

**Lesson 1 I've got two sisters.**

Aims	Learning outcomes	Vocabulary & structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to revise the words related to family members &amp; numbers from 1 to 20;</li> <li>- to learn the conjunction 'and'</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to say family members;</li> <li>- to develop the pupils' speaking skills</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of saying family members.</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- count from 1 to 20;</li> <li>- talk about family members;</li> <li>- use the conjunction 'and' in their speech</li> </ul>	<p>granddad, granny, mother, father, sister, brother</p>	<p>Pupil's book, Workbook, the DVD, a picture with family members in, separate cards</p>

**Activity 1 Listen and repeat. Objectives:-to warm up; -to create an English speaking atmosphere.****Steps****Interaction**

Say: '**Stand up, please. Good morning, class.**' Use gestures so the pupils stand up.

Say: '**How are you?**' Get the answers from the pupils.

Say: '**Sit down, please.**' Use gestures so the pupils sit down.

Show the pupils the textbook & say: 'Take out your books.' Make sure all the children have their PB.

Say: '**Open your books on Page 6.**' Point to Activity 1. Use gestures and wait for all the children to open their textbooks.

Check they have the correct page. Say: '**Listen to the song and repeat.**'

Whole class

**Activity 2 Play "Numbers". Objective: -to revise the numbers from 10 to 20**

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

**Activity 3 Play "Find a pair". Objective: -to revise and consolidate the words related to family members.**

In advance, prepare a picture with family members in. Also prepare separate cards with a mother, a father, a sister, a brother, a grandfather and a grandmother enough for 5 groups. Show the picture with family members in and say: 'Look at the picture and answer. Who can you see?' Accept anything reasonable - mother, father, sister, brother, granddad and granny. Say: 'Yes, you're right. They're family members.' Then say: 'Stand up, please.' Use the gesture so the pupils stand up. Say: 'Let's make 5 groups and play a game.' Help the pupils make groups of 5. Distribute the cards (with a grandmother, a grandfather, a mother, a father, a sister, a brother) to the groups, laying the cards face down on the desks. Demonstrate the game with one pupil at the front so that the whole class can see. Point one of the cards and ask: 'Who's this?' Accept anything reasonable - mother, father, sister, etc. Then turn over the card to see if the pupil is correct. If he/she is correct the card remains face up. If not, the card is laid face down on the table again. Then say: 'Now you play.' The pupil who reveals more cards is the winner.

**Activity 5a Look at the pictures and match. Objective: to develop the pupils' comprehension.**

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

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

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

**Homework.**

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

**My family**

Our family is big. I have got one **granddad**. He is 70. I have got one **granny**. She is 65. They are good. I have got a **father**. His name is Sarvar. I have got a **mother**. Her name is Ozoda. I have got a brother. He goes to school. I have got a **sister**. She is little.



## Lesson 2 My mum is a teacher.

Aims	Learning outcomes	Vocabulary & structure	Required equipment
<i>Educational:</i> to learn the words about jobs; to learn saying about smb.'s job. <i>Developing:</i> to enable pupils to say jobs; to develop the pupils' speaking skills. <i>Socio-cultural:</i> to raise awareness of saying jobs	By the end of the lesson, pupils will be able to: talk about jobs; to say their family members' jobs.	teacher, writer, farmer, driver, secretary, fireman	Pupil's book, Workbook, the DVD, separate cards: teacher, writer, farmer, driver, secretary, fireman, cook, pilot, doctor

**Activity 1 Listen and sing. Objectives:** to warm up; to create an English speaking atmosphere.

**Steps****Interaction**

Say: **'Stand up, please. Good morning, class.'** Use gestures so the pupils stand up.

Say: **'How are you?'** Get the answers from the pupils.

Say: **'Sit down, please.'** Use gestures so the pupils sit down.

Show the pupils the textbook & say: 'Take out your books.' Make sure all the children have their PB.

Say: **'Open your books on Page 6.'** Point to Activity 1. Use gestures and wait for all the children to open their textbooks.

Check they have the correct page. Say: **'Listen to the song and repeat.'**

Whole class

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

**Steps****Interaction**

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

Say: **'Look, listen and repeat.'** Use gestures so the pupils look at Activity 2a.

Play the DVD. Point to the picture and say: **'Repeat the word "teacher" after me/the DVD.'** Say: **'teacher'** and have the pupils repeat after you.

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

Whole class

**Activity 3 Play "What's missing?". Objective:** to consolidate vocabulary related to jobs

**Steps****Interaction**

Put the flashcards describing jobs (*teacher, writer, farmer, driver, secretary, fireman, cook, pilot, doctor*) on the board.

Say: **'Close their eyes.'** Then remove one of the flashcards.

Say: **'Open your eyes.'** and ask: **'What's missing?'** Elicit the answer from the pupils.

Do this activity with the other pictures of jobs.

Whole class

**Activity 5 Work in groups. Play "My father's a driver." Objective:** to consolidate jobs

**Steps****Interaction**

Say in mother tongue: **'Let's talk about our mother and father's jobs.'**

Say: **'Stand up, please.'** Use the gesture to explain the pupils what to do.

Say your father's/mother's job as an example: **'My father's a driver.'**

Turn to the 1st pupil and help him/her say: **'My father's a ...'**

Whole class

Then help the next pupil say his father's job, & so on. To make the process faster, you can organize the Chain Drill in rows. When they finish, say: **'Let's work in groups.'** Help them make 4 groups. Say: **'Now your turn, please. Start!'** Use the gesture to help the pupils to start the activity. Walk around the class & listen to your pupils' dialogues. Don't forget to praise them ('Good job! Well done!').

Group work

**Homework.**

**Find the odd word out.**

teacher, doctor, Sunday, pilot book, pen, train, bag Monday, Friday, driver, Saturday ball, doll, car, pencil

**Complete the sentences.**

My mum is a \_\_\_\_\_

My dad is a \_\_\_\_\_

My \_\_\_\_\_

My \_\_\_\_\_



## Lesson 3. Are you a driver?

Aims	Learning outcomes	Vocabulary & structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to revise the words about jobs;</li> <li>- to learn saying about grandparents' job</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to say jobs;</li> <li>- to develop the pupils' speaking skills</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>-to raise awareness of saying jobs;</li> <li>-to raise awareness of past simple.</li> </ul>	<p>By the end of the lesson, pupils will be able to: - talk about jobs; - to say their grandparents' jobs; - to say the place one was.</p>	<p>My grandad/ granny was a doctor. I was ...</p>	<p>Pupil's book, Workbook, the DVD, separate cards: teacher, writer, farmer, driver, secretary, fire-man, cook, pilot, doctor</p>

