

Lesson 1 My favourite things

Aims	Linguistic competence	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> - to revise saying, asking and answering about each other <p><i>Developing:</i></p> <ul style="list-style-type: none"> - to enable pupils to say, ask and answer questions about themselves and each other. 	At the end of the lesson pupils will be able to say, ask and answer questions about other people.	Revision of vocabulary related to greeting and talking about personal issues	Pupil's Book, the DVD

Activity 1 Listen and repeat. 5 min**Objectives: to introduce the unit topic; to warm up**

Play the DVD. Ask the pupils to listen to and repeat the song. Ask which words they recognised.

Activity 2 Play "My name's Aziz." 8 min**Objectives: to warm up, to revise vocabulary related to greetings**

Ask the pupils to stand up, mingle, shake hands, and say 'Hello, my name's'. First time they say own name and then the name of the previous person they've shaken hands with. So every time they have a different name. They have 5 minutes to find a person with their own name. Stop the activity and ask who found the person with their own name. It's OK if only some or nobody found the person with own name.

Activity 3a Look, read and write about Aziz. 10 min**Objective: to consolidate the vocabulary related to personal information**

Ask the pupils to look at Aziz and pictures around showing his hobby, favourite sport, favourite subject, favourite month, favourite season, favourite holiday and his favourite animal. Ask them to complete the sentences about Aziz in their copy books. **Possible answers:**

His name's Aziz. His hobby's riding a bike. His favourite sport's football. His favourite subject's English.

His favourite season's spring. His favourite holiday's New Year. His favourite animal's lion.

NB: Remind that when we speak we use contractions e.g. We write "His name is Aziz." But we say "His name's Aziz."

Activity 3b Work in pairs. Ask and answer. 5 min**Objective: to revise Present Simple: questions and answers**

Ask the pupils to work in pairs and ask each other questions about Aziz's hobby, favourite sport, subject, month etc.

Activity 3c Work in pairs. Play "Interview". 7 min**Objective: to consolidate Present Simple: questions and answers**

STEP 1: Ask the pupils to work in pairs. Say that first Pupil A is a journalist and asks questions. Then Pupil B asks questions.

STEP 2: Ask some pupils to report. Ask them to introduce first saying something like: *I'm Madina Bahramova, "Uzbekistan Today". This is X. S/he is His/her favourite ...*

NB: 1) Help the pupils with names of TV channels, journals, newspapers. 2) Encourage the pupils to ask also other questions like *What's your favourite colour? (day of the week, toy, transport, game) etc.* if your class is advanced.

Activity 4 Play "Two things about me." 7 min**Objective: to revise Present Simple and answers**

STEP 1: Read out two sentences about yourself and ask the class to guess which one is true and which one is false. e.g. *I like dancing. I'm good at maths.*

STEP 2: Ask the pupils to write two sentences about themselves: one true and one false. *Possible structures: I like ... I can ... I'm good at ... My favourite ...*

STEP 3: When they finish, ask the pupils to work in groups of 4/5. In turn one pupil reads his/her sentences, the other groups listen and decide: *Yes, it's true. Or No, it's false.*

The group whose guess is correct wins a point.

NB: If your class is more advanced ask them to write 4 sentences:

2 true sentences and 2 false.

Homework 3 min

Explain that the pupils should write 4 sentences about their friend.

Say they should use *She/He likes ... She/He can ... She/He's good at ... Her/His favourite ...* Ask not to write the names.



Lesson 2 I have two sisters

Aims	Linguistic competence	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> - to learn the formation of the possessive case; - to learn how to say sentences with possessive case. <p><i>Developing:</i></p> <ul style="list-style-type: none"> - to enable pupils to say sentences with possessive case; - to develop the pupils' reading and speaking skills. <p><i>Sociolinguistic competence:</i></p> <ul style="list-style-type: none"> - to raise awareness of the use of the possessive case. 	<p>By the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> - say sentences with possessive case; understand the formation of the possessive case. 	<p>father's name ..., elder sister's name ..., kindergarten, medical college, daughter, son</p>	<p>Pupil's Book, the DVD word cards for Activity</p>

Activity 1 Sing the song. 10 min**Objectives: to warm up by singing the song; to check homework**

STEP 1: Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 1 Lesson 1 Activity 1 for the DVD script.

