

Unit 1 All around me

Lesson 1: A-apricot, B-bee

The aim of the lesson:

Educational : Giving the information on family, generalizing the knowledge of the pupils on the new theme, enlarging the vocabulary of the pupils.

Developing: Improving the personal abilities of pupils and enlarging their outlook.

Linguistic competence: 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;

Sociolinguistic competence: - 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".

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

THE LETTER "Aa".

The letter "Aa" [ei] is the first letter in English Alphabet. The letter "Aa" [ei] is the first vowel letter. It is a hard vowel letter. We read the letter "a" in the 4 types of syllable.

Apple [epl] – olma

Apricot [eprikɔt] – o'rik

THE LETTER "Bb"

The letter "Bb" [bi:] is the second (2nd) letter in English Alphabet. The letter "**Bb**" [bi:] is a consonant letter. The letter "Bb" [bi:] is a voiced consonant letter. The letter "b" [bi:] gives the sound [b]. For example:

Bob [bɔb] – Bob

Boy [bɔi] – o'g'il bola

Bag [bæg] – sumka

Homework: Explain what to do at home: 'Activity 1 Write the letters.' Help them with gestures. Point to Activity 2 and say: 'Count and match.' Give an example as shown in the activity. Say: 'Then colour the pictures.'

Lesson 2. I have...

The aim of the lesson:

Educational : Giving the information on family, generalizing the knowledge of the pupils on the new theme, enlarging the vocabulary of the pupils.

Developing: Improving the personal abilities of pupils and enlarging their outlook.

Sociolinguistic competence: - to raise awareness of the pronunciation of the letters “C” and “D”.

Linguistic competence: 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

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

THE LETTER “Cc”

The letter “**Cc**” [si:] is a third (3rd) letter in English Alphabet. The letter “Cc” [si:] is a consonant letter. The letter “Cc” [si:] is a voiceless consonant letter. It gives the phonemes [k] and [s].

1) before the hard vowel letter and consonant letters, it gives the phoneme [k]. For example: **C**ake [keik] – tort

Call [kɔ:l] – chaqirmoq

THE LETTER “Dd”

The letter “**Dd**” [di:] is the fourth (4th) letter in English alphabet. The letter “Dd” [di:] is a consonant letter. The letter “Dd” [di:] is a voiced consonant letter. It gives the phoneme [d]. For example:

Doctor [dɔktə] – shifokor

Dog [dɔg] – it

Dinner [dinə] – kechki ovqat

Lesson 3. This my friend

The aim of the lesson:

Educational : Giving the information on family, generalizing the knowledge of the pupils on the new theme, enlarging the vocabulary of the pupils.

Developing: Improving the personal abilities of pupils and enlarging their outlook.

Sociolinguistic competence: - 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”.

Linguistic competence: 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 ...”

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

THE LETTER “Ee”

The letter “**Ee**” [i:] is the fifth (5th) letter in English Alphabet. The letter “Ee” [i:] is a vowel letter. The letter “Ee” [i:] is a soft vowel letter. It gives 4 types of phonemes.

- 1) The first(1st) type of syllable is close syllable. It gives the sound [e]. For example:

Pen [pen] – ruchka

Ten [ten] – o’n

THE LETTER “Ff”

The letter “**Ff**” [ef] is the sixth (6th) letter in English Alphabet. The letter “Ff” [ef] is a consonant letter. The letter “Ff” [ef] is a voiceless consonant letter. It gives the phoneme [f]. For example:

Fox [foks] – tulki

Far [fa:] – uzoq

Lesson 4. Let's play

The aim of the lesson:

Educational : Giving the information on family, generalizing the knowledge of the pupils on the new theme, enlarging the vocabulary of the pupils.

Developing: Improving the personal abilities of pupils and enlarging their outlook.

Linguistic competence: By the end of the lesson, pupils will be able to: - recognise, say and write letters Gg and Hh

Sociolinguistic competence: - to raise awareness of how to categorize words; - to raise awareness of pronunciation of the letter "G" sound and pronunciation of "H" sound.

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

THE LETTER "Gg"

The letter "**Gg**" [dzi:] is the seventh (7th) letter in the English alphabet. The letter "Gg" [dzi:] is a consonant letter. The letter "Gg" [dzi:] is a voiced consonant letter. It gives the phonemes [g] and [dz].

1) before the hard vowels and consonants it gives the phoneme [g]. For example:

Game [geim] – o'yin

Garden [ga:dn] – bog'

THE LETTER "Hh"

The letter "**Hh**" [eitʃ] is a eights (8th) letter in the English Alphabet. The letter "Hh" [eitʃ] is a consonant letter. The letter "Hh" [eitʃ] is a voiceless consonant letter. It gives the sound [h]. For example:

Hot [hɔt] – issiq

Home [hɔum] – uy

Lesson 5. I can...

The aim of the lesson:

Educational : Giving the information on family, generalizing the knowledge of the pupils on the new theme, enlarging the vocabulary of the pupils.

Developing: Improving the personal abilities of pupils and enlarging their outlook.

Linguistic competence: By the end of the lesson, pupils will be able to: - recognise, say and write letters li and Jj - use the structure "I can" with verbs learnt in Class 1;

Sociolinguistic competence: - to raise awareness of different pronunciation of the letter "I" sounds and single pronunciation of "J".

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

THE LETTER "Ii"

The letter "Ii" [ai] is the ninth (9th) letter in English Alphabet. The letter "Ii" [ai] is a soft vowel letter. It gives 4 types of phonemes.