**Activity 1a Play "My mum is a teacher". Objective:** to revise & consolidate the vocabulary of the previous lesson.

**Steps****Interaction**

Say: **'Stand up, please. Good morning, class.'** Use gestures so the pupils stand up. Say: **'How are you?'** Get the answers from the pupils. Say: **'Sit down, please.'** Use gestures so the pupils sit down. Repeat the jobs with the pupils. Show the flashcard with jobs one by one and encourage the pupils to say the jobs: **teacher, writer, farmer, driver, secretary, fireman, cook, pilot, doctor.** Use Chain Drill to revise and consolidate the vocabulary of the previous lesson. Say: **'Let's play! Stand up.'** Say your father's/mother's job as an example: **'My father's a doctor.'** Turn to the 1st pupil and help him/her say: **'My father's a ...'**

Whole class

**Activity 2 Work in pairs. Point and say. Objective:** to introduce the structure: "I was ..."

**Steps****Interaction**

Say: **'Take out your books.'** Make sure all the children have their Pupil's Book. Say: **'Open your books on Page 8.'** Point to Activity 2. Use gestures and wait for all the children to open their textbooks. Check they have the correct page. Say: **'Look at the pictures.'** Point to the picture of a library and say in mother tongue: **'I was in the library yesterday.'** Then say in English: **'I was in the library.'** and enable the pupils to say so.

Whole class  
Pair work

**Activity 3 Work in pairs. Look and say. Objective:** to revise the structure "I was ."

**Steps****Interaction**

Say: **'Listen to me, please. Look at the pictures.'** Point to the picture of a library and ask in mother tongue: **'Where was Ann yesterday?'** Elicit the answer: **'Ann was in the library.'** Point to the other pictures. Elicit all the ideas. Get the correct answer and say: **'Yes, well done!'** Say: **'Now work in pairs.'** Use gestures to explain what to do. Walk around and check their performance. Help if they have any difficulties.

Pair work

**Answers:** Ann was in the library. Mary was in the canteen. Dan was in the gym. Peter was in the classroom.

**Optional Activity 4b Write the sentences. Objective:** to develop the pupils'

**Steps****Interaction**

The pupils stay in the same groups. Say: **'Open your Workbooks on Page 6.'** Use gestures and wait for all children to open their Workbooks. Check they have the correct page. Point to Activity 4b and say: **'Now write about your friends. Use your tables in Activity 4a. For example, Jasur was in the library.'** Use gestures so that the pupils read the text. Then say: **'Let's start.'** Walk around and check their performance. Help if they have any difficulties.

Individual work

**Homework****1. Complete the sentences.**

My granny was a \_\_\_\_\_

My grandad \_\_\_\_\_

**2. Complete the sentences. e.g. I was in the library.**

My father was \_\_\_\_\_

My mother was \_\_\_\_\_

My \_\_\_\_\_

My \_\_\_\_\_

## Lesson 4 Project

Aims	Learning outcomes	Vocabulary & structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to revise all the learnt material from Unit 1</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to develop the pupils' creative abilities;</li> <li>- to develop the pupils' writing and speaking skills</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of saying some info about family members.</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- talk about their family members;</li> <li>- make a family album.</li> </ul>	<p><i>Recycling the vocabulary learnt in previous lessons.</i></p>	<p>Pupil's book, Workbook, the DVD, color paper, glue, staple</p>

**Activity 1a Make “My family photo album”.** **Objectives:** to warm up;  
 -to provide an opportunity to extend the work on family into a real context;  
 -to provide an opportunity for all pupils to create their own personal photo album.

**Steps****Interaction**

**STEP 1:** Say: ‘*Stand up, please. Good morning, class.*’ Use gestures so the pupils stand up.

Say: ‘*How are you?*’ Get the answers from the pupils.

Say: ‘*Sit down, please.*’ Use gestures so the pupils sit down.

Say: ‘*Listen to the song and sing.*’

Play the DVD and sing together with the pupils. **DVD script:**

See Unit 1 Lesson 1 Activity 1 for the DVD script

**STEP 2:** Say: ‘*Look here!*’ Use gestures to attract their attention.

Say: ‘*Open your books on Page 9.*’ Use gestures and wait for all children to open their textbooks. Check they have the correct page.

Point to Activity 1a and say: ‘*This is a family album by Jasur Sobirov. Today you’ll also make your family album.*’

Explain how to create a family album.

**Step 1:** Distribute 4 sheets of color paper for each pupil.

Tell them to draw a picture of their family members on the paper or they can stick their real family members’ photos that they have brought.

**Step 2:** Pupils stick each photo onto a piece of color paper. Remember to tell the pupils to leave a wide margin down the left hand side of each sheet of paper so that they can be stapled together.

**Step 3:** Ask the pupils to write some info about their family members. Pupils write each person’s name, age, job onto the paper under the photo.

**Step 4:** Pupils design and make a cover for the book. If necessary demonstrate one example yourself. e.g. My family by .....

**Step 5:** Then they write a content page. If necessary demonstrate 1 example yourself.

Contents

My dad .....1

My mum.....2

My.....3

My.....4

My.....5

**Step 6:** Staple the pages together to make each pupils’ photo album.

Whole  
class

**Homework.****Complete the table.**

Family members	
Toys:	
Jobs:	
School things:	

book, pen, farmer, father, teddy bear, pencil, car, mother, doctor, album, sister, doll, eraser, driver, ball, brother, fireman, teacher, grandad, pencil case, writer, granny, bag, ruler

## Lesson 1 He is my uncle.

Aims	Learning outcomes	Vocabulary & structure	Required equipment
<p><b>Educational:</b></p> <ul style="list-style-type: none"> <li>- to revise the words related to family members and introduce aunt, uncle, cousin, new, old, young, beautiful, tall, strong</li> </ul> <p><b>Developing:</b></p> <ul style="list-style-type: none"> <li>- to enable pupils to say family members;</li> <li>- to develop the pupils' speaking skills</li> </ul> <p><b>Socio-cultural:</b></p> <ul style="list-style-type: none"> <li>- to raise awareness of saying family members &amp; relatives;</li> <li>- to raise awareness of gender.</li> </ul>	<p><b>By the end of the lesson, pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>- talk about family members;</li> <li>- use the conjunction 'and' in their speech;</li> <li>- say relatives;</li> <li>- distinguish "he" and "she";</li> <li>- use the article "a" and "an".</li> </ul>	<p><i>Revision (from Cl 2) :</i>  <i>granddad, granny, mother, father, sister, brother</i>  <b>New words:</b> aunt, uncle, cousin, new, beautiful, tall, strong, old, young</p>	<p>Pupil's book, Workbook, the DVD, separate flashcards:  grandmother, grandfather, mother, father, sister, brother  Flashcards: he, she</p>

**Activity 1 Listen and repeat. Objectives:** to warm up; to create an English speaking atmosphere.

**Steps****Interaction**

Say: **'Stand up, please. Good morning, class.'** Use gestures so the pupils stand up. Say: **'How are you?'** Get the answers from the pupils.

Say: **'Sit down, please.'** Use gestures so the pupils sit down.