NB: Do not worry if the pupils cannot sing everything. It is OK if they sing some lines or even just some words.

STEP 2: Checking homework. Ask the pupils to read their sentences to each other. Say they should listen to the sentences and guess who that person is.

Activity 2 Play "I have a sister. Her name's Kamila." 10 min**Objective: to practise talking about family members**

Ask the pupils to stand in a circle. Give out cards one by one with words: *a mother, a father, a brother, a sister, a grandad, a granny*. The pupils must look at the card and say, e.g. *I have a sister. Her name's Kamila.* and pass the card to another pupil. **NB:** Say that they can use imaginary people if they don't have a sister for example.

Activity 3a Read and complete. 10 min**Objectives: to enable pupils to read for detailed information; to introduce possessive case**

STEP 1: Ask the pupils to read the text about Aziz and his family and complete the sentences.

Answer key:

1 There are four children in the family. 2 The eldest sister's name is Sabina. 3 Sabina wants to be a nurse.

4 Davron and Madina cannot read and write. 5 They can count. 6 The cat's name is Snowball. 7 Snowball likes fish.

STEP 2: If necessary work on the meaning and pronunciation of the word 'kindergarten' and 'college'. Ask what other colleges they know. (Art college, Sports college, etc). To help the pupils to understand better you can write on the board: *kindergarten – school – college*.

STEP 3: Write on the board the sentence: *Father's name is Karim. Mother's name is Odina*. Explain that we use -'s to show possessive case.

STEP 4: Ask the pupils to complete the sentences. *The youngest sister's name is _____ . The brother's name is _____ . The cat's name is _____ .*

Activity 3b Work in pairs. Point and say. 5 min**Objective: to enable pupils to use possessive case**

STEP 1: Write on the board: *Aziz is Karim's and Odina's son. Sabina is Karim's and Odina's daughter*. Ask the pupils to guess what the words 'son' and 'daughter' mean.

STEP 2: Ask the pupils to complete the sentences: *Madina is Davron is ...*

STEP 3: Ask the pupils to work in pairs. Explain that they should point and say as in the example in turn. e.g. A: (*points*) B: *It's Aziz's father. His name's Karim. Aziz is Karim's son.*

His name's Karim. Aziz is Karim's son.

STEP 4: Draw a table on the board. Point and read. Ask the pupils to repeat after you.

STEP 5: Ask the pupils to complete the table with their own names with possessive case. e.g. *Fazilat – Fazilat's*

**Activity 4 Play "What's your friend's name?"** 7 min**Objective: to reinforce possessive case**

It is a usual Chain Drill. e.g. A: *What's your friend's name?* B: *Samira. What's your friend's name?* C: *Davron. What's your friend's name?* D: ...

NB: If you have time, you can play with other structures like *What's your uncle's name?* etc.

Homework 3 min

1) Explain that the pupils should complete the sentences using the words: *uncle, cousin, grandad and granny*. Draw their attention to the example: *My father's sister is my aunt*, and check all understand what to do.

2) Explain that the pupils must write three questions. Draw their attention to the example: *What's your uncle's name?* and check all understand what to do.

Lesson 3 Who is the youngest?

Aims	Linguistic competence	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> - to learn how to ask and answer the questions 'Who is the eldest/youngest in your family?' <p><i>Developing:</i></p> <ul style="list-style-type: none"> - to enable pupils to ask and answer the questions 'Who is the eldest/youngest in your family?'; - to enable pupils to talk about their families. <p><i>Sociolinguistic competence:</i></p> <ul style="list-style-type: none"> - to raise awareness of the ways of saying who is the eldest/youngest. 	<p>By the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> - ask and answer the questions <i>Who is the eldest/youngest in your family?</i> 	<p>Who is the eldest/youngest in your family?</p>	<p>Pupil's Book, the DVD</p>

Activity 1 Sing the song. 10 min**Objectives: to warm up by singing the song; to check homework**

STEP 1: Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 1 Lesson 1 Activity 1 for script.

