### *Post-activity*

**Activity 3a** Look and guess. *5 min*

**Objectives:** to raise awareness of the short forms of the months; to prepare for the next activity.

explain to the pupils that sometimes they may meet some short forms as shown in their textbooks. They are the first three letters of the months so there should not be any problem to guess what short forms are for what months. Answer Key: Dec

— December; Sep — September; Mar — March; Jun — June; Aug — August; Oct — October; Jul — July; May — May; Apr — April; Jan — January; Nov — November; Feb — February

1. ***Homework****:* WB page 59 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## Lesson 2 There are 30 days in ...

**The aim of the lesson**:

***Educational:*** - to learn the structure ―There is/are‖;

***Developing:*** - to enable pupils to say sentences starting with ―There is/ are‖;

***Socio-cultural****:* - to raise awareness of the ways of saying where something is; to raise awareness of reading, writing and saying the numbers 21–31 in English

***Competence:*** *SC2, SC and LC in saying days and months*

***Learning outcomes:*** By the end of the lesson, pupils will be able to: - use the structure ―There is/ are‖; - read, write and say the numbers 21–31

***Type of the lesson:*** non-standard, mixed ***Method of the lesson:*** group work, pair work ***Equipment:***Pupil‘s book, Workbook, the DVD

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Listen and repeat. *5 min*

**Objective:** to warm up; to learn the poem

Play the DVD. The pupils listen and repeat the poem. Look at Unit 10, Lesson 1, Warm up activity for the DVD cript.

### *Main part*

**Activity 2a** Look, listen and repeat. *5 min*

**Objective:** to introduce the structure ―there is/are‖

STEP 1: Ask the pupils to look at the bees and read the sentence ‗There is one calendar.‘ together with you. After that point to the door and say ‗There is one door in the room.‘ The pupils repeat after you in chorus. Help the pupils to guess the meaning ctivity **1** Look and read. *10 min* of the sentences. If necessary translate the sentences. Say some more examples pointing to objects in singular and have the pupils repeat your sentences after you in chorus. STEP 2: Point to the 2nd bee and read the sentence ‗There are four pictures.‘ together with the pupils in chorus. Ask the pupils to guess the meaning of the sentence. If necessary translate the sentence. After that point to the windows and say ‗There are three/two windows in the room.‘ The pupils repeat after you in chorus. Ask them to translate the sentence. Help them to start translating with

―Xonada ...‖ in Uzbek/―В комнате ...‖ in Russian.Say some more examples pointing to objects in plural and have the pupils repeat your sentences after you in chorus. STEP 3: Ask the pupils to look at the picture again and make sentences about the objects on the table using ―There is/are‖.

**Activity 2b** Play ―There is ... There are ...‖. *10 min*

**Objective**: to consolidate the structure ―there is/are‖

STEP 1: Divide the class into 2 groups. Explain that Group 1 say a sentence with ―there is‖ when you show an object, Group 2 say a sentence with ―there are‖ when you show the same objects in plural. STEP 2: When the groups have understood what to do, demonstrate: take a pen and show to Group 1. Help them say ‗There is a pen‘. Then take 2 pens and show them to Group 2. Help them say ‗There are two pens.‘ STEP 3: Now begin showing objects. Groups make sentences as in Step 2. Then they change the roles.

**Activity 3**a Look and say. *5 min*

**Objectives**: to introduce the new words; to consolidate the structure ―there is/are‖

STEP 1: Introduce the words ―week, month, year‖. Translate the words. Have the pupils repeat the words in chorus, rows and individually. STEP 2: Ask the pupils to look at the table. Say ‗four weeks in ...‘ and invite them to complete your words with ‗a month‘. Then say ‗twelve months in ...‘ and invite them to complete your words with ‗a year‘, etc. STEP 3:

Ask the pupils to look at the picture. Read the bee‘s sentence and translate. Then have the pupils repeat the sentence after you in chorus

### *Post-activity*

**Activity 3b** Look and complete. *5 min*

**Objective**: to introduce numbers from 21 to 31;

STEP 1: Ask the pupils to open their Workbooks on Page 60 and look at the numbers. Write ―21‖ and ―twenty-one‖ on the board. Draw their attention to the number 21 and point to its written form. Have the pupils repeat 21 and then the other numbers after you in chorus. STEP 2: Ask the pupils to look at the rest of the numbers and write the missing words.

STEP 3: When the pupils finish, you can do the usual Chain Drill with a ball. Say ‗21‘ and throw the ball to any pupil who must catch it and say ‗22‘, etc.

1. ***Homework****:* WB page 60 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## Lesson 3 What’s your favourite ...?

**The aim of the lesson**:

***Educational:*** - to learn the 3d person singular in the negative form

***Developing:*** - to improve the pupils‘ speaking skills

***Socio-cultural:*** to raise awareness of the 3rd person singular in the negative form

***Competence:*** *SC1, FLCC and PC in speaking about colours, favourite month and activity*

***Learning outcomes:*** At the end of the lesson pupils will be able to make sentences using the 3d person singular (negative).

***Type of the lesson:*** non-standard, mixed ***Method of the lesson:*** group work, pair work ***Equipment:***Pupil‘s book, Workbook, the DVD

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Listen and repeat. *5 min*

**Objectives:** to warm up; to learn the poem Play the DVD.

The pupils listen and repeat the poem. Look at Unit 10, Lesson 1, Warm up activity for the DVD script.

### *Main part*

**Activity 2** Play ―Listen and point‖. *5 min*

**Objective:** to revise seasons and months

STEP 1: Prepare four cards with the names or pictures of seasons. stick them in different corners of the room, one per corner. Revise the seasons. You say ‗spring‘. They must point to the card with spring, etc. STEP 2: say the months, e.g.

‗April‘ and help the pupils point to the card with spring. Then say ‗January,‘ etc.

**Activity 2** Look and say. *5 min*

**Objective**: to revise seasons and weather

STEP 1: Ask the pupils to look at the pictures and the words in the cloud. Read the sparrow‘s words, the pupils repeat after you. say the frog‘s words: ‗it‘s rainy in spring‘. The pupils repeat after you. Further say: ‗it‘s hot in summer‘ and ‗it‘s cool in autumn‘. The pupils repeat. STEP 2: Point to any picture. say ‗spring. it‘s ...‘ and here invite the pupils to finish the sentence. Possible answer: ‗... warm/ rainy/sunny in spring.‘ Go on in such manner until you finish with the other 3 seasons.

**Activity 3** Work in pairs. Play ―Spring. It‘s warm in spring‖. *5 min*

**Objective**: to reinforce seasons and weather

Divide the class into 2 groups. Group A say a season, for example, ‗spring.‘ Group b say a sentence, for example, ‗it‘s warm in spring‘. Then Group b says a season, when Group A says a sentence. Groups may play this game several times.

**Activity 4a** Play ―Seasons‖. *10 min*

Objective: to reinforce seasons and months

STEP 1: Prepare 4 flashcards with seasons and 12 flashcards with months. STEP 2: Make groups of 4 and allocate flashcards with seasons one for each group. shuffle and leave the flashcards with months on your table. STEP 3: Demonstrate: invite one pupil from a group to come to your table. Tell him/her to choose a card with a month according to his/her group‘s season. When s/he chooses one, s/he must return to his/her group with it. STEP 4: After that ask another pupil from another group to come to your table and choose a card with a month that suits to his/her group‘s season, etc. The pupils from groups must take turns to come and take a flashcard. When they finish, they must stay with their groups.

### *Post-activity*

**Activity 4b** Play ―Our favourite season‖. *10 min*

Objective: to reinforce seasons and months Ask the groups to prepare a presentation about their season as in the example. They write the text of the presentation in their Workbooks on Page 61. explain that each pupil in a group must say at least one sentence about their season.

1. ***Homework****:* WB page 61 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## Lesson 4 Let’s play!

**The aim of the lesson**:

***Educational:*** -to learn how to ask and answer about birthdays

***Developing:*** - to enable pupils to ask and answer questions about birthdays; - to enable pupils to use preposition of time

―in‖ with months

***Socio-cultural*** to raise awareness of the ways of asking and answering questions about birthdays in English and Uzbek; - to raise awareness of gender

***Competence:*** *SC4, LC and SC in speaking about colours, favourite month and activity, asking and answering* ***Learning outcomes:*** *by the end of the lesson, pupils will be able to: - ask, answer and write about birthdays; - use the prepositions of time “in” with months*

***Type of the lesson:*** non-standard, mixed ***Method of the lesson:*** group work, pair work ***Equipment:***Pupil‘s book, Workbook, the DVD

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Listen and repeat. *5 min*

**Objective**: to warm up; to learn the poem

Play the DVD. The pupils listen and repeat the poem. Look at Unit 10, Lesson 1, Warm up activity for the DVD script.

### *Main part*

**Activity 2** Play ―Months quiz‖. *10 min*

**Objectives**: to check the homework; to develop the pupils‘ logical thinking.

STEP 1: Put Lesson 2, homework 1b papers that you collected last lesson in a box. Mix them well. STEP 2: Divide the class into 2 groups. Tell the groups that they will play the Months Quiz. explain that you will take out a sheet of paper of the box and read aloud the quiz question for Group 1. The group must find the answer in one attempt. if they cannot, they will miss a go, and you will ask Group 2 to answer. if Group 2 finds the answer, they will get a point, etc. The group with the most points will be the winner.