Show the pupils the textbook and say: **'Take out your books.'** Make sure all the children have their Pupil's Book. Say: 'Open your books on Page 10.' Point to Activity 1. Use gestures and wait for all the children to open their textbooks. Check they have the correct page. Say: 'Listen to the song and repeat.' Play the DVD. Ask: 'What's the song about?' Accept anything reasonable, etc.

**DVD script:**

I've got a lot of people In my fa-mi-ly-  
Mum Emmy, dad Tony, sister Lilly, me!  
One big happy family, one big happy crew,  
One big happy family, we stick together too!  
Granny Mary, granddad Andrew, uncle Harry too!  
Aunt Ann, cousin Den,  
We stick together too!  
One big happy family, one big happy crew,  
One big happy family, we stick together too!

Whole  
class



**Activity 2b Write 'a' or 'an'. Objective:** to consolidate the articles 'a' and 'an'

**Steps****Interaction**

Say: **'Write articles "a" or "an".'** Use gestures to show what to do. Go round the class and see how well the pupils write. Help if necessary. Write on the board "a", "an" & say: **'Before vowels we use "an"- "an aunt", and before consonants we use "a"- "a pupil".'**

**Answer keys:** I have got a dad. His name is Anvar. I have got a mum. Her name is Sevara. I've got an uncle. His name is Izzat. I have got an aunt. Her name is Indira. They live in Fergana. I have got two cousins. Their names are Oybek & Yasmina.

Whole  
class

**Homework.****Write 'a' or 'an'.**

I've got \_\_\_\_\_ dad. His name is Anvar. I've got \_\_\_\_\_ mum. Her name is Sevara. I've got \_\_\_\_\_ uncle. His name is Izzat. I've got \_\_\_\_\_ aunt. Her name is Indira. They live in Fergana. I've got 2 cousins. Their names are Oybek & Yasmina.

**Read and write.**

e.g. mother — she, father — he.

sister \_\_\_\_\_, brother \_\_\_\_\_, granny \_\_\_\_\_, granddad \_\_\_\_\_, uncle \_\_\_\_\_, aunt \_\_\_\_\_, cousin Tom \_\_\_\_\_, cousin Jessica \_\_\_\_\_.

## Lesson 2 My cousin is older ...

Aims	Learning outcomes	Vocabulary & structure	Required equipment
<p><i>Educational:</i> to learn the comparative conjunction "than"; to learn the comparative degree of adjectives</p> <p><i>Developing:</i> to enable pupils to use the comparative degree of adjectives</p> <p><i>Socio-cultural:</i> to raise awareness of the ways of comparing two things</p>	By the end of the lesson, pupils will be able to: use the comparative degree of adjectives; use the comparative conjunction "than".	newer, older, younger, taller, stronger, than	Pupil's book, Workbook, the DVD, flashcards: cat, tiger

**Activity 1 Listen and repeat. Objectives:** to warm up; to create an English speaking atmosphere.

**Steps**

Say: 'Stand up, please. Good morning, class.' Use gestures so the pupils stand up. Say: 'How are you?' Get the answers from the pupils. Say: 'Sit down, please.' Use gestures so the pupils sit down. Show the pupils the textbook and say: 'Take out your books.' Make sure all the children have their Pupil's Book. Say: 'Open your books on Page 11.' Point to Activity 1. Use gestures and wait for all the children to open their textbooks. Check they have the correct page. Say: 'Listen to the song and repeat.' Play the DVD. Sing the song along with pupils. Ask: 'What's the song about?' Accept anything reasonable, etc.

**Interaction**

Whole class

**Activity 2b Look and complete. Objective:** to consolidate the comparative degree of adjectives

**Steps**

Say: 'Look at Activity 2b.' Point to Activity 2b. Be sure all of your pupils look at the textbook, point to Activity 2b. Say: 'Look at the pictures. Complete the sentences.' Point and say: 'My uncle's tall. My uncle's ... (make a pause and wait for the pupils' answer)' Use gestures to show what to do. Do the same with the next sentences as well. Answer keys: My uncle's taller. My uncle's stronger.

**Interaction**

Individual work

**Activity 3 Play "I am taller". Objective:** to consolidate the comparative degree of adjectives

**Steps**

Say with gestures: 'Stand up, please. Come to the board.' Put the smallest boy/girl in the first place. Then put a taller boy/girl in the second place, etc. so that all of them stand next to each other according to their height. When the line is formed, have the smallest boy/ girl say: 'I'm tall.' Then have the next boys/girls say: 'I'm taller.' The pupils can repeat it once more.

**Interaction**

Whole class

**Activity 4 Play "I am taller than you".**

**Objectives:** to consolidate the comparative degree of adjectives; to introduce the comparative conjunction "than".

**Steps**

The pupils stay in the same order as was formed in Activity 3. Have the smallest boy/girl say: 'I'm tall.' Then have the next boys/girls say: 'I'm taller than you.' The pupils can repeat it once more but the other way. This time have the tallest boy/girl say: 'I'm tall.' Then have the next boys/girls say: 'I'm shorter than you. \_\_\_\_\_'

**Interaction**

Whole class

**Homework**

**Complete the sentences.**

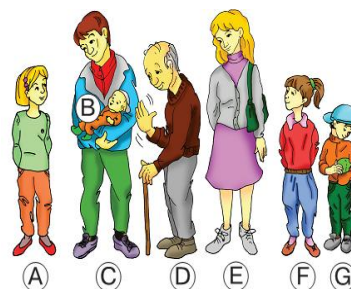
I am taller than \_\_\_\_\_

I am stronger than \_\_\_\_\_

I am older than \_\_\_\_\_

**Look, read and write the names.**

Kate is taller than Peter. Emma is next to Kate. Tom is old. Dan is between Tom and Molly. Dan is taller than Tom. Andrew is a baby



A - \_\_\_\_\_  
B - \_\_\_\_\_  
C - \_\_\_\_\_  
D - \_\_\_\_\_  
E - \_\_\_\_\_  
e.g. F - Kate  
G - \_\_\_\_\_

## Lesson 3 This is my family tree.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to revise family members and comparative degree of adjectives</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to say family members;</li> <li>- to develop the pupils' speaking skills;</li> </ul> <p>- to enable pupils to compare the physical appearance of people.</p> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of saying family members and relatives</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- use the comparative degree of adjectives;</li> <li>- to talk about family members and compare them.</li> </ul>	<p><i>Recycling the vocabulary of the previous lessons.</i></p>	<p>Pupil's book, Workbook, the DVD, separate flashcards: grandmother, grandfather, mother, father, sister, brother, uncle, aunt, cousin</p>

**Activity 1 Listen and repeat. Objectives:** to warm up; to create an English speaking atmosphere.

**Steps****Interaction**

Say: **'Stand up, please. Good morning, class.'** Use gestures so the pupils stand up. Say: **'How are you?'** Get the answers from the pupils. Say: **'Sit down, please.'** Use gestures so the pupils sit down. Say: **'Listen to the song and repeat.'** Play the DVD. Sing the song along with pupils. Ask: **'What's the song about?'** Accept anything reasonable, etc.