STEP 2: Checking homework. Ask the pupils mingle and ask the questions from homework Task 2. Stop the class after 4 minutes and ask to report e.g.

Activity 2a Look, read and continue. 5 min**Objective: to revise making Past Simple negative sentences**

Ask the pupils to look at the pictures, read the text and continue it using the phrases from the cloud.

Possible sentences:

I didn't wash the dishes. I didn't mop the floor. I didn't sweep the floor. I didn't feed the animals. I didn't take the rubbish out.

Activity 2b Play "My favourite toy was a car". 8 min**Objective: to revise making Past Simple sentences**

STEP 1: Ask the pupils to show their photo and make sentences. Say that sentences can be positive and negative. Say they can use the phrases from Activity 2a.

STEP 2: Ask the pupils to work in pairs or small groups.

STEP 3: Ask some pupils to report. Ask them to report about their friends. e.g. *This is my friend Sobir. In this photo he's 5 years old. He was small. He was ...*

NB: Ask the pupils to use the text from 2a as a model.

Activity 3 Play "Who is the eldest in your family?" 5 min**Objectives: to revise superlatives; to practise "Who is the eldest in your family?"**

STEP 1: Ask the pupils "How old are you?" and "When's your birthday?" and establish who is the eldest in the class. Write on the board: e.g. *Davron is the eldest in the class.*

STEP 2: Say about own family e.g. *My granny's the eldest in our family. She's 88 years old.* Then ask one pupil: *Who is the eldest in your family?*

STEP 3: Play Chain Drill. **A:** *Who is the eldest in your family?* **B:** *My grandad. He's 95 years old.*

Activity 4 Play "Who is the youngest in your family?" 5 min**Objectives: to revise superlatives; to practise "Who is the youngest in your family?"**

STEP 1: Establish who is the youngest in the class. Then write on the board: e.g. *Madina is the youngest in the class.*

STEP 2: Say about own family e.g. *My daughter is the youngest in our family. She's 4 years old.* Then asks one pupil: *Who is the youngest in your family?*

STEP 3: Play Chain Drill. **A:** *Who is the youngest in your family?* **B:** *My brother. He's 3 years old.*

NB: Draw pupils' attention to the Remember box. Say that they can use

My sister or *My sister is the youngest* to answer the question.

Activity 5 Read and match. 5 min**Objective: to enable pupils to match the parts of the sentences**

Ask the pupils to match the beginning and ending of the sentences as shown in the example.

Activity 6 Write about your family. 5 min**Objective: to consolidate superlatives**

Ask the pupils to write about own or imaginary families.

Homework 2 min

Ask the pupils to open their Workbooks to Page 92 and look at Homework 1. Check that everybody understands what to do. If necessary, explain that in Homework 1 they must write the questions. Then ask the pupils to look at Homework 2 on Page 93. Explain that they must read the answers and write the questions to them. Give one example. 1) *What's your name? My name's Tom.*

Lesson 4 Where are you from?

Aims	Linguistic competence	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> - to learn the structure of informal letter (email); <p><i>Developing:</i></p> <ul style="list-style-type: none"> - to enable pupils to write simple letters (e-mails); - to enable pupils to write and say e-mail addresses; - to develop the pupils' reading, writing and speaking skills <p><i>Sociolinguistic competence:</i></p> <ul style="list-style-type: none"> - to raise awareness of interests of kids from other countries. 	<p>By the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> - say short information about people's interests; - write and say e-mail addresses. 	<p><i>E-mail address</i> <i>Recycling the Language learnt in previous lessons</i></p>	<p>Pupil's Book, the DVD</p>

Activity 1 Sing the song. 10 min**Objectives: to warm up by singing the song; to check homework**

STEP 1: Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 1 Lesson 1 Activity 1 for script.