**Activity 3** Look, read and complete. *5 min*

**Objectives:** to consolidate the pupils‘ knowledge on the gender; to develop the pupils‘ logical thinking.

STEP 1: Draw the pupils‘ attention to the pictures and the speech bubbles. Ask them to guess the meaning of the word Activity 1 Look and read. *10 min*―birthday‖ and the sentences in the speech bubbles. have them repeat the word ―birthday‖ and zumrad and Jasur‘s sentences after you in chorus. Then ask them to open their Workbooks and complete the sentences about zumrad and Jasur. STEP 2: When they finish, check if they have done the activity correctly. sum up the answers saying that the correct answers are: ―his birthday is in november‖ and ―her birthday is in July.‖ because we use the possessive pronoun ―his‖ for men and boys and ‗her‘ for women and girls.

**Activity 4a** Look, read and translate. & 4b Listen and repeat. *10 min*

**Objective**: to give practice in translating simple sentences

STEP 1: Ask the pupils to look at the pictures and guess what zumrad and Jasur said. After you get satisfactory answers, have the whole class repeat the sentences after you in chorus. STEP 2: Draw the pupils‘ attention to zumrad and Jasur‘s speech bubble and then to the remember box. explain that the full forms of the contractions ―When‘s‖ is ―When is‖ and

―it‘s‖ is ―it is‖. Also explain that contractions are used to write the spoken language.

### *Post-activity*

**Activity 5** Play ―Birthday line‖. *10 min*

**Objectives**: to energise the pupils; to have fun.

STEP 1: Tell the pupils to imagine a line in the classroom. Point to the place where the line begins and say ‗This is January‘. Then point to a place far from January and say ‗This is December‘.

STEP 2: explain that the pupils should stand along the line in the order of the months of their birthdays. They will need to ask each other the question ‗When‘s your birthday?‘ and answer ‗it‘s in ...‘ to find out exactly where they should stand. The pupils should find out who is before and after them. When they find their place in the line, they should stay there until everyone has found his/her place.

1. ***Homework****:* WB page 62 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## REVISION 7

**The aim of the lesson**:

***Educational:*** -to develop self-development skills

***Developing:*** - to encourage pupils to revise the material they have learnt; - to give pupils an opportunity to assess their progress

***Socio-cultural:*** to encourage pupils into further learning

***Competence:*** *SC6, FLCC and LC in questions and dialogues*

***Learning outcomes:*** by the end of the lesson, pupils will be able to check self-development and assess their progress on the material they have learnt.

***Type of the lesson:*** non-standard, mixed ***Method of the lesson:*** group work, pair work ***Equipment:***Pupil‘s book, Workbook, the DVD

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Read and complete the table.

**Objective**: to give practice in reading for detailed information

STEP 1: Draw the following table on the board and ask the pupils to copy it in their ―i can …‖ exercise books. January February March April June october STEP 2: When they finish, explain that they must read the text and fill in the table with the correct names. Answer key: January Muslima February Botir March Soliha April Ali June Amir October Zarina

### *Main part*

**Activity 2** Play ―My birthday month‖.

**Objective**: to give practice in speaking

Ask the pupils to work in groups of 4/5. explain that Pupil 1 says about his/her birthday month but does not say the month as in Activity 1. other pupils listen and identify the month. e.g. Pupil 1: ‗My birthday month starts with ―F‖.‘ Pupil 2:

‗February?‘ Pupil 1: ‗Yes!‘

**Activity 3** Play ―Do sums‖.

**Objective:** to consolidate the numbers 1-31

STEP 1: Write sums on the board with the total maximum 31, for example: 10 + 20 = ; 15 + 10 = ; 30 + 1 = ; 22 + 7 = , etc. Ask the pupils to do the sums. STEP 2: When they finish, ask several pupils to read their answers, for example, ‗Ten plus twenty is thirty,‘ etc.

**Activity 4** Listen and find the odd one out.

**Objective**: to give practice in listening for specific information

STEP 1: explain to the pupils that they are going to watch a video where two children are talking and then find the picture which is not relevant to the dialogue. STEP 2: Play the DVD, if possible, two times. The pupils watch and find the irrelevant picture, the picture in which a girl is watching TV. DVD: Azim: ‗hello zilola. how are you?‘ Zilola: ‗i‘m fine, thank you. And you?‘ Azim: ‗i‘m great. zilola, when‘s your birthday?‘ Zilola: ‗it‘s in June!‘ Azim: ‗oh ... good ... Can i and my friends go to your birthday party?‘ Zilola: ‗Yes, please! Come and have fun with us! My mum cooks a big birthday cake. We eat the cake, drink Fanta and Cola. ... Then we sing, dance and play games. Azim ... do you like playing hopscotch and jumping a rope?‘ Azim: ‗oh ... well ... Yes ... we do. They‘re very interesting.‘ Zilola: ‗Great! And ... in the evening my dad cooks plov. it‘s delicious. Do you like plov?‘ Azim: ‗oh, yea ... plov is my favourite food... i like it very much!‘

### *Post-activity*

**Activity 5** Work in pairs. Do the quiz ―I can ...‖.

**Objectives:** to revise the material learnt in Unit 10; to train pupils to be able to assess their knowledge, skills and overall progress; to let pupils see how much they can do in English; to encourage them to revise the material they have not learnt properly.

The pupils work in pairs. You can allow them use their Pupil‘s books and Workbooks. They discuss the answers and, where necessary, write them in their ―i can …‖ exercise books. You can go round and check what pupils have written. Do not worry if you are short of time! You can assign all or the rest of the ―i can...‖ quiz as homework.

1. ***Homework****:* Learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## The aim of the lesson:

**Lesson 1 I like presents.**

### *Unit 11 Holidays*

***Educational:*** - to learn how to say birthday months

***Developing:*** - to enable pupils to use the preposition of time ―in‖ with months; - to enable pupils to speak and write about presents

***Socio-cultural*** -to raise awareness of the similarities and differences between celebration of birthdays in different countries

***Competence:*** *SC1, SC and LC in dialogues and questions about holidays*

***Learning outcomes:*** By the end of the lesson, pupils will be able to: - say birthday months; - speak and write about a present

***Type of the lesson:*** non-standard, mixed ***Method of the lesson:*** group work, pair work ***Equipment:***Pupil‘s book, Workbook, the DVD

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Listen and sing. *5 min*

**Objectives:** to introduce the topic of the unit; to warm up.

Play the DVD. After the pupils listen once, ask what holidays are mentioned in the song. Accept any reasonable answers. explain if necessary: you can translate the name of the holidays. Ask whether they like new Year‘s Day and when we celebrate it. DVD script: We wish you a Merry Christmas We wish you a Merry Christmas We wish you a Merry Christmas And a happy new Year. Let‘s all do a little clapping Let‘s all do a little clapping We wish you a Merry Christmas And a happy new Year.

### *Main part*

**Activity 2a** Look, listen and find the picture. *5 min*

**Objectives:** to introduce the topic of the lesson; to warm up.

STEP 1: Ask the pupils to look at the pictures, listen to the song and find the picture this song belongs to. Answer key: The picture with a kid‘s birthday. STEP 2: Ask the pupils to look at this picture and say what they see there. say that this is the picture of a birthday party in england. Ask whether we celebrate birthdays as they do. Possible answer: nowadays many children in Uzbekistan celebrate their birthdays in a similar way. DVD script: happy birthday to you! happy birthday to you! happy birthday dear (name of the child)! happy birthday to you!

**Activity 2b** Look, read and match. *5 min*

**Objective**: to introduce the topic of the lesson

STEP 1: Ask the pupils to open their Workbooks on Page 64 and read the holidays. explain that they must match the numbers of the pictures in 2a and the holidays as shown in the example. STEP 2: When they finish, check the answers with the whole class. Then have the pupils repeat the holidays after you.

**Activity 3** Play ―My birthday month‖. *10 min*

**Objective:** to give practice in speaking

Ask the pupils to work in pairs. explain that Pupil A says about his/her birthday month but does not say the month. Pupil b finds the month. e.g. Pupil A: ‗My birthday month has two ―u‖ letters.‘ Pupil B: ‗August?‘ Pupil A: ‗Yes!‘

### *Post-activity*

**Activity 4a** Work in pairs. Play ―I like my present‖. *15 min*

**Objective:** to revise Class 1 vocabulary with a new word ―present‖

STEP 1: Ask the pupils to look at the picture and say what they see there. say that they are presents. Ask them to repeat the words including ―present‘ after you in chorus, in rows and in pairs. STEP 2: Ask the pupils to work in pairs. say that Pupil A must choose a present and Pupil b must guess. For example: A: ‗i like my present. it‘s small. it‘s red and white.‘ b: ‗A plane.‘ A: ‗Yes. /no.‘ STEP 3: You can put on your table any toys you have and ask the pupils to look at them, choose any toy they like and play the game.

1. ***Homework****:* WB page 64 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## Lesson 2 We celebrate ...