1) The first(1st) type of syllable is close syllable. It gives the sound [i]. For example:

six [siks] – olti (6)

pit [pit] – o'ra, chuqur

THE LETTER "Jj"

The letter "Jj" [dzei] is the tenth (10th) letter in English Alphabet. The letter "Jj" [dzei] is a consonant letter. The letter "Jj" [dzei] is a voiced consonant letter. It gives the sound [dz]. For example:

Jam [dzæm] – murabbo

July [dzulai] – lyul

June [dzu:n] – lyun

Job [jɔb] – ish

Lesson 6. What's favourite day?

The aim of the lesson:

Educational : Giving the information on family, generalizing the knowledge of the pupils on the new theme, enlarging the vocabulary of the pupils.

Developing: Improving the personal abilities of pupils and enlarging their outlook.

Linguistic competence: By the end of the lesson, pupils will be able to: - recognise, say and write the letters Kk and Ll - say what their favourite day is; - ask and answer questions about favourite things;

Sociolinguistic competence: -to raise awareness of questions of common interest; - to raise awareness of the pronunciation of the letters "K" and "L" sounds.

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

THE LETTER "Kk"

The letter "Kk" [kei] is the eleventh (11th) letter in English Alphabet. The letter "Kk" [kei] is a voiceless consonant letter. It gives the phoneme [k]. For example:

Keep [ki:p] – saqlamoq

Kite [kait] – varrak

THE LETTER "Ll"

The letter "Ll" [el] is the twelfth (12th) letter in English Alphabet. The letter "Ll" [el] is a consonant letter. The letter "Ll" [el] is a voiced consonant letter. It gives the sound [l]. For example:

Look [luk] – qaramoq

Letter [letə] – xat, harf

Lesson 7. Sunday, Monday ...**The aim of the lesson:**

Educational : Giving the information on family, generalizing the knowledge of the pupils on the new theme, enlarging the vocabulary of the pupils.

Developing: Improving the personal abilities of pupils and enlarging their outlook.

Linguistic competence: By the end of the lesson, pupils will be able to: - recognise, say and write the letters Mm and Nn; - do sums in English using the word “plus”; - write numbers 12- 20 and backwards; - recognise the pronunciation of the letters “M” and “N” sounds.

Sociolinguistic competence: - 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.

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

THE LETTER “Mm”

The letter “**Mm**” [em] is the thirteenth (13th) letter in English Alphabet. The letter “Mm” [em] is a consonant letter. The letter “Mm” [em] is a voiced consonant letter. It gives the sound [m]. For example:

Man [mæn] – kishi (erkak)

Many [meni] – ko’p

THE LETTER “Nn”

The letter “**Nn**” [en] is the fourteenth (14th) letter in English Alphabet. The letter “Nn” [en] is a consonant letter. The letter “Nn” [en] is a voiced consonant letter. It gives the sound [n]. For example:

Name [neim] – ism

Need [ni:d] – kerak bolmoq

Lesson 8. Let's play.

The aim of the lesson:

Educational : Giving the information on family, generalizing the knowledge of the pupils on the new theme, enlarging the vocabulary of the pupils.

Practical: Introducing pupils with the new theme, improving their oral and written speech.

Developing: Improving the personal abilities of pupils and enlarging their outlook.

Linguistic competence: By the end of the lesson, pupils will be able to: - recognize, say and write the letters from A to N; - spell the words.

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?
- Who is ready for the answering them?

Playing "Jump a word"

First kids should find appropriate in mixed letters and create or build little word.



letter one

Kids play "move up" for enriching their knowledge.

25	26	19+1= 27	10, 9, ..., 1 28	29	30
24	20, ..., 25 23	22	21	20	3+5= 19
13	14	15	16	17	18
7+12=	Juma		Shanba		
12	11	10	9	11+7= 8	7
3+6=	Payshanba		Chorshanba		
1	2	3	5+4= 4	5	10, ..., 15 6
	Dushanba		Seshanba		

Lesson 9: Revision 1**The aim of the lesson:**

Educational : Giving the information on family, generalizing the knowledge of the pupils on the new theme, enlarging the vocabulary of the pupils.

Practical: Introducing pupils with the new theme, improving their oral and written speech.

Developing: Improving the personal abilities of pupils and enlarging their outlook.

Linguistic competence: By the end of the lesson, pupils will be able to: - count numbers 1-20 and backwards; - do sums.

Bringing up: Bringing up all pupils in the spirit of loving holidays and customs.

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

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.

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.

Unit 3 My free time

Lesson 10: I like...

The aim of the lesson:

Educational : Giving the information on family, generalizing the knowledge of the pupils on the new theme, enlarging the vocabulary of the pupils.

Practical: Introducing pupils with the new theme, improving their oral and written speech.

Developing: Improving the personal abilities of pupils and enlarging their outlook.

Linguistic competence: By the end of the lesson, pupils will be able to: - recognise, say and write the letters Oo and Pp; - say things they like using the vocabulary learnt in

Bringing up: Bringing up all pupils in the spirit of loving holidays and customs.

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

Class 1;

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1 Listen and repeat.

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.

Activity 2 Look, listen and tick.

Objective: to develop listening skills

STEP 1: Ask the pupils to open their Workbooks and find

Activity 2a. 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.

STEP 2: Pupils listen to the rest and go on putting ticks in the table for the relevant children.

Homework

Lesson 11. On Sunday we...