Whole class

**Activity 2 Play "Brainstorm". Objectives:** to consolidate the comparative degree of adjectives: bigger, smaller, taller, shorter; to develop speaking skills.

**Steps****Interaction**

Show the pictures of family members one by one and encourage the pupils to use the words: small-smaller, big-bigger, tall-taller, young-younger, strong-stronger.

Whole class

**Activity 3 Look, read and complete. Objective:** to recycle the comparative degree of adjectives

**Steps****Interaction**

Say: **'Open your books at Page 12.'** Point to Activity 3. Use gestures and wait for all the children to open their textbooks. Check they have the correct page. Say: **'Look at Activity 3.'** Be sure all of your pupils look at the textbook, point to Activity 3. Point to Brad's picture and say: **'This is Brad.'** Point to his speech bubble and the text under the family tree and say: **'These are Brad's words.'** Point to Brad's family tree and say: **'This is Brad's family tree.'** Say: **'Let's find Brad in the family tree.'** Help the pupils find Brad in the family tree. Point to his speech bubble and the text under the family tree and say: **'Now look, read and find Brad's brothers, father, uncle and cousins.'** When they finish reading, say: **'Now open your Workbooks at Page 10.'** Use gestures and wait for all the pupils to open the Workbooks. Say: **'Look, read and complete.'** Use gestures to show what to do. Go round the class and see how well the pupils write. Help if necessary.

Whole class

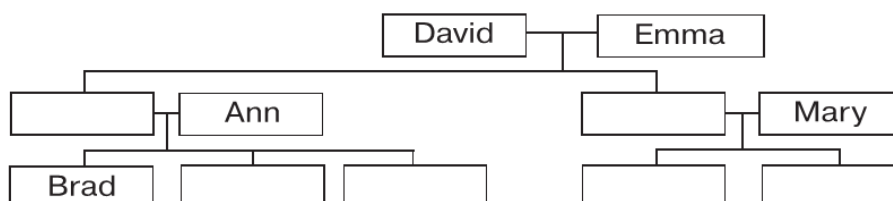
Individual work

**Activity 4a Work in groups of 4. Write puzzles. Objective:** to improve writing skills

**Steps****Interaction**

Say: **'Let's work in groups.'** Make groups of four. Say: **'Now look at Activity 4a in your Workbook.'** Be sure all of your pupils look at the workbook, point to Activity 4a. Say: **'Read the example.'** When they finish reading, say: **'It's a puzzle. Now you can also write a puzzle for your group. Write about a pupil in your class. Don't write his/her name.'** Use gestures to show what to do. Go round the class and see how well the pupils write. Help if necessary.

Individual work

**Homework.****3 Look, read and complete.**

## Lesson 4 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><b>Educational:</b> to revise all the learnt material from Unit 2</p> <p><b>Developing:</b> to develop the pupils' creative abilities; to develop the pupils' writing and speaking skills</p> <p><b>Socio-cultural:</b> to raise awareness of saying some info about family members.</p>	By the end of the lesson, pupils will be able to: talk about their family members; make a family album.	<i>Recycling the vocabulary of the previous lessons</i>	Pupil's book, Workbook, the DVD, photos of the family: uncle, aunt, cousins; some paper, glue

**Activity 1 Listen and repeat. Objectives:** to warm up; to create an English speaking atmosphere.

**Steps****Interaction**

Say: **'Stand up, please. Good morning, class.'** Use gestures so the pupils stand up. Say: **'How are you?'** Get the answers from the pupils. Say: **'Sit down, please.'** Use gestures so the pupils sit down. Say: **'Listen to the song and repeat.'** Play the DVD. Sing the song along with pupils. Ask: **'What's the song about?'** Accept anything reasonable, etc.

Whole class

**Activity 2 Make "A family photo album".**

**Objectives:** to provide an opportunity to extend the work on family into a real context; to provide an opportunity for all pupils to create their own personal photo album including their relatives.

**Steps****Interaction**

**STEP 1:** Say: **'Look here!'** Use gestures to attract their attention. Say: **'Open your books on Page 13.'** Point to Activity 2. Use gestures and wait for all the children to open their textbooks. Check they have the correct page. Say: **'Look at the photos and read the text.'** **STEP 2:** Say: **'Today you'll continue your family photo album.'** Say: **'Draw the picture or stick each photo of your aunts, uncles and cousins onto a piece of coloured paper.'** If necessary demonstrate one example yourself. **STEP 3:** Say: **'Write some information about your relatives under the photos.'** The pupils write of each person's name, age, job onto the paper under the photo. **STEP 4:** Staple the pages together to make each pupil's photo album.

Individual work

**Activity 3 Present your photo album.**

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

**Steps****Interaction**

Say: **'If your family photo albums are ready, take your seats.'** Then, ask some pupils to come to the board and present their family photo album in turns. e.g. **This is my uncle. His name's ...** etc.

Individual work

**Optional Activity 4 Play "Madina has got two uncles".**

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

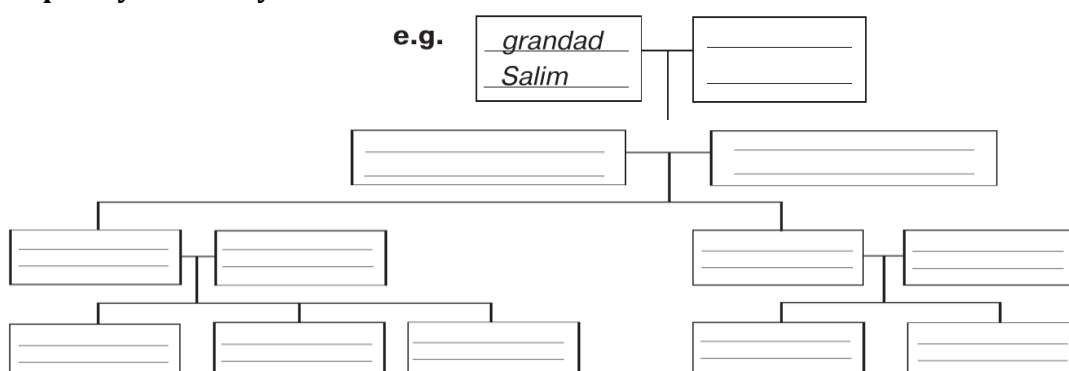
**Steps****Interaction**

**STEP 1:** Display the finished photo albums in the classroom and give some time for the pupils to look at each others' albums. **STEP 2:** Say: **'Write how many aunts, uncles and cousins you've got on a piece of paper. For example, "I've got one uncle, two aunts and two cousins."** **STEP 3:** Collect the descriptions and read them aloud to the class. The class tries to guess who you are describing.

Individual work  
Whole class

**Homework**

Complete your family tree.