**The aim of the lesson**:

***Educational:*** - to develop reading for main ideas; to introduce holidays in other countries

***Developing:*** - to enable pupils to speak about a holiday with the phrase ―We celebrate ...‖

***Socio-cultural:*** to raise awareness of the similarities and differences between celebrations of holidays in different countries

***Competence:*** *SC2, LC and PC in talking about holidays, and independence day*

***Learning outcomes:*** By the end of the lesson pupils will be able to: - say about a holiday and the month it is celebrated; - speak about different holiday.

***Type of the lesson:*** non-standard, mixed ***Method of the lesson:*** group work, pair work ***Equipment:***Pupil‘s book, Workbook, the DVD

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Listen and sing. *10 min*

**Objective**: to warm up

Play the DVD. (We wish you a happy Christmas and a happy new year!) This time ask the pupils to sing it together with the DVD. You can ask them to make actions like: clapping, jumping, hopping etc. DVD script: We wish you a Merry Christmas We wish you a Merry Christmas We wish you a Merry Christmas And a happy new Year! Let‘s all do a little clapping\* Let‘s all do a little clapping\* We wish you a Merry Christmas And a happy new Year! Note: You can substitute clapping with other verbs children know (jumping, hopping etc).

### *Main part*

**Activity 2a** Listen, read and match. 8 min

Objectives: to develop reading for main ideas; to introduce the holidays in other countries.

Play the DVD. Ask the pupils to listen at first, and then read the texts and match them with the pictures. key: 1b, 2c, 3a

**Activity 2b** Read and match. 7 min

**Objective**: to introduce the new words

STEP 1: Ask the pupils to look at the words Mexico and korea in Activity 2a and ask if they know what countries they are in their mother tongue. if they do not know, help them saying the countries in mother tongue. STEP 2: Then ask them to open their Workbooks on Page 65 and match the words and their translations. Check the answers. After that, ask the pupils to repeat the words after you in chorus, in rows, pairs and individually.

**Activity 3** Work in pairs. Play ―We celebrate ...‖ *10 min*

**Objectives**: to revise the names of holidays; to consolidate the phrase ―We celebrate …‖

STEP 1: Ask the pupils to name the holidays they remember (Teacher‘s Day, independence Day, new Year‘s Day, navruz, Women‘s Day). STEP 2: Ask the pupils to work in pairs. explain that they should talk to each other about holidays like the example provided below: A: ‗Women‘s Day.‘ B: ‗We celebrate Women‘s Day in March.‘

### *Post-activity*

**Activity 4** Work in groups. Play ―Look and guess‖. *5 min*

**Objectives**: to revise vocabulary related to holidays; to develop creativity; to have fun.

Ask the pupils to work in groups of 4-5. each group must choose a holiday and prepare a role play without naming the holiday they have chosen. Ask all the groups to keep it secret! say that they can just say: ―happy holiday!‖ instead of

―happy navruz‖ for example.

1. ***Homework****:* WB page 65 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## Lesson 3 Happy Navruz!

**The aim of the lesson**:

***Educational:*** - to learn holiday related vocabulary; - to practise writing a story following given structure

***Developing:*** - to learn the similarities and differences between celebration of holidays in different countries

***Socio-cultural*** to raise awareness of the similarities and differences between celebration of holidays in different countries

***Competence:*** *SC4, PC and FLCC in dialogues about Navruz*

***Learning outcomes:*** by the end of the lesson, pupils will be able to: - compile a flower diagram related to navruz - say more about holidays: activities, special food, etc.

***Type of the lesson:*** non-standard, mixed ***Method of the lesson:*** group work, pair work ***Equipment:***Pupil‘s book, Workbook, the DVD

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1a** Look and say what holiday it is. *5 min*

**Objective:** to revise vocabulary related to Navruz

Ask the pupils to look at the pictures of people celebrating navruz. Ask them to name the holiday. Ask: Do you like navruz? Why? (They can say this in mother tongue.)

### *Main part*

**Activity 1b** Complete the flower diagram for Navruz. *5 min*

**Objectives:** to revise vocabulary related to Navruz; to develop creativity; to introduce a flower diagram.

Draw a big flower diagram on the board. Write in one petal: ―eat sumalak‖ and ask the pupils to give more ideas to complete the diagram. Possible answers: flowers, green trees, spring, sing songs, play games, eat sumalak, visit granddad and granny, go to the park

**Activity 2a** Read the texts and find the words. *5 min*

**Objective**: to develop reading for specific information

Ask the pupils to read the words: special food; parade; act out; traditional story silently for themselves. Ask them to guess the meaning of the words. Accept any reasonable answers. Then have them repeat the words after you in chorus. After that you can ask them to find these words in the texts provided there.

**Activity 2b** Listen and repeat. *5 min*

**Objective:** to develop choral reading for pronunciation development

say that you will play echo reading. say that the pupils must be echo and repeat after the DVD. Ask the pupils to listen and repeat the first sentence. Ask them to imitate intonation, rhythm and stress. Play the DVD and ask the pupils to track the print in the text. Repeat with each sentence.

### *Post-activity*

**Activity 3a** Complete and read your story. *5 min*

Objective: to develop writing skills

Ask the pupils to complete the sentences about themselves. say that their story structure must be similar to the stories in 2a. When they finish writing, ask them to prepare for reading aloud to the whole class. Ask them to keep their stories secret!

1. ***Homework****:* WB page 66 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## Lesson 4 Let’ play!

**The aim of the lesson**:

***Educational:*** - to revise holidays and dates

***Developing:*** - to practise putting holidays in chronological order; - to identify a holiday listening to its description

***Socio-cultural*** to raise awareness of the 3rd person singular in the negative form

***Competence:*** *SC5, SC speaking about holidays, performing commands learn playing*

***Learning outcomes:*** by the end of the lesson, pupils will be able to: - make sentences out of two halves; - put holidays in chronological order; - identify a holiday listening to its description.

***Type of the lesson:*** non-standard, mixed

***Method of the lesson:*** group work, pair work

***Equipment:***T e x t b o o k , Workbook, the DVD, cards with the names of holidays enough for groups of four; sets of cards with sentences enough for all pairs

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Listen and sing. *10 min*

**Objective:** to warm up

Play the DVD. (We wish you a happy Christmas and a happy new year!) Ask the pupils to sing it together with the DVD. Divide the class into groups of 4. Ask the pupils to sing with actions like: clapping, jumping, hopping etc.

### *Main part*

**Activity 2** Play ―Put in order‖.*10 min*

**Objectives:** to consolidate the names of holidays; to revise the ABC.

Prepare sets of cards with the names of holidays enough for all groups. STEP 1: Ask the pupils to work in groups of 4. explain that they will have to read the cards, put them in calendar order and write their order as shown in their Workbooks. Give each group a set of cards with names of holidays on them. (The cards must be mixed up.) The group which is quicker and with correct order is a winner. STEP 2: Ask the pupils to work in the same groups. say that now they will have to read the cards, put them in Alfabetical order and write their order as shown in their Workbooks. The group which is quicker and with correct order is a winner.

**Activity 3** Play ―Bingo‖. *10 min*

**Objectives:** to consolidate the names of holidays; to develop listening skills.

STEP 1: Ask the pupils to complete bingo grids with names of holidays. in order to make it quicker, ask them to put capital letters instead of full names: e.g. New Year‘s Day – NY; Women‘s Day – WD; Navruz – N; Independence Day – ID; Teacher‘s Day – TD; Constitution Day – CD. STEP 2: Play bingo as usual. Version 1 — You can say the names of holidays in english. Version 2 — You can say the names of holidays in mother tongue. Version 3 (for stronger classes) — You can describe a holiday instead of saying it. For example: This holiday is in spring. It‘s in March. We eat sumalak on this day.

### *Post-activity*

**Activity 4** Play ―Find your partner‖. *10 min*

**Objectives**: to consolidate the names of holidays; to develop reading.

Prepare sets of cards with sentences enough for all pairs. You can find these sentences below. say that the pupils will play a game. say that each pupil will get a half of a sentence: some pupils will have the beginnings and some the endings of sentences. The pupils must stand up, go round the class and find their partner. They must say their words aloud and listen to others in order to find their partner. When they find a partner, they must come to you, read and translate their sentence.

1. ***Homework****:* WB page 67 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## REVISION 8

**The aim of the lesson**:

***Educational:*** - to revise holidays and dates

***Developing:*** - to enable pupils to make sentences about months, holidays and dates

***Socio-cultural*** to raise awareness of the similarities and differences between celebration of holidays in different countries

***Competence:*** *SC2, FLCC and LC in doing listening tests*

***Learning outcomes:*** by the end of the lesson, pupils will be able to make sentences about holidays, months and dates.

***Type of the lesson:*** non-standard, mixed ***Method of the lesson:*** group work, pair work ***Equipment:***Pupil‘s book, Workbook, the DVD

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Work in groups of 4. Play ―Months and holidays‖.

**Objective:** to revise and consolidate months, holidays and dates

Ask pupils to work in groups of 4. say that they will play a game ―Months and holidays‖. explain the rules. You can explain the rules in mother tongue. Rules: Pupil 1 throws a dice and sees where to land his coin. if it is just a name of the month like in the example, s/he must say, for example: January – January is the first month of the year. When s/he lands on the name of a holiday, s/he must say when this holiday is, for example: Summer holidays – Summer holidays are in June, July and August if the sentence is correct, s/he can move forward one step, if not s/he must move one step back.