STEP 2: Checking homework. Ask the pupils to read their questions from Activity 1. Ask the pupils to mingle and ask the questions to as many classmates as possible. Say you will check the information. Stop the class after 5 minutes and ask the questions e.g. *Who is the youngest in Madina's family? etc.*

Activity 2 Play "My uncle's from Termez". 7 min**Objective: to practise talking about relatives**

Ask the pupils to look at the example. Play Chain Drill.

NB: Ask the pupils to use imagination and say interesting facts using different places.

**Activity 3a Look, read and match. 10 min****Objectives: to practise reading for detail; to introduce informal (e-mail)**

STEP 1: Ask the pupils to look at the pictures and say where the children come from. Ask the pupils to explain how they guessed. (*Possible answer: the flags next to the children.*)

STEP 2: Ask the pupils to read the letters and match them with the children. Check the answers together.

Answer key:

1C (Sara is from France). 2A (Mary is from England.) 3B (Harry is from Germany.)

STEP 3: Ask the pupils to say what kind of letters they are. Establish that they are e-mails, which people send via internet.

STEP 4: Ask the pupils to look and say what is written at the end of the letters. Establish that they are e-mail addresses. Write them on the board. Ask the pupils to repeat after you.

mary.black@yahoo.co.uk

sarawinter12@gmail.com

harry.brown11@hotmail.com

STEP 5: Ask the pupils to create their own e-mail address and write in the notebooks. Ask them to play Chain Drill. e.g. A: *What's your e-mail address?* B: *It's ...*

Activity 3b Choose a letter. Read and write. 10 min**Objective: to practise writing**

Ask the pupils to choose any letter and write about that child. e.g. *His name is ... or Her name is ...*

Activity 3c Work in pairs. Listen and guess. 5 min**Objective: to practise listening to and identifying people**

Ask the pupils to work in pairs. Pupil A chooses somebody from Activity 3a and says any information about him/her. Pupil B should listen and guess the name.

NB: If you have advanced pupils ask them to write questions for the rest of the class. e.g. *What's Harry's e-mail address? How old is he? etc.* Give them time to ask their questions.

Homework 3 min

Ask the pupils to choose any letter and write an answer following the structure of the letters.

Establish that usually people start with general information like their name, age, the place they are from and then write something more specific like hobbies or favourite things.

Lesson 5 What's your address?

Aims	Linguistic competence	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <p>- to learn transferring information from the text into the table;- to learn how to write questions using answers as clues.</p> <p><i>Developing:</i></p> <p>- to enable pupils to transfer information from the text into the table;- to develop reading and speaking skills.</p> <p><i>Pragmatic competence:</i> -to enable pupils to find and use learned materials in different situations</p>	<p>By the end of the lesson pupils will be able to:</p> <p>- write questions</p> <p>Using answers as clues;</p> <p>- transfer information from the text into the table.</p>	<p><i>Recycling the language learnt in previous lessons</i></p> <p>New: grade; all</p>	<p>Pupil's Book, the DVD</p>

Activity 1 Sing the song. 10 min

Objectives: to warm up by singing the song; to check homework

STEP 1: Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 1 Lesson 1 Activity 1 for script.

STEP 2: Checking homework. Ask the pupils to work in pairs and read the letters to each other.

Activity 2 Look, read and complete. 10 min

Objectives: to enable pupils to transfer the information from the text into the table; to establish the difference in writing addresses

STEP 1: Ask the pupils to read the text about Aziz. Ask them to open the Workbook to Page 93 and complete the card using the information from the text.

STEP 2: Ask the pupils to look at Aziz's address. Say that we usually write our address in the following order: 1) country 2) city and postal code 3) street 4) house number 5) flat number e.g. *Uzbekistan, Tashkent 100112, Navoi street, House 27, Flat 56* OR *Uzbekistan, Tashkent, Navoi str., 27/56.*

Establish that the British people write the address in a different way. The order is usually: 1) flat number 2) house number 3) city and postal code 3) country e.g. *27/8 Oxford Street, London WC3 8JL, UK*

Activity 3 Play "What's your address?" 5 min

Objectives: to develop speaking skills; to practise saying address

STEP 1: Ask the pupils to write their postal address. Say they can use any version of writing addresses.