Head of teaching process \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

## Revision. Progress check 1

**1 Look, read and match.**

1) teacher 2) driver 3) writer 4) farmer 5) fireman



e.g. 1a

**2 Listen and put ✓.**

	doctor	cook	farmer	driver	fireman
grandad	✓				
granny					
dad					
mum					
sister					
brother					

**3 Complete the sentences.**e.g. I am shorter than my sister.

My dad is older than \_\_\_\_\_.

My brother is younger than \_\_\_\_\_.

My sister is taller than \_\_\_\_\_.

My uncle is stronger than \_\_\_\_\_.

My cousin is smaller than \_\_\_\_\_.

#### 4 Read and find the picture.

I have got four cousins. Aziza, Komila and Lola are older than Sanjar. Sanjar is younger than his sisters.



**Explanation:** There are four tasks for Progress Check 1. Task 1 Look, read and match.

Ask the pupils to look at Task 1. Ask them to read the jobs, look at the pictures and match them.

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

#### Task 2 Listen and put S.

Ask the pupils to look at the table. Explain that they must listen to you and put ticks in appropriate places in the table. You can practice with the pupils the first one as an example. Say: *'My grandad was a doctor.'* Ask the pupils to find the words "granddad" and "doctor" in the table. When they find the words, ask what is put for them in the table (answer: *tick*).

**Read the following text aloud:**

My grandad was a fireman. My mum's a cook. My sister's a farmer. My granny was a doctor. My dad's a fireman. My brother's a driver.

#### Task 3 Complete the sentences.

Ask the pupils to read the unfinished sentences and complete them about themselves. **Answer key:** Pupils' own answers.

#### Task 4 Read and find the picture.

Ask the pupils to read the text and find the picture that matches it among the four pictures. **Answer key:** Picture b

## Lesson 1 Our house is big and nice.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> to learn to say, read and write the parts of a house</p> <p><i>Developing:</i> to enable pupils to read and write the parts of a house; to enable pupils to ask and answer the question "Where's ...?"</p>	At the end of the lesson pupils will be able to: read and write the parts of a house; ask and answer the question "Where's fish/duck/clock, etc?"	house, bedroom, living room, bathroom, kitchen	Pupil's book, Workbook, the DVD

**Activity 1 Listen and repeat. 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 recognized.

**DVD script:**

It's my house. It's my home! (2 times) It's my living room. I watch TV. It's my bedroom. I play with my toys. It's my bathroom. I wash my teeth. It's my kitchen. I have my lunch. It's my house. It's my home! (2 times)

**Activity 2a Look, listen and repeat. Objective:** to introduce the new vocabulary

*STEP 1:* Ask the pupils to look at the house in Activity 2a and count the rooms. Ask: 'How many rooms?' Count with them: '1, 2, 3, 4.' Say: 'There are four rooms: bedroom, living room, bathroom and kitchen.'

*STEP 2:* Then ask the pupils to watch the DVD and repeat the new words.

**Activity 3 Work in pairs. Mime and guess. Objective:** to reinforce the new words

*STEP 1:* Demonstrate first yourself. Mime that you are brushing teeth. The pupils must guess the room. Then ask two pupils to come to the blackboard: one of them will mime, the other will guess like the example below:

A: (mimes sleeping)

B: 'A bedroom.' (Mimes brushing teeth)

A: 'A kitchen.'

B: 'No.'

A: 'A bathroom.'

B: 'Yes.'

*STEP 2:* Then ask the pupils to work in pairs and do the same as was demonstrated. Monitor and help if necessary.

**Activity 4 Play "Room salad". Objective:** to reinforce the new words

Say that you will play a game "Room salad". Demonstrate the game. Ask the pupils to sit in a circle. Allocate the rooms to the pupils: say - kitchen, bedroom, living room, bathroom and again kitchen, bedroom, living room, bathroom, etc. so in the group there will be 2 or 3 "kitchens", 2 or 3 bedrooms, etc. When you say "kitchen" the pupils who are "kitchens" must change their places. The same with other rooms. But when you say "house" all the pupils must stand up and change their places. When the pupils know very well what to do, sit in one chair, so one pupil will become a leader instead of you.

**Activity 5 Look and write.**

**Objective:** to reinforce the new words in writing

Ask the pupils to open their Workbooks on Page 14 and look at the picture in Activity 5. Ask them to write the rooms next to the appropriate pictures.

**Optional Activity 6 Work in pairs. Listen and say. Objective:** to reinforce the spelling of the new words

Ask the pupils to work in pairs. Explain that now they will play a game about parts of a house. One of them spells a word; the other will say it as shown in the example. Then they change roles. Tell them that they can play it several times. If necessary, first demonstrate it with a pupil.

g	w	t	a	b	l	e	q	w
a	a	c	h	a	i	r	w	i
r	l	k	i	t	c	h	e	n
a	l	p	e	h	r	h	t	d
g	b	e	d	r	o	o	m	o
e	f	l	o	o	r	u	y	w
d	o	o	r	o	g	s	u	i
b	v	c	x	m	z	e	p	o

**Homework**

Ask the pupils to look at Homework and check that everybody understand what to do. If necessary, explain that at first they should find and mark 9 words as shown in the crossword. Then they should write sentences using these words under the crossword.

**Answer keys: Horizontally:** table, chair, kitchen, bedroom, floor, door. **Vertically:** wall, bathroom, house, window

## Lesson 2. What's in the kitchen?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: -to learn home appliances; -to learn the prepositions of place Developing: -to enable pupils to ask and answer the question about where something is; -to enable pupils to extract the needed info from a text; -to develop the pupils' listening, speaking.	By the end of the lesson pupils will be able to: -ask and answer the question about where something is; -understand the meaning of the prepositions of place; -extract the needed info from a text.	cupboard, toilet, bath, fridge, cooker, on the right, on the left, between	Pupil's book; Workbook; the DVD

**Activity 1 Listen and sing. Objective:** to warm up by singing the song  
 Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 3 Lesson 1 Activity 1 for the DVD script.

**Activity 2a Look, listen and repeat. Objective:** to introduce the new vocabulary  
*STEP 1:* Ask the pupils to look at the pictures in Activity 2a. Ask what they are in their mother tongue. Especially, draw their attention to the arrows. Ask what they mean. *STEP 2:* After the pupils establish the meaning of the new words, you can ask the pupils to watch the DVD and repeat the new words.

**Activity 2b Work in pairs. Play "What's in the kitchen?"**

**Objectives:** to consolidate the newly introduced words; to develop the pupils' speaking skills.  
 Ask the pupils to work in pairs. Explain that to do Activity 2b, they should use the picture of the house in Lesson 1, Activity 2a. Pupil A asks a question about a room, as shown in the example. Pupil B finds the room in the picture and answers Pupil A's question using the structure "There's a ..." Then they change roles.