### *Main part*

**Activity 2** Play ―Make a word‖. Look at Unit 2, Lesson 4, Activity 4 for the instructions. The pupils practise 12 months.

**Activity 3** Work in pairs. Do the quiz ―I can ...‖

**Objectives**: to revise the material studied in Unit 11; to train pupils to be able to assess their knowledge, skills and overall progress; to let pupils see how much they can do in English; to encourage them to revise the material they have not learnt properly.

The pupils work in pairs. You can allow them use their Classbooks and Workbooks. They discuss the answers and, where necessary, write them in their ―i can …‖ exercise books. You can go round and check what pupils have written. Do not worry if you are short of time. You can assign all or the rest of the ―i can...‖ quiz as homework.

1. ***Homework****:* Learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## The aim of the lesson:

**Lesson 1 I make my bed.**

### *Unit 12 My day*

***Educational:*** - to learn how to use personal and possessive pronouns; - to learn to speak about daily routines ***Developing:*** - to enable pupils to listen, read, say and write about daily routines; to enable pupils to say what they do at particular parts of a day

***Socio-cultural:*** *to* raise awareness of the daily routines

***Competence:*** *SC3, LC and PC in dialogues about their day*

***Learning outcomes:*** by the end of the lesson, pupils will be able to: - say about daily routines; - say the activities before they go to school and after they come from school; - use the personal and possessive pronouns.

***Type of the lesson:*** non-standard, mixed

***Method of the lesson:*** group work, pair work

***Equipment:*** Pupil‘s book, Workbook, the DVD of the book, sets of word cards enough for all the pupils where there are halves of phrases

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1a** Look, listen and repeat. *5 min*

Objective: to introduce the new words

STEP 1: Tell the pupils that during Unit 7 they learned to say what they do at a particular time of a day. explain that today they are going to get a little more specific. Ask the pupils to say in their mother tongue what they usually do in the morning before they go to school. elicit the words in the mother tongue: make a bed, do (my) morning exercises, wash (my) face and hands, get dressed, comb (my) hair. Then ask the pupils to say in their mother tongue what they usually do in the afternoon after they come from school. elicit the words in the mother tongue: have lunch, do homework. Write the english equivalents next to the elicited words.

STEP 2: Read the words one by one and ask the pupils to repeat after you in chorus, in pairs and individually. Then say the first word aloud and mime it. (example: Mime combing your hair and have the pupils guess and say the activity in the mother tongue). After you get a satisfactory answer, draw the pupils‘ attention to the english words on the board or word cards and have them guess pointing to each word. Ask the pupils to pronounce in chorus, in pairs and individually.

### *Main part*

**Activity 1b** Work in pairs. Point and say. *5 min*

Objective: to reinforce the new words

This is the usual Point and say activity. Pupil A points to a picture and Pupil b says the phrase.

**Activity 1c** Play ―Find your partner‖.*10 min*

Objective: to reinforce the new words

Prepare sets of word cards enough for all the pupils where there are halves of phrases. say that the pupils will play a game. say that each pupil will get a half of a phrase: some pupils will have the beginnings and some the endings of phrases. The pupils must stand up, go round the class and find their partner. They must say their words aloud and listen to others in order to find their partner. When they find a partner, they must come to you, read and translate their sentence.

**Activity 2** Work in pairs. Play ―Robot‖.*5 min*

Objective: to reinforce the words and structures

Ask the pupils to work in pairs. Pupil A orders what to do as shown in the example. Pupil b mimes. Then they change roles.

### *Post-activity*

**Activity 3** Work in pairs. Play ―My day‖. *10 min*

Objective: to reinforce the words and structures; to reinforce the pronouns (personal and possessive). STEP 1: Write the following table of personal and possessive pronouns. Draw the pupils‘ attention to it. Ask them to look and guess what the words mean. Accept any reasonable answers. Translate if necessary. Ask the pupils to repeat them after you in chorus.

After that you can organise Chain Drill. Pupil A says ―i‖, Pupil b says ―my‖ and turns to the next pupil and says ―you‖, Pupil C says ―your‖ and turns to the next pupil and says ―he‖, etc. STEP 2: Then ask them to look at the word combinations with ―my‖ in Activity 1b and translate them into the mother tongue.

1. ***Homework****:* WB page 68 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## Lesson 2 It’s time…

**The aim of the lesson**:

***Educational:*** -to learn time through activities

***Developing:*** - to enable pupils to ask and answer about a particular time

***Socio-cultural:*** to raise awareness of the similarities and differences of asking and saying the time in english and mother tongue

***Competence:*** SC1, SC and LC in speaking about daily routines

***Learning outcomes:*** by the end of the lesson, pupils will be able to: - show their understanding of time; - ask and say time;

* use the structure: ―it‘s time to ...‖.

***Type of the lesson:*** non-standard, mixed ***Method of the lesson:*** group work, pair work ***Equipment:*** Pupil‘s book, Workbook, the DVD

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1a** Look, listen and repeat.*10 min*

**Objective:** to introduce the structure ―It‘s time to …‖

STEP 1: Draw the pupils‘ attention to the picture and ask them to guess and say the meaning of the words in the word cloud in the mother tongue. explain to the pupils that we use the structure ―It‘s time to …‖ to say the time to do smth. in Uzbek it means ―biror narsa qilish vaqti bo‗ldi‖ and in Russian ―Время делать что-нибудь‖. After that have the pupils repeat the structure after you in chorus. STEP 2: Ask the pupils to look at Activity 1b in Lesson 1 and revise the activities. Write on the board the structure ―It‘s time to…‖ with one of the word combinations mentioned above. Ask the pupils to give more examples using the structures.

### *Main part*

**Activity 1b** Look, read and match.*5 min*

**Objective**: to reinforce the structure ―It‘s time to...‖

explain that the pupils must look at the clocks, read the sentences and match them.

**Activity 2a** Play ―Listen and say‖.*5 min*

Objective: to reinforce the structures and phrases

Ask the pupils to work in pairs. explain that Pupil A says a phrase from Lesson 1, Pupil b says a sentence with the structure ―it‘s time to ...‖ as shown in the example. Then they change roles.

**Activity 2b** Work in groups. Play ―It‘s time …‖. *5 min*

**Objectives:** to reinforce the structure ―It‘s time to ...‖

Divide the class into two groups. explain that now Group A say phrases, Group b say a sentence using the structure ―it‘s time to ...‖ as shown in the example. Then they change roles.

**Activity 3a** Listen and draw the time. *5 min*

**Objective**: to enable pupils to understand and say the times STEP 1: explain that the pupils must listen to the DVD and draw long and short hands on blank clocks in the WorkbooksSTEP 2: When everybody understood what to do, play the DVD. After each announcement stop the DVD to let the pupils have enough time to draw hands. STEP 3: When they finish, the pupils look at the completed clocks and repeat the times after the DVD. DVD script: it‘s seven o‘clock. it‘s three thirty. it‘s nine o‘clock. it‘s four o‘clock. it‘s twelve thirty.

### *Post-activity*

**Activity 3b** Work in pairs. Play ―What‘s the time?‖ *5 min*

**Objective**: to enable pupils to ask about time and give appropriate answer

STEP 1: Play the DVD. The pupils watch the conversation at first. When they finish, you may ask as usual some pupils about what the conversation was. Ask what the question ‗What‘s the time?‘ stands for in the mother tongue. STEP 2: After you get satisfactory answers, play the DVD the second time having the pupils repeat in chorus. STEP 3: Then the pupils may act the conversation in pairs using the clock faces in Activity 3a. DVD: A: ‗What‘s the time?‘ b: ‗it‘s three thirty.‘ A:

‗Thank you.‘.

1. ***Homework****:* WB page 69 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## Lesson 3 You are late!

**The aim of the lesson**:

***Educational:*** - to learn the adjectives to express feelings

***Developing:*** - to enable pupils to use adjectives to express feelings

***Socio-cultural:*** to raise awareness of the 3rd person singular in the negative form

***Competence:*** *SC4, LC in speaking about timetable and manners*

***Learning outcomes****:* by the end of the lesson pupils will be able to: - use adjectives to express feelings; - use adjectives after the verb ―to be.

***Type of the lesson:*** non-standard, mixed ***Method of the lesson:*** group work, pair work ***Equipment:***Pupil‘s book, Workbook, the DVD

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1a** Read and match.*10 min*

**Objective**: to enable pupils to guess the meanings of the words

STEP 1: Draw the pupils‘ attention to the new sentences in Activity 1a. say that the sentences in the left hand column are english but the ones in the right hand column are Uzbek/Russian. explain that you will say and mime an english sentence and the pupils will guess and match it with the Uzbek/Russian one. For example, say ―i‘m sad.‖ and mime that you are sad. The pupils guess that you are sad and find its equivalent ―Men g‗amginman./Я печальный.‖ in the right hand column. Go on in this way until you finish with all the sentences. STEP 2: When the pupils understand the meanings of the sentences, you can read the sentences once more and ask the pupils to repeat after you in chorus, in pairs and individually.

### *Main part*

**Activity 1b** Look and write. *5 min*

**Objectives**: to reinforce the new material using the pictures; to develop the pupils‘ writing skills.

Draw the pupils‘ attention to the pictures in the Workbook. Ask them to write a suitable sentence to each situation using the words in the box. The first sentence is given as an example.