The aim of the lesson:

Educational : Giving the information on family, generalizing the knowledge of the pupils on the new theme, enlarging the vocabulary of the pupils.

Practical: Introducing pupils with the new theme, improving their oral and written speech.

Developing: Improving the personal abilities of pupils and enlarging their outlook.

Linguistic competence: By the end of the lesson, pupils will be able to: - recognise, say and write the letters Qq and Rr; - say what they can do; - say and perform the chant about days of the week;

Bringing up: Bringing up all pupils in the spirit of loving holidays and customs.

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Warm up Listen and sing. Objectives: to warm up; to revise days of the week.

Activity 1 Play “What’s your favourite game?”

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

Activity 2 Look, listen and repeat.

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 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.

Optional 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:

Homework

Lesson 12. What's that?

The aim of the lesson:

Educational : Giving the information on family, generalizing the knowledge of the pupils on the new theme, enlarging the vocabulary of the pupils.

Practical: Introducing pupils with the new theme, improving their oral and written speech.

Developing: Improving the personal abilities of pupils and enlarging their outlook.

Linguistic competence: the method of mixed and reproductive.

Bringing up: Bringing up all pupils in the spirit of loving holidays and customs.

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1a Look, listen and repeat.

Objective: to introduce the structure "That's ..."

Activity 1b Point and say.

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.

Optional Activity 2 Play "Listen and guess".

Objective: to recycle the question "What's that?"

STEP 1: say that the pupils will play a guessing game in pairs. explain that one pupil must describe an animal (from the cloud picture in 1a) and another pupil must guess the animal. For example: Pupil 1: 'it's big. it can swim.'

Pupil 2: 'That's a duck.'

Pupil 1: 'no.'

Pupil 2: 'That's a crocodile.'

Pupil 1: 'Yes.'

Homework

Lesson 13. Let's play!

The aim of the lesson:

Educational : Giving the information on family, generalizing the knowledge of the pupils on the new theme, enlarging the vocabulary of the pupils.

Practical: Introducing pupils with the new theme, improving their oral and written speech.

Developing: Improving the personal abilities of pupils and enlarging their outlook.

Linguistic competence: By the end of the lesson, pupils will be able to: - recognise, say and write the letters Uu and Vv; - identify capital and small letters; - make up sentences out of two halves

Bringing up: Bringing up all pupils in the spirit of loving holidays and customs.

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1 Listen and sing.

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.

Activity 2 Play "Find your pair".

Objective: to revise the letters learnt so far

Activity 3 Write the letters.

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.

Activity 4a Work in pairs. Make sentences.

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.

Homework

Unit 4 My hobby

Lesson 14. I collect trains.

The aim of the lesson:

Educational : Giving the information on family, generalizing the knowledge of the pupils on the new theme, enlarging the vocabulary of the pupils.

Practical: Introducing pupils with the new theme, improving their oral and written speech.

Developing: Improving the personal abilities of pupils and enlarging their outlook.

Bringing up: Bringing up all pupils in the spirit of loving holidays and customs.

Linguistic competence: By the end of the lesson, pupils will be able to: - recognise, say and write the letters Ww and Xx; - ask and answer the question "What's this?"

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1 Listen and repeat.

Objective: to warm up

Activity 2a Look, read and match.

Objective: to revise the question "What's this?"

Activity 2b Read, draw and write.

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 3 Write the letters.

Objective: to learn two more letters of the alphabet – Ww and Xx; to practise writing the letters; to consolidate the letters.

Optional Activity 4 Read and match.

Objective: to enable pupils to read for details

Homework

Lesson 15. What is your hobby?

The aim of the lesson:

Educational : Giving the information on family, generalizing the knowledge of the pupils on the new theme, enlarging the vocabulary of the pupils.

Practical: Introducing pupils with the new theme, improving their oral and written speech.

Developing: Improving the personal abilities of pupils and enlarging their outlook.

Bringing up: Bringing up all pupils in the spirit of loving holidays and customs.

Linguistic competence: By the end of the lesson, pupils will be able to: - recognise, say and write the letters Yy and Zz; - make suggestions using "Let's play ..."

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1 Listen and sing. Objective: to warm up

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.

Activity 3 Play "Let's play games."

Objectives: to revise the vocabulary related to the weather; to reinforce the structure "Let's play ...".

Activity 4 Write the letters.

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.

Lesson 16. I have eight planes.

The aim of the lesson:

Educational : Giving the information on family, generalizing the knowledge of the pupils on the new theme, enlarging the vocabulary of the pupils.

Practical: Introducing pupils with the new theme, improving their oral and written speech.

Developing: Improving the personal abilities of pupils and enlarging their outlook.

Bringing up: Bringing up all pupils in the spirit of loving holidays and customs.

Linguistic competence: By the end of the lesson, pupils will be able to: - ask and answer the question "How many ... do you have? - use the structures: "I collect ..." and "I have

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

..."

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1 Listen and sing.

Objective: to warm up

Look at Unit 4 Lesson 1 for the DVD script.

Activity 2a Look, listen and write.

Objectives: to listen for detail; to revise toys; to revise the structures: "I collect ..." and "I've got ..."

Activity 2c Complete the sentences.

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?"

Objectives: to practise a question: "Are you a ..."; to practise the structure "I've got ..."; to have fun.

Activity 3b Play "Are you a parrot?"

Objectives: to practise a question: "Are you a ..."; to practise the structure "I've got ..."; to have fun.

Lesson 17. Let's play!