**Activity 3a Work in pairs. Picture dictation.**

**Objectives:** to reinforce the newly learnt words; to develop the pupils' speaking skills.  
*STEP 1:* Ask the pupils to work in pairs. Give small pieces of paper to the pupils. Ask them to draw a door, a window, a chair, a table, a bath, a cooker, a fridge, a toilet. *STEP 2:* Demonstrate what to do. Pupil A dictates, for example, 'The table is under the window. The chair is on the left of the table. The fridge is on the right of the door.' Pupil B must listen and put the 'furniture' in the right places. Then they change the roles.

**Activity 3b Work in groups. Play "Listen and do". Objective:** to reinforce the prepositions learnt so far  
*STEP 1:* Ask the pupils to look at the picture. Ask: 'Where are the boys?' 'Where's the boy?' 'Where's the bag?'

**Answer key:** The boys are between the chairs. The boy is between the girls. The bag is between the girls.  
*STEP 2:* Divide the class into 4 groups. Tell the pupils that now they will play a similar game. Explain that when you say, for example, 'Between', they must decide in their group and stand between two things.  
 The orders you can say: *between, on the right, on the left, under, on, in*

**Activity 4 Look, read and underline.**

**Objectives:** to read for detailed information; to enable pupils to extract needed info from a text.  
 Ask the pupils to open their Workbooks on Page 15, look at the text and the pictures in Activity 4. Explain that all the pupils sitting on your left must read and underline the sentences which belong to the Picture A, and all the pupils sitting on your right must read and underline the sentences which belong to the Picture B.

**Answer keys: Picture A:** There is a big window in the kitchen. The window is small. The door is brown. The door is yellow. There is a fridge on the right. It's grey. The cooker is between the window and the table. The cooker is white. The cooker is black. The fridge is big, it has got two doors. The cupboard is on the wall. The cupboard is red. There is a watermelon and three bananas in the cupboard. There is a vase on the table. The white cat is under the table. **Picture B:** There is a big window in the kitchen. The window is small. The door is brown. The door is yellow. There is a fridge on the right. It's grey. The cooker is between the window and the table. The cooker is white. The cooker is black. The fridge is big, it has got two doors. The cupboard is on the wall. The cupboard is red. There is a watermelon and three bananas in the cupboard. There is a vase on the table. The white cat is under the table.

### Homework.

Ask the pupils to look at Homework 1. Check that everybody understands what to do. If necessary, explain that in Homework 1 they must complete the sentences about their kitchen.

**Possible answer:** Our kitchen is big/small. The window is big/small/white, etc. The door is white/yellow/brown, etc. There is a cooker and a fridge/ table/cupboard/clock, etc.

Ask the pupils to look at Homework 2. Check that everybody understands what to do. Explain that at home they must read the puzzle at first and write their own puzzle on a piece of paper for their friends to guess. Explain that they should also write the answer at the bottom.

### Lesson 3 It's in the bedroom.

Aims	Learning outcomes	Vocabulary & structure	Required equipment
<p style="text-align: center;"><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn home appliances;</li> <li>- to learn describing things</li> </ul> <p style="text-align: center;"><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to ask and answer the question about a thing;</li> <li>- to enable pupils to listen for detailed information;</li> <li>- to develop the pupils' reading, listening and speaking skills</li> </ul>	<p>By the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- ask and answer the question about a thing;</li> <li>- describe a thing.</li> </ul>	<p>Revising the vocabulary learnt in previous lessons.</p>	<p>Pupil's book; Workbook; the DVD, flashcards: house, bedroom, living room, bathroom, kitchen, cupboard, toilet, bath, fridge, cooker, window, wall, table, desk Slips of paper with words</p>

**Activity 1 Sing the song. Objective:** to warm up by singing the song  
Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 3 Lesson 1 Activity 1 for the DVD script.  
**Note:** Do not worry if the pupils cannot sing everything. It is OK if they sing some lines or even just some words.

**Activity 2 Listen and guess. Objective:** to develop the pupils' reading, listening and speaking skills  
In this activity, you will check how well the pupils have done Homework 2.  
*STEP 1:* Ask the pupils to open their books on Page 18 and read the example dialogue silently. *STEP 2:* When they finish, explain that they will also talk in the same way now. Ask the pupils to take their homework cards with riddles and come to the centre of the room. You should take, mingle their riddles and give them out to the pupils again. Explain that they will read the riddles to each other and guess it as shown in the example.

**Activity 3a Play "What's this?" Objectives:** to reinforce the vocabulary on the topic; to have fun.  
Take flashcards of a house, bedroom, living room, bathroom, kitchen, cupboard, toilet, bath, fridge, cooker, window, wall, table and desk. Then ask the pupils to come to the center of the room and make a circle. When everybody is ready, give a flashcard of, for example, a kitchen to the first pupil and ask 'What's this?' The pupil answers 'A kitchen,' and passes it to the pupil next to him/her with the question 'What's this?' S/he answers the question and passes it to the next pupil with the question, etc. When the first flashcard reaches the third or fourth pupil, give the first pupil another flashcard and ask 'What's this?', then another, etc. When you have no more flash-cards left, you can begin it over again, but this time faster.

**Activity 4 Work in pairs. Look, listen and guess. Objectives:** to reinforce the topic vocabulary; to develop the pupils' speaking and listening skills.  
Ask the pupils to work in pairs. Ask them to look at Lesson 1 Activity 2a. Explain that Pupil A describes an object, Pupil B must listen and guess as shown in the example below. First demonstrate with a couple of pupils at the front, then ask the pupils to work in pairs.  
**Pupil A:** 'It's grey. It's in the kitchen.' **Pupil B:** 'The fridge.'

**Activity 5 Listen and colour. Objective:** to listen for detailed information  
Ask the pupils to open their Workbooks on Page 6 Ask them to listen to you and colour the picture. Make a pause after each sentence.  
Dictate: The house is blue. The door is yellow. The table is brown. The vase is pink. The flowers in the vase are red. When the pupils finish colouring, start checking. Start the first sentence and ask the pupils to complete your sentence. Say 'The house is \_\_\_\_\_' Continue with the rest of the text.

#### Homework

Ask the pupils to look at Homework. Check that everybody understands what to do. If necessary, explain that they must complete the sentences about the picture in Activity 5.

- 1 The house is \_\_\_\_\_.
- 2 The door is \_\_\_\_\_.
- 3 The \_\_\_\_\_ are blue.
- 4 The \_\_\_\_\_ is green.
- 5 The \_\_\_\_\_.

**NOTE:** For Lesson 4 the pupils can bring pictures with furniture, empty shoe boxes



**Lesson 1 My room is small.**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn the words to describe the room</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to listen, read and write about objects in the room</li> <li>- to enable pupils to say where the objects are</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of games children around the world play</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- name objects in the room;</li> <li>- say where the objects are in the room;</li> <li>- describe objects using comparative degree of adjectives</li> </ul>	<p>Picture pillow dresser blanket mirror curtain rug</p>	<p>Textbook, the DVD of the book</p>

**Activity 1 Listen and repeat. Objective:** to warm up

Ask the pupils to listen and sing the song "In my room" together with the DVD.