**Activity 2** Look, read and find the correct answer. *5 min*

**Objectives**: to develop the pupils‘ reading skills; to read for detailed information.

Draw the pupils‘ attention to the story. Ask them to read the speech bubbles and guess their meanings. Ask the pupils to find the correct answer. Answer key: Tom is a lazy boy. option: if you think your pupils are strong enough, you can ask them to act out the story they have just read.

**Activity 3a** Sing the song. *5 min*

**Objective**: to introduce the auxiliary verb ―to be‖ and practise it

Write on the board the following: I am We are You are You are He is They are She is say that this song (the text of the song is in Activity 3b) has a tune of the Russian song ―В лесу родилась елочка‖. Ask the pupils to sing it with you. Then ask the first row to sing the first part of the song, the second row – the second.

**Activity 3b** Read the poem. *5 min*

**Objectives:** to consolidate the auxiliary verb ―to be‖; to prepare for the next activity. Ask the pupils to read the text of the song they have just sung.

### *Post-activity*

**Activity 3c** Work in pairs. Write your poem. *5 min*

**Objective:** to consolidate the auxiliary verb ―to be‖

STEP 1: Ask the pupils to write their poems on a piece of paper using the structure you wrote on the board and adjectives. explain that they can use the words (adjectives) in Activity 1a. e.g. I am busy We are busy You are busy You are busy He is busy They are busy too. She is busy STEP 1: Ask the pupils to read their poems aloud or make a display. Ask the pupils to go around and to read the poems. Praise good works for creativity, good handwriting or design etc.

1. ***Homework****:* WB page 70 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## Lesson 4 Let’s play!

**The aim of the lesson**:

***Educational:*** - to learn to say about daily routine using the structures; - to recycle the structures and vocabulary learnt in previous lessons

***Developing:*** - to enable pupils to use structures about the daily routines

***Socio-cultural*** to raise awareness of the similarities and differences of asking and saying the time in English and mother tongue

***Competence:*** *SC6, FLCC and SC in questions*

***Learning outcomes:*** by the end of the lesson, pupils will be able to: - show their understanding of time; - ask and say time in hours, half-hours; - say activities they do at particular times.

***Type of the lesson:*** non-standard, mixed

***Method of the lesson:*** group work, pair work

***Equipment:***Pupil‘s book, Workbook, the DVD of the book, clock faces (10), cards with sentences (10)

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity** 1 Sing the song. *5 min*

**Objective**: to warm up

Look at Unit 12, Lesson 2 for the instructions.

### *Main part*

**Activity 2a** Work in groups. Play ―Time‖. *15 min*

**Objective**: to revise saying the time

STEP1: Prepare cards with clocks with different times and the same amount of cards with the sentences corresponding to theses pictures. For example, if you have 20 pupils you should prepare 10 cards with the clocks and 10 cards with the sentences. Divide the class into two groups. Group A pupils will get cards with clocks depicting 6.00, 6.30, 7.00, 7.30, 8.00, 8.30, 9.00, 10.30, 11.00, 11.30. Group b will have cards with the sentences: ―it‘s six o‘clock‖, ―it‘s six thirty‖, ―it‘s seven o‘clock‖, ―it‘s seven thirty‖, ―it‘s eight o‘clock‖, ―it‘s eight thirty‖, ―it‘s nine o‘clock‖, ―it‘s ten thirty‖, ―it‘s eleven o‘clock‖, ―it‘s eleven thirty‖. STEP 2: Allocate the cards. Ask the pupils of each group to look at their paper cards. Ask them not to show their cards to each other. explain that pupils must go round the class and find their partners. The pupils with the sentences must say their sentence and find a partner. When they find their partners, they should stand together. STEP 3: Check the pairs. When one pair shows a card and says their sentence, ask all the pupils ―is it correct?‖ STEP 4: Ask the pairs to make sentences to their time, e.g. ―it‘s six thirty. it‘s time to get up.‖

**Activity 2b** Work in groups. Play ―Make a clock line‖. *10 min*

Objective: to consolidate saying the time

STEP 1: Tell the pupils to imagine a line in the classroom. Point to the place where the line begins and say ―This is six thirty‖. Then point to a place far from ―six thirty‖ and say ―This is twelve o‘clock‖. STEP 2: explain that the pupils should stand along the line in the order of the time and activities they do before they go to school. They will need to look at each other‘s cards to find out exactly where they should stand. The pupils should find out who is standing before and after them. When they find their place ask them to stay there until everyone has found the place in the line. STEP 3: When the line is ready, the first pupil must say the time and his/her partner must say the activity s/he does at that time as shown in the example below: Pupil A: ‗it‘s six thirty. (shows the clock face) Pupil B: ‗it‘s time to get up.‘

### *Post-activity*

**Activity 2c** Work in groups. Play ―Clock salad‖. *10 min*

**Objectives**: to develop listening skills; to consolidate the time and the structure ―It‘s time to …‖

STEP 1: Ask the pupils to make a circle. explain that they will play a game ―Clock salad‖. Ask them what ―salad‖ is in the mother tongue and say it is very simple to make it. Just mix all the ingredients up. STEP 2: Ask the pupils to take their chairs and sit down so that to make a circle. explain that after your command: e.g. ‗it‘s six/seven/eleven thirty‖, the pupils who have pictures with clocks and sentences ‗it‘s six thirty‖, ―it‘s seven thirty‖, ―it‘s eleven thirty‖ must stand up and quickly change their seats. say that when you say e.g. ‗it‘s 7 o‘clock‖. (or 8.00, 11.00), all pupils with 7.00, 8.00, 11.00 cards (both pictures and sentences) must stand up and quickly change their seats. say that when you say ‗it‘s time to play!‘, all pupils must stand up and quickly change their seats.

1. ***Homework****:* WB page 71 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## REVISION 9

**The aim of the lesson**:

***Educational:*** - to check self-development

***Developing:*** - to encourage pupils to revise the material they have learnt; to give pupils an opportunity to assess their progress. to encourage pupils into further learning.

***Socio-cultural:*** to raise awareness of the 3rd person singular in the negative form

***Competence:*** *SC2, SC and LC in teamwork*

***Learning outcomes****:* by the end of the lesson, pupils will be able to check self-development and assess their progress on the material they have learnt.

***Type of the lesson:*** non-standard, mixed ***Method of the lesson:*** group work, pair work ***Equipment:***Pupil‘s book, Workbook, the DVD

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Play ―What‘s the time?‖ Look at Unit 12, Lesson 2, Activity 3b for the instructions.

### *Main part*

**Activity 2** Work in pairs. Play ―Ask and answer‖.

**Objective**: to consolidate all the material learnt in Unit 12

Ask the pupils to work in pairs. explain that Pupil A asks ‗What‘s the time?‘ Pupil b answers ‗it‘s six o‘clock. it‘s time to get up‘. Then they change roles. mind the pupils that they must use the structure ―it‘s time to...‖ in their answers.

**Activity 3** Work in pairs. Do the quiz ―I can ...‖.

**Objectives**: to revise the material studied in Unit 12;

to train the pupils to be able to assess their knowledge, skills and overall progress; to let pupils see how much they can do in English; to encourage them into revising the material they have not learnt properly The pupils work in pairs. This quiz does not test memory, it is a learning opportunity, so the pupils should be allowed to use their Pupil‘s books and Workbooks. They discuss the answers and, where necessary, write them in their ―i can …‖ exercise books. You can go round and check what pupils have written.

1. ***Homework****:* Learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## The aim of the lesson:

**Lesson 1 She’s got a pink dress.**

### *Unit 13 Clothes*

***Educational:*** - to learn to name clothes in English; - to learn how to describe clothes; - to learn to use the article a/an in adjective + noun structures

***Developing:*** - to enable pupils to read for detail; - to enable pupils make sentences using the structure ―s/ he‘s got …‖ to describe people‘s clothes

***Socio-cultural:*** -to raise awareness of the use of the article a/an in adjective + noun structures

***Competence:*** *SC1, PC and SC in speaking about clothes and colours*

***Learning outcomes:*** by the end of the lesson, pupils will be able to: - name clothes in English; - describe clothes; - use the article a/an in adjective + noun structures.

***Type of the lesson:*** non-standard, mixed ***Method of the lesson:*** group work, pair work ***Equipment:*** Pupil‘s book, Workbook, the DVD

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Listen and sing. *5 min*

**Objectives**: to introduce the topic of the unit; to warm up. Look at Unit 13, Lesson 1, Activity 1 for the instructions.

### *Main part*

**Activity 2а** Look and match. *5 min*

**Objective**s: to introduce the new words; to prepare for the next activity.

STEP 1: Ask the pupils to look at the pictures and say what they see there. Ask them to say the words in their mother tongue. STEP 2: Ask the pupils to match the words and pictures. Do not worry if they cannot do all correctly. say that good language learners take risks and should develop their guessing skills. Check the answers together.

**Activity 2b** Look, listen and repeat. *5 min*

**Objective**: to practise the pronunciation of the new words

Ask the pupils to look at the pictures in Activity 2a, listen and repeat the words after you in chorus, rows and individually.