The aim of the lesson:

Educational : Giving the information on family, generalizing the knowledge of the pupils on the new theme, enlarging the vocabulary of the pupils.

Practical: Introducing pupils with the new theme, improving their oral and written speech.

Developing: Improving the personal abilities of pupils and enlarging their outlook.

Linguistic competence: By the end of the lesson, pupils will be able to: - sing the ABC song; - say the ABC.

Bringing up: Bringing up all pupils in the spirit of loving holidays and customs.

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?
Who is ready for the answering them?

Activity 1 Listen and sing.

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.

Activity 2a Look, listen and repeat.

Objectives: to revise the ABC; to have fun.

Activity 2b Sing "ABC song."

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.

Optional Activity 2c Look and complete.

Objective: to consolidate the ABC

Ask the pupils to open their Workbooks on Page 34 and complete the ABC.

Activity 3 Play "ABC."

Objectives: to consolidate ABC; to have fun.

Activity 4 Play "Name Line".

Objective: to revise ABC

Homework

Lesson 18: Revision 2

The aim of the lesson:

Educational : Giving the information on family, generalizing the knowledge of the pupils on the new theme, enlarging the vocabulary of the pupils.

Practical: Introducing pupils with the new theme, improving their oral and written speech.

Developing: Improving the personal abilities of pupils and enlarging their outlook.

Bringing up: Bringing up all pupils in the spirit of loving holidays and customs.

Linguistic competence: By the end of the lesson, pupils will be able to ask and answer questions on the topics of names, favourites and hobbies

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

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.

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.

Lesson19: We like playing tag.

The aim of the lesson:

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

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

Sociolinguistic competence:- to raise awareness of the ways of saying likes to different activities

Linguistic competence: By the end of the lesson, pupils will be able to: - name different activities; - say what games and activities they like using *I like + verb + ing*

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1a Look, listen and repeat. 5 min

Objective: to introduce new words.

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 hopscotch” 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.

Optional Activity 2a Look and say what you notice Objective: to introduce the structure verb + ing

Tell them that the ending “-ing” corresponds to the endings -ish and -ash in Uzbek.

Write the following on the board and translate:

-ish: go — going (bormoq — borish)

do — doing (qilmoq — qilish)

-ash: work — working (ishlamoq — ishlash)

jump — jumping (sakramoq — sakrash)

play — playing (o‘ynamoq — o‘ynash)

Activity 2b Look and complete.

Objective: to reinforce the grammar point in Activity 2a

Activity 3a Play “I like playing tag”.

Objectives: to introduce the structure “like doing/like playing”;
to develop the pupils’ speaking skills.

Lesson 20: 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

Sociolinguistic competence:-to raise awareness of how to ask and answer Yes/no questions

Linguistic competence: 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.*

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

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.

Activity 2a Look, listen and repeat. 10 min

Objective: to introduce Yes/No questions and short answers

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.

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.

Lesson 21: 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 matching;

Sociolinguistic competence:- to raise awareness of more ways of saying ones likes and dislikes

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

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1 Listen and sing.

Objective: to warm up

Activity 2a Look, listen and repeat.

Objective: to listen for detail

Optional Activity 2b Look, read and match.

Objective: to enable pupils to identify the meanings of the words

Ask the pupils to open their Workbooks on Page 39 and match the words used in Activity 2a and their meanings. After the pupils finish matching, you can ask them to repeat the words after you.

Activity 3a Listen and repeat.

Objective: to introduce new words introduce the words using the cards depicting: carrot, cabbage, grass, water, corn.

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.

Activity 3c Play "They like/don't like..." 10 min

Objectives: to reinforce the structure "I like/don't like + food". 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.

Lesson 22: 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

Sociolinguistic competence:- to raise awareness of the national game "kim oladiyo..." and its english version

Linguistic competence: By the end of the lesson pupils will be able to understand the texts about likes and dislikes

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1a Look, listen and repeat.

Objective: to have fun

Activity 1b Sing and play. 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.

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 beginning 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

Unit 6 school things

Lesson 23: Eleven, twelve ...

The aim of the lesson:

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?"

Sociolinguistic competence:- to raise awareness of how to say and write numbers

Linguistic competence: 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?"

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1 Listen and repeat.

Objectives: to introduce the unit topic, to warm up

Activity 2a Look, listen and repeat.

Objective: to introduce the numbers from 11 to 20

Optional Activity 2b Write the numbers.

Objectives: to consolidate the learnt numbers; to practise writing the numbers.

Ask the pupils to open their Workbooks on Page 41 and write the numbers in the gaps as shown. Ask the pupils to pronounce the numbers while writing.

Activity 3 Play "Numbers". 10 min

Objective: to do physical exercise and energise 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.

Activity 4 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: Pupil 1: 'how old is your sister?'

Pupil 2: 'she's 20. how old is your brother?'

Pupil 1: 'he's 17.'

Lesson 24: 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

Sociolinguistic competence: - to raise awareness of how to say and write numbers

Linguistic competence: At the end of the lesson pupils will be able to: - understand and use the structure "We've got ..." - use school things in different situations

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:**I. Organizing moment:** Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1 Listen and sing.

Objective: to warm up

Activity 2 Look, listen and repeat.

Objective: to introduce the new vocabulary. 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.

Activity 3 Play "Memory game".

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.

Activity 4 Play "Numbers". 5 min

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

Look at Unit 6, Lesson 1, Activity 3 for the instruction. You can also play the DVD.