**DVD script:**

In my room In my room I've got my bed, And on my bed I jump and sleep.  
In my room-My teddy bear, All my toys And my favorite chair.

**Activity 2a Look, listen and repeat. Objectives:** to introduce the new words;

*STEP 1:* Stick the cards with pictures (*picture, dresser, blanket, pillow, mirror, rug, and curtain*) on the board. If you have some objects use them for demonstration. E.g. point to a mirror and say: "mirror", "curtain" etc. As all are easy to understand except "dresser", ask your pupils what dressers are used for.

**Note:** Dresser in American English is a piece of furniture with drawers for storing clothes, sometimes with a mirror on top. Dresser in British English is something they display plates and cups on. The furniture they put clothes in is a wardrobe (to hang things up) or cupboard (folded clothes).

**Activity 2b Work in pairs. Point and say. Objective:** to consolidate the new words

It's a usual Point and Say activity.

**Activity 3a Look, read and say.**

**Objectives:** to consolidate the new words, to revise the structure 'There's ...' and the prepositions: *on, under*

*STEP 1:* Ask the pupils to look at the pictures and say what they see there. Accept all answers. (Possible answers: children playing a game, the boys and girls, the room etc.) Then ask the pupils to look at the table and say what they see there. (Answer key: a grey robot, a pink balloon, a red car, a yellow flower, a blue box, a green frog, a purple ball.)

*STEP 2:* Ask the pupils to read silently what the children say. Ask the questions:

What's the weather? Is it rainy?

What game do the children play? (Memory game)

**Activity 3b Look and answer the questions.**

**Objectives:** to revise the question 'Where's ...?' and the prepositions: *on, under*

*STEP 1:* Ask the pupils to look at the left picture in 3b and ask what has happened. (Possible answer: The cat jumps on the table.) Then ask the pupils to look at the picture on the right and help the children to find the objects in the room. Ask: Where's the ball? (It's under the bed.) Where's the robot? (It's on the floor.)

**Activity 4 Play "Mr Crocodile, can I cross the river?". Objectives:** to reinforce the new words, to have fun

*STEP 1:* Say that the pupils will play a game which they played in class 2. Ask the pupils to revise the words they will need to "cross the river": rooms, objects in the rooms. Ask them to look at activity 2a on page 16.

*STEP 2:* Demonstrate with one pupil. Help him/her to say: Mr Crocodile, can I cross the river? You say: Yes. Name 5 rooms. The pupil must jump on 'stones' and name 5 rooms. Let two or three pupils do the same. Then change the task. Name 5 things in the bedroom. If any pupil fails s/he must go back and try again.

**Note:** you can divide the class into groups and ask the groups to "cross the river" one by one. If necessary the group members can help each other.

**Homework**

Explain that in Homework 1 the pupils must look at the picture on page 16 and complete the sentences. In Homework 2 they should find and write seven words.

**Answer key:** picture, pillow, blanket, curtain, dresser, rug, mirror.

## Lesson 2 The garden is ... .

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> -to learn about gardens in Japan <i>Developing:</i> -to enable pupils to talk about gardens in Japan and Uzbekistan <i>Socio-cultural:</i> -to raise awareness of the similarities and differences between gardens in Japan and Uzbekistan	By the end of the lesson, pupils will be able to: -describe gardens; -say where things are in the room	Garden Stone Japan.	Textbook, the DVD of the book, a toy ordinary clock

**Activity 1 Look, listen and say. Objective:** to warm up  
 Play the DVD and ask the pupils sing the song along with the DVD.

**DVD script:** See Unit 4 Lesson 1 Activity 1 for the DVD script.

**Activity 2 Look, read and complete the sentences.**

**Objectives:** to introduce new words: garden, stone, Japan; to enable pupils to talk about gardens.

**STEP 1:** Ask the pupils to look at the pictures and say what they see there. Accept all answers. Then ask the pupils to look at the box with the new words.

Say: We live in Uzbekistan. This boy lives in Japan. Ask whether they know what Japan is. Then point to the garden and stones and ask to repeat after you. Ask the pupils to repeat the words after you in chorus, in pairs and individually.

**STEP 2:** Ask the pupils to read the text individually and complete the sentences.

**Answer key:** His name is Akira. There are four rooms in the house. There are stones and trees in the garden.

**Activity 3a Work in pairs. Play "Listen and do". Objectives:** to reinforce the new words, to have fun

Ask the pupils to write on small pieces of paper the words: a house, a garden, a tree, a flower, a cat, a dog.

Ask the pupils to listen and "make the picture". Dictate "There is a garden on the left of the house. There is a tree and a flower in the garden. A cat is on the tree. A dog is under the tree. The flower is between the house and the tree." Go round the class and check 'the pictures'.

Ask the questions: Where's the cat? (on the tree) Where's the flower? (between the house and the tree)

Where's the dog? (under the tree)

**Activity 3b Work in pairs. Play "Say and do". Objectives:** to reinforce the new words, to have fun

Ask the pupils to work with the same pieces of papers. Pupils in turn dictate and make pictures as in the activity 3a.

**Activity 4a Look and read.**

**Objective:** to raise awareness of importance of helping parents.

Ask the pupils to look at the first picture and read what Akira's mother is saying. Establish that Akira's mother is asking him to tidy up the room.



**Activity 4b Look and complete.**

Ask the pupils to look at the second picture and complete the sentences in their Workbooks.

**Answer key:** My toys are in the box. My books are on the table. My bag is on the chair. My pencils are in the pencil case. My pencil case is on the table.

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

Ask the pupils to look at the second picture and ask questions about Akira's things.

A: Where are Akihiko's books?

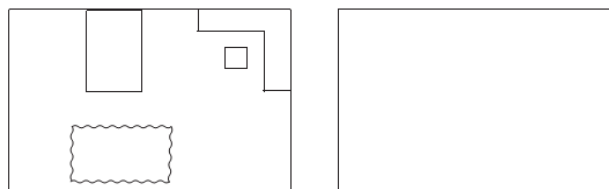
B: On the table.

**Note:** faster pupils can work with the 1st picture and ask questions. E.g. A: Where are Akihiko's bag? B: Under the table.

**Homework**

**Look at the plan of Akihiro's room. Draw a plan of your room.**

A plan of the boy's room and an empty space for drawing. The objects in Akihiro's room are labeled. The pupils must do the same with their plan.



## Lesson 3 Where is she?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <p>- to learn asking and answering the question about things in the room</p> <p><i>Developing:</i></p> <p>- to enable pupils to ask where the things in the room are</p> <p><i>Socio-cultural:</i></p> <p>- to raise awareness of the games children play in GB</p>	<p>By the end of the lesson, pupils will be able to:</p> <p>- ask and say where the things in the room are</p> <p>- say the rhyme British children use while playing games;</p>	<p>Where's...?</p> <p><i>Prepositions: on, in, under</i></p>	<p>Textbook, the DVD of the book</p>

**Activity 1 Listen and sing. Objective:** to warm up

Play the DVD and ask the pupils sing the song along with the DVD.