**Activity 3**a Look, read and point. *5 min*

**Objectives**: to recycle the lesson‘s vocabulary in the structure ―Where is .../Where are ...‖; to revise the prepositions of place: on and under.

Ask the pupils to look at the picture, read the dialogue and point to the clothes. Ask what the prepositions ―under‖ and ―on‖ mean. elicit answers and then establish that ―under‖ means tagida, ostida / под and ―on‖ means ustida / на in the mother tongue. After that translate the sentences all together.

**Activity 3b** Work in pairs. Play ―Where are my shorts?‖ *10 min*

**Objectives**: to recycle the lesson‘s vocabulary in the structure ―Where is …/Where are …; to revise the prepositions of place: on, in and under.

Ask the pupils to look at the picture and continue the dialogue as in the example. say that Pupil A should be a boy and Pupil b must be a mother. After a while ask them to change the roles.

### *Post-activity*

**Activity 4** Play ―Picture dictation‖. *10 min*

**Objectives**: to recycle the learnt vocabulary; to develop listening skills. STEP 1: say that the pupils must listen to you and complete the picture of a girl and a boy. Ask the pupils to prepare colour pencils or crayons. say that they should listen and put colour marks. say that after dictating you will give them time for painting. STEP 2: Dictate the following description: 1) The girl has got red jeans. Her T-shirt is pink. 2) The boy has got a yellow T-shirt. His shorts are blue. His trainers are brown.

1. ***Homework****:* WB page 73 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## Lesson 2 Where are my shorts?

**The aim of the lesson**:

***Educational:*** - to learn to name clothes in English; - to learn to use the prepositions of place: *in*, *on* and *under*; - to learn nouns which have only plural form

***Developing:*** - to enable pupils to identify nouns which have only plural form; - to enable pupils to use the prepositions of place: *in, on, under*

***Socio-cultural:*** - to raise awareness of the use of nouns which have only plural form

***Competence:*** *SC6, SC and LC in making sentences, dialogue about clothes*

***Learning outcomes:*** by the end of the lesson, pupils will be able to: - name clothes in English; - use prepositions of place to describe where clothes items are; - use nouns which have only plural form.

***Type of the lesson:*** non-standard, mixed ***Method of the lesson:*** group work, pair work ***Equipment:***Pupil‘s book, Workbook, the DVD

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Listen and sing. *5 min*

Objectives: to introduce the topic of the unit; to warm up. Look at Unit 13, Lesson 1, Activity 1 for the instructions. Activity 2а Look and match. *5 min*

Objectives: to introduce the new words; to prepare for the next activity.

*STEP 1:* Ask the pupils to look at the pictures and say what they see there. Ask them to say the words in their mother tongue.

*STEP 2:* Ask the pupils to match the words and pictures. Do not worry if they cannot do all correctly. Say that good language learners take risks and should develop their guessing skills. Check the answers together.

**Activity 2b** Look, listen and repeat. *5 min*

Objective: to practise the pronunciation of the new words

Ask the pupils to look at the pictures in Activity 2a, listen and repeat the words after you in chorus, rows and individually.

**Activity 3a** Look, read and point. *5 min*

Objectives: to recycle the lesson‘s vocabulary in the structure

―Where is .../Where are ...‖; to revise the prepositions of place: *on* and *under.* Ask the pupils to look at the picture, read the dialogue and point to the clothes. Ask what the prepositions ―under‖ and ―on‖ mean. Elicit answers and then establish that

―under‖ means *tagida, ostida / под* and ―on‖ means *ustida / на* in the mother tongue. After that translate the sentences all together.

**Activity 3b** Work in pairs. Play ―Where are my shorts?‖ *10 min*

Objectives: to recycle the lesson‘s vocabulary in the structure

―Where is …/Where are …; to revise the prepositions of place: *on*, *in* and *under.*

Ask the pupils to look at the picture and continue the dialogue as in the example. Say that Pupil A should be a boy and Pupil B must be a mother. After a while ask them to change the roles.

**Activity 4** Play ―Picture dictation‖. *10 min*

Objectives: to recycle the learnt vocabulary; to develop listening skills.

*STEP 1:* Say that the pupils must listen to you and complete the picture of a girl and a boy. Ask the pupils to prepare colour pencils or crayons. Say that they should listen and put colour marks. Say that after dictating you will give them time for painting.

STEP 2: Dictate the following description:

1. The girl has got red jeans. Her T-shirt is pink.
2. The boy has got a yellow T-shirt. His shorts are blue. His trainers are brown.
3. ***Homework****:* Ask the pupils to look at the Homework and see if everything is clear. If not, explain that they must look at the girl and write sentences. Possible answer: She has got a blue skirt and orange T-shirt. Her bag is purple.
4. ***Marking.*** Giving marks according to pupils‘ attendance

## Lesson 3 Do you like your uniform?

**The aim of the lesson**:

***Educational:*** - to learn to name clothes in English; - to learn to describe clothes

***Developing:*** - to enable pupils to listen for gist; - to enable pupils to read for detail

***Socio-cultural:*** to raise awareness of the similarities and differences of male and female clothes

***Competence:*** *SC4, PC and LC in questions about uniforms and clothes*

***Learning outcomes:*** by the end of the lesson, pupils will be able to: - name clothes in English; - describe clothes; - use the article a/an in adjective + noun structures*.*

***Type of the lesson:*** non-standard, mixed ***Method of the lesson:*** group work, pair work ***Equipment:***Pupil‘s book, Workbook, the DVD

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Listen and sing. *5 min*

Objectives: to introduce the topic of the unit; to warm up. Look at Unit 13, Lesson 1, Activity 1 for the instructions.

### *Main part*

**Activity 2а** Look, listen and repeat. *5 min*

**Objectives**: to introduce new words; to prepare for the next activity

. STEP 1: Ask the pupils to look at the picture and say what they see there in the mother tongue. Ask them to guess the words. say ―doctor‖ and ask them to point to the picture. Repeat the same with the words ―pilot‖ and ―cook‖. say that

―cooking‖ is the ―ing‖ form of the verb ―to cook‖ (see Unit 5, Lesson 1, Activity 2a for more information about it). help the pupils to guess or translate the other words. STEP 2: Ask the pupils to listen and repeat the words after you in chorus, in rows, in pairs and individually.

**Activity 2b** Work in pairs. Point and say. *10 min*

**Objective**: to recycle the new words Ask the pupils to work in pairs. explain that Pupil A points to a boy or one of the girls in Activity 2a. Pupil b must describe him/her as shown in the example. Pupil A: Points to a boy or a girl. Pupil B: ‗she is a doctor. she wears a uniform. her uniform is white.‘

**Activity 2c** Look, listen and point. *5 min*

**Objectives**: to recycle the new words; to develop listening for gist. say that the pupils will listen to the texts. Ask them to listen to the texts and match them with the pictures in Activity 2a. DVD script: This is my mum. she works every day. she wears a green uniform. she helps children. This is my sister. she works in school canteen. she wears a white uniform. she likes cooking for children. My brother is a pilot. he flies to Mexico, korea and other places. his uniform is blue. he likes his uniform.

**Activity 3a** Look, read and find. *5 min*

**Objectives**: to recycle the new words; to develop reading for detail. Ask the pupils to look at the pictures, read the text and match the text and one of the pictures. say that all children in Great britain wear uniforms. say that each school has own their uniforms. Answer key: Picture A.

### *Post-activity*

**Activity 3b** Choose and complete. *10 min*

**Objectives**: to recycle the new words; to develop writing skills. Ask the pupils to describe a uniform of another school in Picture b.

1. ***Homework****:* WB page 75 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## Lesson 4 Let’s play!

**The aim of the lesson**:

***Educational:*** to revise the clothes and description of clothes ***Developing:*** - -to enable pupils to read for detail ***Competence:*** *SC4, SC and LC in acting out plays.*

***Learning outcomes:*** *by the end of the lesson, pupils will be able to: - name clothes in English; - describe clothes; - use the article a/an in adj + noun .*

***Type of the lesson:*** non-standard, mixed ***Method of the lesson:*** group work, pair work ***Equipment:***Pupil‘s book, Workbook, the DVD

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Listen and sing. *5 min*

**Objectives**: to introduce the topic of the unit; to warm up. Look at Unit 13, Lesson 1, Activity 1 for the instructions.

### *Main part*

**Activity 2** Play ―Simon says‖. *10 min*

**Objectives**: to recycle the words; to develop listening skills; to have fun.

STEP 1: say that the pupils will play a game. say that the pupils must listen to you and follow your instructions. say that they should follow your instructions only then when they hear ―simon says‖ at the beginning of the instruction. For example, when you say ‗simon says: siT DoWn‘, the pupils must sit down. if you say this instruction without ―simon says‖, the pupils must not sit down. STEP 2: Practise some instructions which you are going to use in the game, for example: touch, show, take, put, bend to the right, hands to the sides, etc. Note: Your instructions should include the words related to this unit, for example: ‗simon says: ‗Girls, touch your skirts, boys, touch your trousers‘‘

**Activity 3** Play ―Describe and guess‖. *15 min*

**Objectives**: to recycle the words; to develop listening skills; to have fun. STEP 1: before playing the game you can play

―Point and say.‖ Pupil A points, Pupil b describes the doll. STEP 2: say that the pupils will play a game. Demonstrate what to do. Choose one doll from the picture and describe its clothes. Ask the pupils to listen and guess which doll you have described. Ask one pupil to choose and describe one doll. (to avoid cheating ask the pupil to show the doll to you secretly). STEP 3: Ask the pupils to work in pairs. say that Pupil A must describe a doll, Pupil b should listen and guess which doll has been described. Then Pupil b describes, Pupil A listens and guesses.