Optional Activity 5b Play "Reporting".

Objectives: to consolidate all the learnt words about school things and colours; to develop the pupils' speaking skills. Ask the pupils that one pupil from each group will report the class how many pencils they have got like in the DVD. Gr1: We've got ten blue pencils. Gr2: We've got seven blue pencils.

Lesson 25: Can I have a pen, please?

The aim of the lesson:

Educational:- to learn how to use the indefinite article “a” and “an”;- to learn how to ask for something and answer politely

Developing: - to enable pupils to ask and answer polite questions;- to improve the pupils’ speaking and writing skills

Sociolinguistic competence:- to raise awareness of ways of asking and answering polite questions;

- to raise awareness of article which is not in the mother tongue

Linguistic competence: At the end of the lesson pupils will be able to: - use the indefinite article “a” and “an”; - ask for something and answer politely

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1 Listen and sing.

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.

Activity 2 Write the words in the right column.

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.

Activity 3c Work in pairs. Play “Can I have ...?”

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.

Optional Activity 4 Look and do.

Objective: to energize the pupils. You can use any energiser the pupils like.

Lesson 26: 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

Sociolinguistic competence:- to raise awareness of ways of asking and answering questions

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

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:**I. Organizing moment:** Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1 Listen and sing.

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.

Activity 2 Look, listen and repeat.

Objective: to develop the pupils' speaking skills.

Activity 3 Work in groups. Play "What's in your bag?"

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

Activity 4 Play "Five questions".

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

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!'

Lesson 27: 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

Sociolinguistic competence:- to raise awareness of ways of asking and answering questions

Linguistic competence: 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

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

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 school 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.

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 them.

STEP2: Put the cards on the table. Ask two pupils to come to the table and take two cards. Ask them to play 'ilike .../don't like ...' as in the example below:

Pupil 1:'ilike bananas. idon't like apples.'

Pupil 2:'ilike pears. idon'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.

Lesson 28: Our school is big.**The aim of the lesson:****Educational:** - to learn to talk about parts of school**Developing:** - to enable pupils to ask and answer the questions**Sociolinguistic competence:** - to raise awareness of the pronunciation of "oo" — [u:]**Linguistic competence:** 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:]

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.**The course of the lesson:****I. Organizing moment:** Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?
- Who is ready for the answering them?

Activity 1 Work in pairs. Play "Memory game."

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.

Activity 2a Look, listen and repeat.

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.

Lesson 29: 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

Sociolinguistic competence: - to raise awareness of the difference between cardinal and ordinal numbers; - to raise awareness of the pronunciation of the some sounds

Linguistic competence: By the end of the lesson pupils will able to: - say the location of school rooms; - recognise the pronunciation of some sounds

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:**I. Organizing moment:** Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1a Look, listen and say.

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 tongue what they can see in the picture and guess the meaning of the words in the picture. Ask the pupils to name the places the sportsmen have won.

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.

Cardinal numbers Ordinal numbers

1 one	the first
2 two	the second
3 three	the third

Activity 1b Look at Lesson 1 Activity 4a and complete.

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.

Lesson 30: 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

Sociolinguistic competence: - to raise awareness of the ways of introducing people; - to raise awareness of the use of *Mrs* and *Mr* before English names

Linguistic competence: 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"

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1a Look and say.

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.

Activity 1b Work in threes. Play "Teachers"

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.

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.

Lesson 31: 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

Sociolinguistic competence: - to raise awareness of the ways of introducing people; - to raise awareness of the use of Mrs. and Mr. before english names

Linguistic competence: By the end of the lesson, pupils will be able to: - ask and answer questions; - say the location of things, etc.

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1 Play "Look and say".

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.

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.

Lesson 32: Revision 4

The aim of the lesson:

Educational:- to check self-development

Developing:- to check encourage pupils to revise the materials they have learned

Sociolinguistic competence:- to encourage pupils into further learning

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

Equipments: textbooks, the DVD of the book, computer and projector

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

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 school 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.

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 them.

STEP2: Put the cards on the table. Ask two pupils to come to the table and take two cards. Ask them to play 'ilike .../don't like ...' as in the example below:

Pupil 1:'ilike bananas. idon't like apples.'

Pupil 2:'ilike pears. idon'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.

Lesson 33: In the morning**The aim of the lesson:****Educational:-** to learn parts of a day**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**Sociolinguistic competence:-** to raise awareness of routines**Linguistic competence:** By the end of the lesson, pupils will be able to: - say parts of a day; - say what they do at a particular part of a day; - use the preposition *in* with parts of a day**Equipments:** textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.**The course of the lesson:****I. Organizing moment:** Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1 Sing the song.

Objective: to warm up

Ask the pupils to listen and sing the song "What's the time?" together with the DVD.

Activity 2 Look and say.

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.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.

Activity 3b Play "Point and say".

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". 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.

Lesson 34: 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 halfhours using ordinary clocks

Sociolinguistic competence:- to raise awareness of the similarities and differences of saying the time in english and mother tongue by the end of the lesson, pupils will be able to: - show their understanding of time using their bodies

Linguistic competence: 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

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1 Look, listen and say.

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.

Activity 2 Look and do.

Objectives: to introduce the time;to enable pupils to use their bodies to demonstrate time in hours and half hours.

Activity 3 Listen, repeat and write the time.

Objective: to enable pupils to understand and write the times

Activity 4 Play "My favourite time".

Objective: to give freer practice in saying a favourite time and the reason for it.