STEP 2: Ask the pupils to play Chain Drill using their postal address.

Activity 4 Read and say True or False. 5 min

Objective: to develop reading skills

STEP 1: Ask the pupils to read the text about Lucy.

Establish that in Britain they use the word 'grade' instead of 'class'. Check they understand what 'all' and 'university' mean. If necessary, help them.

NB: Draw the pupils' attention to the pronunciation of the word 'uni**VER**sity', help to pronounce correctly with a stress on the third syllable.

STEP 2: Ask the pupils to listen and say True or False. Read out the sentences. The pupils listen and say True or False.

1) Lucy's family is big. 2) Lucy's mum's name is Kate. 3) Lucy's father is a teacher.

4) Lucy's father and mother work at school. 5) Lucy's brother goes to the kindergarten.

6) Lucy's brother's name is Daniel. 7) They have two cats. 8) Lucy's granny lives in England.

Variations: You can ask the pupils to stand up if the sentence is false. Or you can ask the pupils to correct the sentences, e.g. You: *Lucy's family is big.* Pupils: *It's false. Lucy's family is not big.*

NB: If the class is strong, you can ask the pupils to say true or false sentences about Lucy and her family.

Activity 5 Read the answers and write the questions. 10 min

Objective: to enable pupils to write the question using the answer as clue

Ask the pupils to read the answers and write questions as in the example: *What's her name?*

Answer key:

1) What's her name? Lucy Whitfield

2) How old is she? 12

3) Where is she from? England

4) What's her address? 4 Clover Road

5) What's her telephone number? 283207

6) What's her favourite sport? Football

Homework 5 min

Ask the pupils to look at Activity 4, open their Workbooks to Page 93 and write about Lucy.



Lesson 6 Project

Aims	Linguistic competence	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> - to learn how to create and develop Portfolio. <p><i>Developing:</i></p> <ul style="list-style-type: none"> - to enable pupils to make presentations; - to enable pupils to create and develop Portfolio. <p><i>Pragmatic competence:</i> -to enable pupils to find and use learned materials in different situations</p>	By the end of the lesson pupils will be able to understand how to create own learning portfolio.	<i>Revising the vocabulary and structures learnt in previous lessons.</i>	Pupil's Book, the DVD

Activity 1 Sing the song. 10 min**Objectives: to warm up by singing the song; to check homework**

STEP 1: Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 1 Lesson 1 Activity 1 for the DVD script.

STEP 2: Checking homework. Ask the pupils to ask and answer the questions about Lucy.

Activity 2 Look at Aziz's English Portfolio. 15 min**Objectives: to introduce portfolio; to develop pronunciation***Phonetics*

STEP 1: Put on the board 3 cards: [s], [z], [iz] separately as far from each other as possible. Then write underneath and pronounce: [s] Ulugbek's book, Sharof's book, Shahodat's book, Mannop's book [z] Kamila's bag, Botir's bag, Komil's bag, grandad's bag, mum's bag, cousin's bag [iz] Abbos's portfolio, Aziz's portfolio, Sevinch's portfolio

STEP 2: Ask the pupils to repeat in chorus what is written on the board and elicit when we pronounce [s], when [z] and when [iz].

STEP 3: Say the names of kids in turn, the pupils should point to the corresponding sound (or they can stand next to the appropriate sound). e.g. Karomat's, Bobur's, Madina's, Laziz's, etc.

STEP 4: Ask the pupils to look at the pages from Aziz's portfolio. Explain that the pupils will start creating own portfolio where they will keep their best works, projects, pages with good tests, diaries in English and other things. Say that in the Multimedia there are different types of Portfolio works shown.