### *Post-activity*

**Activity 4** Work in pairs. Find five differences. *10 min*

Objectives: to recycle the words; to develop listening skills; to have fun.

This is an information gap activity. Ask the pupils to work in pairs. say that Pupil A must look at the picture on Page 87. Pupil b must look at Page 89. They must keep their pictures secret. say that the pupils must describe their pictures, listen to each other very attentively and find five differences. They must write these differences in their Workbooks as shown.

1. ***Homework****:* WB page 76 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## REVISION 10

**The aim of the lesson**:

***Educational:*** - to revise clothes

***Developing:*** - to enable pupils to make sentences about clothes

***Socio-cultural:*** to raise awareness of the 3rd person singular in the negative form

***Competence:*** *SC2, PC and LC in acting out plays and teamwork*

***Learning outcomes:*** by the end of the lesson, pupils will be able to make sentences about clothes.

***Type of the lesson:*** non-standard, mixed

***Method of the lesson:*** group work, pair work

***Equipment:***Textbook, Workbook, the DVD, a set of cards with pictures of clothes and a set of words corresponding to the pictures; sunglasses, caps or hats and T-shirts

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Play ―Listen and run.‖

**Objectives**: to recycle the lesson vocabulary; to have fun.

STEP 1: Prepare a set of cards with pictures of clothes and put them in different parts of the classroom. Also prepare a set of words corresponding to the pictures. STEP 2: Allocate the cards with the words to the pupils: one card per pupil. Ask the pupils to read their word, find the picture and stand next to the picture. every pupil must say: ‗i‘ve got ...‘. say that when you say ‗switch!‘ they must run to any other picture they like and stand next to it. They must say now another sentence with the structure ‗i‘ve got ...‘.

### *Main part*

**Activity 2** Play ―I‘ve got a T-shirt‖.

**Objectives**: to recycle the lesson vocabulary; to have fun.

This is a team game. The aim of the game is to recycle the words related to the topic and have fun. Prepare for each group sunglasses, caps or hats and T-shirts and put them on your table. split the class into two or more teams. The teams stand in rows at one end of the room. When you say ‗sunglasses!‘ the first pupils in the rows must run to your table, take a pair of sunglasses, run back, put on sunglasses and say ‗i‘ve got sunglasses‘. Then s/he must quickly take them off and give to the second person. The second person must put on the sunglasses and say ‗i‘ve got sunglasses‘. This continues till the last person in the row has got sunglasses. The last person keeps the sunglasses. The team which finishes the first is the winner. Note: it‘ll be a bit more complicated with T-shirts as the pupils must put on a T-shirt, say ‗i‘ve got a T-shirt‘, then take it off and pass to another pupil. Anyway try it and the pupils will get lots of fun.

**Activity 3** Play ―Running dictation‖.

**Objectives**: to recycle the lesson vocabulary; to revise the prepositions of place: on, in and under.

STEP 1: Prepare cards with sentences describing the picture. You can use the picture from Lesson 2, Activity 3a or prepare another picture similar to that picture and write sentences accordingly. Cut the sentences in half. There must be enough cards for each group of 4. Possible sentences: 1) The T-shirt is on the computer. 2) The cap is on the computer. 3) The jeans are under the chair. 4) The trousers are in the box. 5) The trainers are on the floor. 6) The sunglasses are on the computer. STEP 2: Ask the pupils to run to the table in turn, bring cards and make 6 sentences. The group which finishes first wins. Check the sentences together with the class. Note: you can reduce the number of sentences.

### *Post-activity*

**Activity 4** Work in pairs. Do the quiz ―I can ...‖

**Objectives**: to revise the material studied in Unit 13; to train pupils to be able to assess their knowledge, skills and overall progress; to let pupils see how much they can do in English; to encourage them to revise the material they have not learnt properly.

The pupils work in pairs. You can allow them use their Classbooks and Workbooks. They discuss the answers and, where necessary, write them in their ―i can …‖ exercise books. You can go round and check what pupils have written. Do not worry if you are short of time! You can assign all or the rest of the ―i can...‖ quiz as homework.

1. ***Homework****:* Learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## The aim of the lesson:

**Lesson 1 I like cartoons.**

### *Unit 14 The world of fairy tales*

***Educational:*** - t to learn about cartoons and fairy tales; - to learn how to respect the others

***Developing:*** -- to enable pupils to talk about cartoons and fairy tales

***Socio-cultural:*** to raise awareness of cartoons and fairy tales

***Competence:*** *SC1, FLCC and LC in speaking about different themes saying connected sentences*

***Learning outcomes:*** At the end of the lesson pupils will be able to speak about the cartoon of Little Red Riding hood

***Type of the lesson:*** non-standard, mixed ***Method of the lesson:*** group work, pair work ***Equipment:***Pupil‘s book, Workbook, the DVD

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity** 1 Answer the questions. *5 min*

**Objectives**: to prepare for the next activity; to raise awareness of the cartoon about Little Red Riding Hood.

Ask the pupils some questions about cartoons. Then ask them if they know anything about Little Red Riding hood. Accept any reasonable answers. show her pictures in the Pupil‘s book in order to explain the cartoon.

### *Main part*

**Activity 2a** Look, listen and repeat. *5 min*

Objective: to introduce the characters of a cartoon

STEP 1: Ask the pupils in mother tongue if they have seen the cartoon about Little Red Riding hood. elicit the story by asking questions as: What is the story about? What happens in the story? Where does Little Red Riding hood meet the Wolf? What do they talk about? And so on. STEP 2: Ask the pupils to look at the Pupil‘s book. introduce to the pupils the Wolf and Little Red Riding hood. Ask what they are saying (Answer: They are greeting). Then say the words ―wolf‖ and

―Little Red Riding hood‖ several times having the pupils repeat them after you.

**Activity 2b** Find the words in the Wordlist. *5 min*

**Objectives**: to present the new vocabulary; to practise working with the Wordlist.

STEP 1: Ask the pupils to work in pairs and look up the Wordlist to find the new words and their meanings. STEP 2: When the pupils finish with step 1, ask them to repeat the new words after you several times in chorus, in rows and individually.

**Activity 2c** Look and read. *5 min*

**Objective:** to practise reading for gist

Ask the pupils to read the characters‘ sentences in silence. This exercise is to train the pupils to try and work out the meaning from the context. if some weak pupils do not understand the sentences, you can ask them to look at the pictures and guess the meaning of the new words.

**Activity 2d** Look and match. *5 min*

**Objective**: to consolidate the learnt material

Ask the pupils to open their Workbooks on Page 77 and match the sentences and pictures. Answer key: 1d, 2c, 3a, 4b.

**Activity 3** Answer the question. *5 min*

**Objectives**: to develop the pupils‘ speaking skills; to teach how to express their ideas

STEP 1: Ask the pupils to work in groups and discuss the end of the story. STEP 2: When they are ready, ask one pupil from each group to report the end of the story to the class.

### *Post-activity*

**Activity 4** Work in pairs. Act out. *5 min* **Objective**: to develop the pupils‘ speaking skills Ask the pupils to work in pairs and act the story out..

1. ***Homework****:* WB page 77 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## Lesson 2 On the farm

**The aim of the lesson**:

***Educational:*** - to learn domestic animals

***Developing:*** - to enable pupils to talk and write about domestic animals

***Socio-cultural:*** to raise awareness of domestic animals

***Competence:*** *SC4, SC and LC in talking about oriental fairy tales and their positive and negative characters* ***Learning outcomes:*** At the end of the lesson pupils will be able to speak and write about domestic animals*.* ***Type of the lesson:*** non-standard, mixed

***Method of the lesson:*** group work, pair work

***Equipment:***Pupil‘s book, Workbook, the DVD

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Listen and sing. *5 min*

**Objectives**: to recycle domestic animals; to warm up.The song ―Old McDonald had a farm‖.

Play the DVD. Ask the pupils to listen to the song and sing along with the DVD. Look at Unit 14, Lesson 1, Warm up for the DVD script.

### *Main part*

**Activity 2**a Answer the questions. *5 min*

**Objectives**: to present domestic animals; to enable the pupils to use words for domestic animals.

STEP 1: Pupils already know the animals in the picture from the Class 1. Anyway, revise the animals and introduce the word ―donkey‖ and ―a mouse‖ in the following way: show animal flashcards and have the pupils say the words for domestic animals (horse, cow, rooster). Also show the flashcard of a bee and have them say the word ―bee‖, show the flashcards of a donkey and a mouse one by one and ask the pupils to repeat the words after you several times. STEP 2: Ask them the questions presented in the Pupil‘s book and get their answers. Revise animal actions too (run, jump, walk, swim, fly). STEP 3: Ask the pupils to make pairs. one of them should say the words for the animals and the other points to the picture. Then they change the roles

**Activity 2b** Look in the Wordlist. *5 min*

**Objective**: to practise working with the Wordlist Ask the pupils to work in pairs. They look up the Wordlist to find the new words and their meanings.