Activity 5 Play "Clock". Objective: to develop the pupils' logical thinking

STEP 1: You can organize the game in different ways taking into account your possibilities. Option 1:You can draw a clock on the floor: a circle and numbers 1-12 inside the circle. Option 2:Make flashcards 1-12, a long hand and a short hand of a clock from cardboard beforehand. Put the number flashcards on the floor in a circle form. You will give the cardboard hands to the teams in step 2. You can play the DVD to show what the pupils are going to do.

Lesson 35: 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

Sociolinguistic competence:- to raise awareness of the similarities and differences of asking and saying the time in english and mother tongue

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

Linguistic competence: 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

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity1 Work in pairs. Ask and complete.

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 bsays the time, Pupil A draws the time on one of the blank clocks. Then Pupil basks and draws. The pairs take turns in such a way until their other two blank clocks are completed.

Activity 2 Play "What's the time, Mr. Wolf?"

Objectives: to consolidate asking the time; to have fun.

Activity 4a Look and say.

Objective: to introduce the use of the preposition *at* with hours

STEP 1: 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.

STEP 2: now ask the pupils to look at the second clock with the preposition "at" and the phrase. Ask them to repeat after you: 'at twelve thirty'. say: 'We have lunch at twelve thirty'. Then say: 'We watch TV at ...' and again invite them to finish the sentence with their ideas.

Activity 4b Play "I get up at 7 o'clock".

Objective: to reinforce the use of the preposition *at*with times. This is the normal Chain Drill activity.

Lesson 36: 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

Sociolinguistic competence: - to raise awareness of the similarities and differences of asking and saying the time in English and mother tongue

Linguistic competence: By the end of the lesson, pupils will be able to: - show their understanding of time; - ask and say time in hours and halfhours; - use the prepositions *at* and *in* with times

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1 Play "What's the time?"

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 partners.

Activity 2 Play "Time Game". Say the time and a sentence.

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.'

Lesson 37: Revision 5**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

Sociolinguistic competence: - to raise awareness of the similarities and differences of asking and saying the time in English and mother tongue

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

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

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.

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.

Unit 9 school subjects

Lesson 38: My favourite subject.

The aim of the lesson:

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

Sociolinguistic competence: - to raise awareness of school subjects and timetables

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

Linguistic competence: At the end of the lesson pupils will be able to: - talk about school subjects; - say their likes and dislikes; - make school timetables

The course of the lesson:**I. Organizing moment:** Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1 Listen and sing.

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.

Activity 2b Listen and repeat.

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 individually.

Activity 3 Play "What's your favourite subject?"

Objective: to consolidate the school subjects it is a Chain Drill activity. Do it in the usual way.

Activity 4a Look and write.

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.

Activity 4b Work in groups of 4. Listen and guess. Objective: to consolidate the school subjects and the days of the week. The pupils listen to a pupil. s/he must say only subjects. The group must guess the day. e.g. Pupil: 'english, maths, reading, music.'

Group: 'Friday.'

Pupil: 'Yes.'

Lesson 39: Sevara likes maths.**The aim of the lesson:**

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

Sociolinguistic competence: - to raise awareness of school subjects and timetables

Linguistic competence: At the end of the lesson pupils will be able to: - speak in the 3d person singular; - to talk about pupils' daily routine

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:**I. Organizing moment:** Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1a Look and say.

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 must point 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 TV at 9.00.

Activity 1b Work in pairs. Point and say.

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.

Lesson 40: 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**Sociolinguistic competence:** - to raise awareness of the 3rd person singular in the negative form**Linguistic competence:** At the end of the lesson pupils will be able to make sentences using

the 3d person singular (negative).

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.**The course of the lesson:****I. Organizing moment:** Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1 Look and read.

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 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.

Activity 2a Work in groups. Play "Do you like ... ?"

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 English, maths and art or not, and put for "yes" and for "no" in the table.

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.

Lesson 41: Let's play!**The aim of the lesson:**

Educational: - to learn the 3d person singular in the negative form

Developing: - to improve the pupils' speaking skills

Sociolinguistic competence: - to raise awareness of the 3rd person singular in the negative form

Linguistic competence: 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

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:**I. Organizing moment:** Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 2 Read and write True or False.

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.

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 'O' 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 'O' 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.

Lesson 42: REVISION 6**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

Sociolinguistic competence: - to raise awareness of the ways of introducing people; - to raise awareness of the use of Mrs. and Mr. before English names

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

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The type: oral and written.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

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.

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 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.

Task 1 Listen and complete the sentences.

Ask the pupils to listen and complete the information missing in the text.

Script: This is my school. now it's eight thirty. our English room is on the third floor. The library is on the second floor. The canteen is on the first floor. After school we play on the playground. I like my school.

Task 2 Read the letter and complete.

Ask the pupils to read and complete the letter about them. Answer key: Pupils' own answers.

Lesson 43: January, February ...

The aim of the lesson:

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

Sociolinguistic competence: - 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

Linguistic competence: 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

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1a Look and say in your mother tongue.

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 mother tongue. Elicit some answers.

Activity 1b Write in order. 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 at the 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.

Lesson 44: There are 30 days in ...**The aim of the lesson:**

Educational: - to learn the structure "There is/are"; - to learn the numbers 21 – 31

Developing: - to enable pupils to say sentences starting with "There is/are";

Sociolinguistic competence: - 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

Linguistic competence: 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

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1 Listen and repeat.

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.

Activity 2a Look, listen and repeat.

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 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.