Activity 2 Listen to Aziz's presentation. 15 min**Objectives: to develop listening skills; to start developing portfolio**

STEP 1: Ask the pupils to listen to Aziz's presentation. Ask questions about Aziz's portfolio.

DVD script:

Aziz: This is my English Portfolio. Part 1 is All about me. Part 2 is My family. Look, this is my photo. I was 10 years old, I was in Class 4. Now I'm in Class 5 and I'm 11 years old. My birthday is in August; August is my favourite month. My hobby is collecting cards. I have cards from Russia, Kazakhstan, Germany, France and England. They are beautiful. I have cards from Uzbekistan too. They are from Bukhara, Samarkand, Tashkent and Nukus.

STEP 2: Discuss with the pupils how to start creating their portfolio. Agree that after each unit you will allocate some time to listen to portfolio presentations.

Homework 5 min

Ask the pupils to finish their work on portfolio entry.



This is my English Portfolio. Part 1 is All about me. Part 2 is My family. Look, this is my photo. I was 10 years old, I was in Class 4. Now I'm in Class 5 and I'm 11 years old. My birthday is in August, August is my favourite month. My hobby is collecting cards. I have cards from Russia, Kazakhstan, Germany, France and England. They are beautiful. I have cards from Uzbekistan too. They are from Bukhara, Samarkand, Tashkent and Nukus.

PROGRESS CHECK 1**1 Complete the sentences. Use the words** are, like, is, have, am. (5x2=10)

Hello. I (1)... Lucy. My father's name (2)...Thomas. My parents (3) ... teachers. We (4) ... two cats. We all (5)... football.

Answer key: 1 am; 2 is; 3 are; 4 have; 5 like

2 Write questions to the answers. (5x2=10)

- 1) My name is Akmal. your/ What's/ name?
- 2) I am from Uzbekistan. are/ Where/ from/ you?
- 3) I am 11 years old. you/ are/ How/ old?
- 4) 10 Bobur Street, Istiqbol, address/ your/ What's?
- 5) I am fine. are/ How/ you?

Answer key: 1) What's your name? 2) Where are you from? 3) How old are you? 4) What's your address? 5) How are you?

3 Complete the sentences about you. (5x2=10)

- 1) My name's 2) My favourite holiday is 3) My hobbies are:
- 4) My favourite sports are: 5) My favourite subject is

Answer key: Pupils' own answers.

4 Complete the sentences about your family. (5x2=10)

e.g. There are four people in my family.

- 1) There are 2) I have 3) My father's name 4) My mother is
- 5) My elder brother 6) My younger sister

Possible answers: 1) There are four people in my family. 2) I have two brothers and a sister. 3) My father's name is Farhod. 4) My mother is a doctor. 5) My elder brother is eight. 6) My younger sister goes to the kindergarten.

5 Listen and choose the right words. (5x2=10)

- 1) There are four/five people in Kate's family. 2) Kate's father is 55/45 years old. 3) They have three/two cats. 4) Kate's mother is younger/older than her father. 5) Tom is the oldest/youngest in the family.
- 6) Kate is 12/11 years old.

Answer key: 1) four; 2) 45; 3) two; 4) younger; 5) youngest; 6) 11.

DVD script:

Reporter: Hello Kate.

Kate: Good morning.

Reporter: Thank you for coming. Kate, how many people are there in your family?

Kate: There are four: my father, my mother, my brother Tom and me ... and two cats: Blacky and Snowball.

Reporter: I see ... thanks. Kate, how old's your father?

Kate: My dad's the oldest in the family ... he's 45.

Reporter: What about your mom?

Kate: She's younger than my father ... and she's a doctor.

Reporter: Thank you. What about your brother?

Kate: Tom's the youngest in our family ... he goes to the kindergarten.

Reporter: What about your cats?

Kate: Oh ... they're funny. I like playing with my cats.

Reporter: And you? How old are you Kate?

Kate: Well ... I'm 11 years old ... and today's my birthday!

Reporter: Oh ... Happy birthday!

Kate: Thank you!

Total: 50 points