**Activity 3a** Read and say what horses can do. *5 min*

**Objectives:** to improve the pupils‘ reading skills; to prepare for the next activity.

explain to the pupils that this is an entry about a hoarse from encyclopedia. Ask them to read the sentences attentively and try to understand the meaning. They can discuss it with their partners.

**Activity 3b** Choose an animal and write. *10 min*

**Objective**: to improve the pupils‘ writing skills Ask the pupils to choose any domestic animal and write an encyclopedia entry of it in their Workbooks like the one in Activity 3a.

### *Post-activity*

**Activity 4** Work in pairs. Play ―What animal am I?‖ *10 min*

**Objective**: to consolidate all the learnt material

Ask the pupils to work in pairs. Pupil A describes an animal as in the example in the book and Pupil b finds what animal it is. Then they change the roles.

1. ***Homework****:* WB page 78 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## Lesson 3 Let’s go to Susambil!

**The aim of the lesson**:

***Educational:*** -- to learn fairy tales

***Developing:*** -to enable pupils to talk about fairy tales

***Socio-cultural:*** to raise awareness of fairy tales

***Competence:*** *SC2, LC in talking about oriental fairy tales and their positive and negative characters*

***Learning outcomes:*** At the end of the lesson pupils will be able to speak about fairy tales.

***Type of the lesson:*** non-standard, mixed ***Method of the lesson:*** group work, pair work ***Equipment:***Pupil‘s book, Workbook, the DVD

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity** 1 Answer the questions. *5 min*

**Objectives**: to prepare for the next activity; to improve speaking skills.

Ask the pupils the questions in the Pupil‘s book. Ask if they have seen the cartoon ―susambil‖. if there is any pupil who knows about this fairy tale, ask him/her to tell the pupils shortly about it. They can use their mother tongue.

### *Main part*

**Activity 2**a Find the words in the Wordlist. *5 min*

**Objectives**: to present the new vocabulary; to practise working with the Wordlist.

STEP 1: Ask the pupils to work in pairs and look up the Wordlist to find the new words and their meanings. STEP 2: Ask the pupils to repeat the new words (fresh air, clean water, bull) after you in chorus, in rows and individually.

**Activity 2b** Listen, look and say. *10 min*

**Objectives:** to enable pupils to speak fairy tales; to develop speaking skills

STEP 1: Play the DVD. Ask the pupils to listen to the fairy tale. STEP 2: Ask them to work in pairs. have them look at the pictures and say what the animals want to do.

### *Post-activity*

**Activity 3** Work in groups. Discuss and say the end of the story.

**Objective**: to develop the pupils‘ speaking skills *15 min* Ask the pupils to work in groups and discuss the end of the fairy tale. The group which tell the end of the fairy tale better will be the winner.

1. ***Homework****:* WB page 79 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## Lesson 4 Let’s play!

**The aim of the lesson**:

***Educational:*** - to consolidate the learnt material in previous lessons

***Developing:*** - to develop the pupils‘ speaking skills

***Socio-cultural:*** to raise awareness of the 3rd person singular in the negative form

***Competence:*** *SC3, SC and LC in teamwork.*

***Learning outcomes:*** At the end of the lesson pupils will be able to: - sing songs; - speak about likes and dislikes; - say the days of the week and months; - speak about seasons.

***Type of the lesson:*** non-standard, mixed ***Method of the lesson:*** group work, pair work ***Equipment:***Pupil‘s book, Workbook, the DVD

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Play ―Simon says‖. *10 min*

**Objectives**: to recycle the words; to develop listening skills; to have fun.

STEP 1: say that the pupils will play a game. say that the pupils must listen to you and follow your instructions. say that they should follow your instructions only then when they hear ―simon says‖ at the beginning of the instruction. For example, when you say ‗simon says: sit down‘, the pupils must sit down. if you say this instruction without ―simon says‖, the pupils must not sit down. STEP 2: Practise some instructions which you are going to use in the game, for example: touch, show, take, put, bend to the right, hands to the sides, etc.

### *Main part*

**Activity 2** Work in teams. Choose and say. *25 min*

**Objective**: to consolidate the materials from the previous lessons

STEP 1: Divide the class into two teams. explain to the pupils that you will ask questions and they should answer. STEP 2: Demonstrate. Ask the pupils to look at the table and say what is written there. Answer key: Categories: Sing a song, Likes and dislikes, The days of the week, The months, The seasons and Points: 10-30. say that they should choose a category and a point, for example: sing a song, 10. say that you will ask to sing an easy song, i.e. worth point 10 and ask: Sing the song

―Good morning‖! if the pupils sing the song, they will get 10 points, if not they will get 0. STEP 3: Play for a while with the whole class. When you see all pupils know what to do, ask them to start playing in teams. Note: You must prepare questions and tasks for the categories and points beforehand. We are providing below an example for one category only. 1. how many days are there in the week? (10) There are seven days in the week. 2. name the days of the week. (20) Monday, Tuesday, Wednesday, Thursday, Friday, saturday, sunday. 3. say the days of the week in order. Thursday, Monday, sunday, Wednesday, Friday, saturday, Tuesday. (30)

1. ***Homework****:* WB page 80 Activity 1, 2 Then learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

## REVISION 11

**The aim of the lesson**:

***Educational:*** - to check self-development

***Developing:*** - to encourage pupils to revise the material they have learnt; - to give pupils an opportunity to assess their progress; - to encourage pupils into further learning

***Socio-cultural:*** to raise awareness of the 3rd person singular in the negative form

***Competence:*** *SC2, FLCC and SC in introducing someone and speaking about different themes saying connected sentences.* ***Learning outcomes:*** by the end of the lesson, pupils will be able to check selfdevelopment and assess their progress on the material they have learnt**.** .

***Type of the lesson:*** non-standard, mixed ***Method of the lesson:*** group work, pair work ***Equipment:***Pupil‘s book, Workbook, the DVD

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Activity 1** Work in groups of 3. Play ―Look and say‖.

**Objective**: to consolidate all the material learnt in previous units

Divide the class into groups of 3. Ask the pupils to look at the table in their Pupil‘s books. explain that each pupil in a group has a task: each of them chooses a category and says as many words or words combinations as they can. The pupil who says the most words will be the winner

### *Main part*

**Activity 2** Work in pairs. Ask and write. Objective: to develop speaking skills

STEP 1: Ask the pupils to copy the table in their ―i can ...‖ exercise books. STEP 2: When everybody is ready with their tables, ask the pupils to write about themselves in ―Me‖ column. STEP 3: When everybody has finished filling in the column for themselves, ask the pupils to work in pairs and ask each other questions in turns as in the example to fill in the column for their partners. STEP 4: (if time allows) When everybody finishes, ask some pupils to report about themselves and their partners. For example: ‗My favourite season is July. Tohir‘s favourite season is March,‘ etc.

**Activity 3**a Read and match

**Objectives**: to develop cognitive skills; to prepare for the next activity.

The pupils make questions matching the halves as shown in the example. Answer key: 1) Do you watch cartoons on TV?;

2) Do you play computer games?; 3) Do you like reading books?; 4) Have you got Russian on Friday?; 5) Do you speak English? Activity 3b Work in pairs. Ask and answer the questions. Objective: to develop speaking skills now the pupils will ask the questions in Activity 3a from their partners.

### *Post-activity*

**Activity 4** Work in pairs. Ask and write.

**Objective:** to develop speaking skills

Look at Activity 2 above for the instructions. The procedure is the same.

1. ***Homework****:* Learning new words
2. ***Marking.*** Giving marks according to pupils‘ attendance

***Learning outcomes:*** *by the end of the lesson, pupils will be able to check self-development and assess their progress on the material they have learnt****.***

***Type of the lesson:*** non-standard, mixed ***Method of the lesson:*** group work, pair work ***Equipment:***Pupil‘s book, Workbook, the DVD

## The Procedure of the lesson:

1. ***Organizing moment:*** - Greeting.
* Checking the register
* Checking and asking homework

### *Pre-Activity*

**Work in pairs**. Do the quiz ―I can...‖.

**Objectives**: to revise the material studied in Unit 12; to train the pupils to be able to assess their knowledge, skills and overall progress; to let pupils see how much they can do in English; to encourage them into revising the material they have not learnt properly.

The last ―i can...‖ activities cover the material of the whole course. Therefore, you can ask the pupils to prepare at first by looking through the whole book. After that pupils work in pairs as usual. They discuss the answers and, where necessary, Progress check 6 There are three tasks for Progress Check 6. Task 1 Choose the correct answer. Ask the pupils to read and choose the best answer to fill in the gaps. Answer key: 1) a; 2) b; 3) c; 4) a Task 2 Look and match. The pupils look and match the pictures and words. Answer key: 1) d; 2) b; 3) a; 4) c Task 3 Complete. Ask the pupils to read the phrases and complete the gaps. Answer key: A: ‗Can i have a pen?‘ b: ‗no, sorry.‘ A: ‗Can i have a pen, please?‘ b: ‗Yes. here you are.‘write them in their ―i can …‖ exercise books. You can go round and check what pupils have written

***V. Marking.*** Giving marks according to pupils‘ attendance