Activity 2b Play "There is ... There are ...".

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.

Lesson 45: What's your favourite ...?

The aim of the lesson:

Educational: - to learn to speak about seasons, months and weather

Developing: - to enable pupils to make a presentation about a season

Sociolinguistic competence: - to raise awareness of the ways of making a small presentation.

Linguistic competence: By the end of the lesson, pupils will be able to: - speak and write about seasons, months and weather; - make a presentation about a favourite season.

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1 Listen and repeat.

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.

Activity 2 Play "Listen and point".

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.

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".

Objective: to reinforce seasons and weather

Lesson 46: Let's play!**The aim of the lesson:**

Educational: - to learn to speak about seasons, months and weather

Developing: - to enable pupils to make a presentation about a season

Sociolinguistic competence: - to raise awareness of the ways of making a small presentation.

Linguistic competence: 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

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:**I. Organizing moment:** Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1 Listen and repeat.

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.

Activity 2 Play "Months quiz".

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.

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 "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.

Lesson 47: 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

Sociolinguistic competence: - to encourage pupils into further learning

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

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:**I. Organizing moment:** Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

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.

STEP 2: When they finish, explain that they must read the text and fill in the table with the correct names.

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.

Lesson 48: I like presents.

The aim of the lesson:

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

Sociolinguistic competence: -to raise awareness of the similarities and differences between celebration of birthdays in different countries

Linguistic competence: By the end of the lesson, pupils will be able to: - say birthday months; - speak and write about a present.

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1 Listen and sing.

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.

Activity 2b Look, read and match.

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".

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 finds the month.

e.g. Pupil A: 'My birthday month has two "u" letters.'

Pupil B: 'August?'

Pupil A: 'Yes!'

Lesson 49: 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 ..."

Sociolinguistic competence: -to raise awareness of the similarities and differences between celebrations of holidays in different countries

Linguistic competence: By the end of the lesson pupils will be able to: - say about a holiday and the month it is celebrated; - speak about different holidays

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:**I. Organizing moment:** Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1a Listen, read and match.

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. Answer key: 1b, 2c, 3a

Activity 2b Read and match.

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 ..."

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.'

Lesson 50: Happy Navruz!

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 ..."

Sociolinguistic competence: -to raise awareness of the similarities and differences between celebrations of holidays in different countries

Linguistic competence: 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.

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1a Look and say what holiday it is.

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.)

Activity 1b Complete the flower diagram for Navruz.

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. 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. 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.

Lesson 51: 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

Sociolinguistic competence: - to raise awareness of the similarities and differences between celebration of holidays in different countries

Linguistic competence: 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.

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1 Listen and sing. 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.

Activity 2 Play "Put in order". 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 cards, put them in Alphabetical 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".

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.

Lesson 52: REVISION 8**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

Sociolinguistic competence: - to raise awareness of the similarities and differences between celebration of holidays in different countries

Linguistic competence: By the end of the lesson, pupils will be able to make sentences about holidays, months and dates.

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:**I. Organizing moment:** Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

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.

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 “ican ...” 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.

Lesson 53: I make my bed.**The aim of the lesson:**

Educational: - 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

Developing: to learn how to use personal and possessive pronouns; - to learn to speak about daily routines

Sociolinguistic competence: - to raise awareness of the daily routines

Linguistic competence: 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

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:**I. Organizing moment:** Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1 Play the DVD. Ask the pupils to listen to the song "This is the way we ..." and sing along with the DVD. Ask what the song is about. Accept any reasonable answers.

Activity 2 Play "Find your partner. 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 3 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.

Activity 4 Look and write.

Ask the pupils to open their Workbooks on Page 68 and look at Activity 4. Explain that they must make sentences choosing a word from each column as in the example. After that the pupils must translate the sentences they have made to see if they make sense.

Homework 5 min

Ask the pupils to open their Workbooks and look at the homework activity. Explain that they must fill in the gaps using the suitable pronouns from the table (Activity 4) in their Workbook

Lesson 54: 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

Sociolinguistic competence: - to raise awareness of the similarities and differences of asking and saying the time in English and mother tongue

Linguistic competence: 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 ..."

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1 Play the DVD. Ask the pupils to listen to the song "This is the way we ..." and sing along with the DVD. Ask the pupils to act out the actions while singing.

Activity 2 Look, listen and repeat.

Objective: to introduce the structure "It's time to ..."

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.

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.

Activity 3 Look, read and match.

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 4 Play "Listen and say".

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.

Lesson 55: You are late!

The aim of the lesson:

Educational: - to learn the adjectives to express feelings

Developing: t - to enable pupils to use adjectives to express feelings

Sociolinguistic competence: - to raise awareness of the similarities and differences of asking and saying the time in English and mother tongue

Linguistic competence: By the end of the lesson pupils will be able to: - use adjectives to express feelings; - use adjectives after the verb "to be"

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1 Play the DVD. Ask the pupils to listen to the song "This is the way we ..." and sing along with the DVD. Ask the pupils to act out the actions while singing.

Activity 2 Read and match.

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.

Activity 3 Look and write. 5 min

Objectives: to reinforce the new material using the pictures;

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 4 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.

Lesson 56: 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

Developing: to enable pupils to use structures about the daily routines

Sociolinguistic competence: - to raise awareness of the similarities and differences of asking and saying the time in English and mother tongue

Linguistic competence: 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

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1 Work in groups. Play "Time". Objective: to revise saying the time
Prepare cards with clocks with different times and the same amount of cards with the sentences corresponding to these 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".

Activity 2 Work in groups. Play "Make a clock line".

Objective: to consolidate saying the time

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".

Activity 3 Work in groups. Play "Clock salad". 10 min

Objectives: to develop listening skills; to consolidate the time and the structure "It's time to ...". 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.

Lesson 57: 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.

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

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:**I. Organizing moment:** Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1 Look at Unit 12, Lesson 2 for the instructions.

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. Remind 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.

Unit 13 Clothes**Lesson 58: She has a pink dress.****The aim of the lesson:**

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

Sociolinguistic competence: -to raise awareness of the use of the article a/an in adjective + noun structures

Linguistic competence: 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.

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:**I. Organizing moment:** Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1 Listen and sing.

Objectives: to introduce the topic of the unit; to warm up.

Play the DVD. The pupils listen, repeat and sing as usual.

Activity 2 Look, listen and repeat.

Objectives: to introduce the new words; to prepare for the next activity.

Ask the pupils to look at the picture and say what they see there. Say that in this unit they will learn how to name clothes in English. Ask them to look, listen to the DVD and point to the item of clothes they hear.

Play the DVD again. Ask the pupils to listen and repeat the words after the DVD in chorus, in rows, in pairs and individually.

Activity 3 Play "Look and say". 10 min

Objective: to consolidate the new words

STEP 1: Prepare two sets of cards with clothes items: hat, Tshirt, dress, shirt, skirt, cap, trainers. Say the pupils will play a game. Ask the pupils to stand up and make two lines. Put two sets in two plies next to the teams.

STEP 2: Ask the first pupils in the lines to take a card, look at the picture and say what they see there. E.g. P1 (takes a card): 'hat' and passes to P2: 'hat' etc. The last pupil in the line must take a card, bring to you and say the word. The winner is the team which will bring all the cards first.

Lesson 59: 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*

Sociolinguistic competence: - to raise awareness of the use of nouns which have only plural form

Linguistic competence: 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.

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1 Listen and sing.

Objectives: to introduce the topic of the unit; to warm up.

Look at Unit 13, Lesson 1, Activity 1 for the instructions.

Activity 2 Look and match.

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 3 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 4 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 / nod* and "on" means *ustida / na* in the mother tongue. After that translate the sentences all together.

Lesson 60: 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

Sociolinguistic competence: - to raise awareness of the similarities and differences of male and female clothes

Linguistic competence: 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

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1 Listen and sing

Objectives: to introduce the topic of the unit; to warm up.

Look at Unit 13, Lesson 1, Activity 1 for the instructions.

Activity 2 Look, listen and repeat

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”

STEP 2: Ask the pupils to listen and repeat the words after you in chorus, in rows, in pairs and individually.

Activity 3 Work in pairs. Point and say.

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 2 Pupil B must describe him/her as shown in the example.

Activity 4 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.

Lesson 61: 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

Sociolinguistic competence: -to enable pupils to read for detail

Linguistic competence: 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*

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

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 2 for the instructions. Activity 2 Play "Simon says".

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".

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.

Lesson 62: REVISION 10

The aim of the lesson:

Educational: to revise clothes

Developing: - to enable pupils to make sentences about clothes

Linguistic competence: By the end of the lesson, pupils will be able to make sentences about clothes.

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

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 ...’.

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.

Unit 14 The world of fairy tales

Lesson 63: I like cartoons.

The aim of the lesson:

Educational: - 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

Sociolinguistic competence: - to raise awareness of cartoons and fairy tales

Linguistic competence: At the end of the lesson pupils will be able to speak about the cartoon of Little Red Riding Hood.

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1 Look, listen and repeat.

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 2 Find the words in the Wordlist.

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 3 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.

Lesson 64: On the farm

The aim of the lesson:

Educational: - to learn domestic animals

Developing: - to enable pupils to talk and write about domestic animals

Sociolinguistic competence: - to raise awareness of domestic animals

Linguistic competence: At the end of the lesson pupils will be able to speak and write about domestic animals.

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

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.

Activity 2 Answer the questions.

Objectives: to present domestic animals; to enable the pupils to use words for domestic animals. 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.

Activity 3 Look in the Wordlist.

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 4 Read and say what horses can do.

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.

Lesson 65: Let's go to Susambil!

The aim of the lesson:

Educational: - to learn fairy tales

Developing: - to enable pupils to talk about fairy tales

Sociolinguistic competence: - to raise awareness of domestic animals

Linguistic competence: At the end of the lesson pupils will be able to speak about fairy tales.

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1 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.

Activity 2 Answer the questions. 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.

Activity 3 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 4 Listen, look and say.

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.

Activity 5 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.

Lesson 66: Let's play!

The aim of the lesson:

Educational: - to consolidate the learnt material in previous lessons

Developing: - to develop the pupils' speaking skills

Sociolinguistic competence: - to raise awareness of domestic animals

Linguistic competence: 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

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

Activity 1 The song "Old McDonald had a farm".

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

Activity 2 Play "Simon says".

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.

Activity 3 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.

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.

Lesson 67: 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

Sociolinguistic competence: - to raise awareness of domestic animals

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

Equipments: textbooks, handouts, technical aids, a map of the world, a blackboard and a piece of chalk.

The course of the lesson:

I. Organizing moment: Greeting.

1. Who is on duty today?
2. The pupil on duty, give your report, please.

II. Asking homework:

- What was your homework for today ?

Who is ready for the answering them?

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.

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 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 4 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.