**Activity 2 Play "This is my room". Objective:** to check the homework, to revise the unit vocabulary

The pupils mingle, show plans of their rooms to each other and talk.

E.g. A: What's this? B: It's a dresser. You can ask your pupils to do it in pairs.

**Activity 3 Play "Bingo". Objective:** to revise the unit vocabulary

Ask the pupils to draw simple pictures of the words learnt in the three lessons in the first Bingo card with 6 sections and play Bingo as usual. To make the game easier you can ask to draw objects only for one room. E.g. bedroom: pillow, dresser, blanket, bed, mirror, and picture.

**Activity 4a Look, read and find the children. Objective:** to revise the unit vocabulary, to have fun.

Ask the pupils to look at the pictures and say what they see there. (The children in the yard are playing Hide-and-seek.) Say that in the second picture children are counting to chose 'a leader'. The children put their fists one by one and count. The person whose fist will be last on the word "MORE" is the leader. Read the rhyme. Ask the pupils to repeat after you:

*One potato, two potatoes, three potatoes, FOUR!  
Five potatoes, six potatoes, Seven potatoes MORE!*

Say that in the third picture a girl is standing at the wall of the house facing the wall, counting - One, two, three ... Ask the pupils to look at the picture and find the children. (One boy is hiding behind the door, one boy is behind the house, one girl is in the garden behind the tree, the dog is under the car, the cat is on the tree.) In the end of the activity the teacher asks the pupils to repeat after her: One potato, two potatoes ... in chorus. Then the pupils can practise this in groups.

**Activity 4b Work in pairs. Play "Where's the cat?"**

Ask the pupils to look at the picture and find the children. (One boy is hiding behind the door, one boy is behind the house, one girl is in the garden behind the tree, the dog is under the car, the cat is on the tree.)

**Activity 5a Look, listen and color. Objective:** to revise the unit vocabulary

Ask the pupils to look at the drawing in their Workbooks. Ask them to listen to you and color the picture. After dictating ask questions to check: e.g. What color's the door? Text for dictation: The curtains are pink. The door is brown. The fridge is grey. The cooker is brown. The table is yellow. The flowers are blue. The cat is black. The cupboard is red. The rug is green.

**Optional Activity 5b Work in pairs. Play "Ask and answer." Objective:** to revise the unit vocabulary

A: What color's the door? B: Brown. (It's brown.)

**Homework****1 Colour and write.**

Say that the pupils must color the picture according to the color code. The pupils will color and write what objects they have found.

**2 Crossword.**

Ask the pupils to make a crossword with the words: bed, chair, blanket, pillow, fridge, bath, cooker, rug, curtain, dresser.

## Lesson 4 Project My room

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to make a project about favorite room</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to make a project about their favorite room</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of various likes and dislikes related to rooms</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- present their project</li> <li>- describe things in their favorite room;</li> </ul>	<p>Where's? This is. It's. I like. <i>Prepositions: on, in, under</i></p>	<p>Textbook, the DVD of the book</p>

**Activity 1 Sing the song. Objective: to warm up**

Play the DVD and ask the pupils sing the song along with the DVD.

**Activity 2 Project My room.**

Ask the pupils to finish the project which they started in Unit 3. Ask them to draw and label furniture and other things to put into their favorite room. If they are fast they can do the same for other rooms.

After some time ask the pupils to display their rooms and present their houses/rooms to each other.

1 Draw. e.g.




2 Write. e.g. **a chair**



3 Put it in your room.



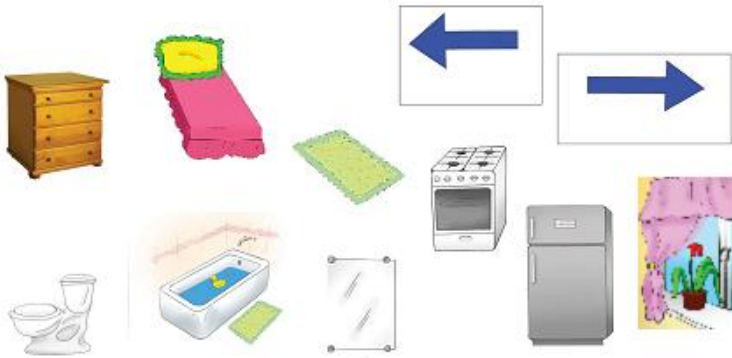
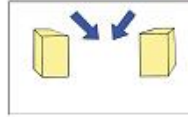
### Revison 2. Progress check 2

1  Play "Revision".

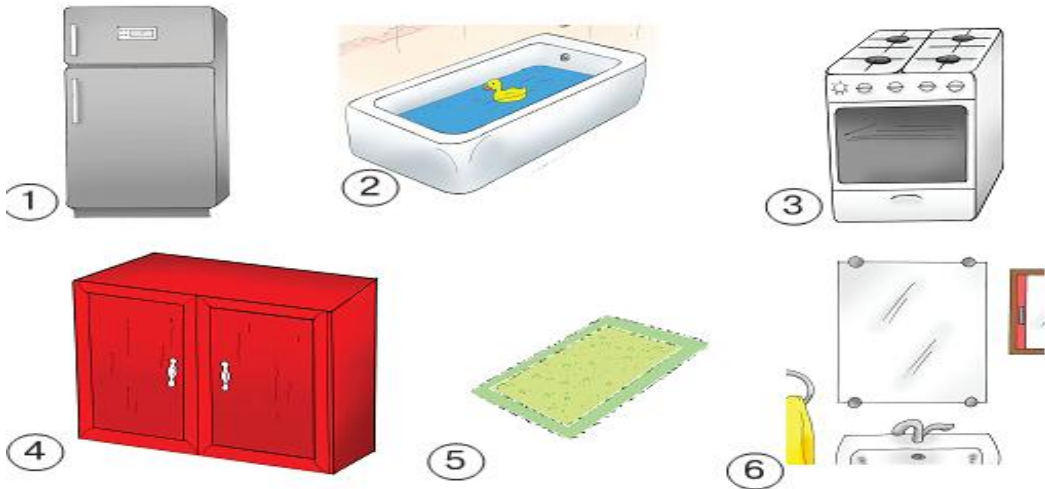


**2 Work in pairs. Do the quiz “I can ...”.**

- 1) **I can name the rooms in the house.**  
Men uy xonalarini nomlay olaman.  
**e.g.** kitchen, ...
- 2) **I can spell the names of the rooms.**  
Xona nomlarini harflab ayta olaman.  
**e.g.** b-e-d-r-o-o-m
- 3) **I can say what is in the kitchen.**  
Oshxonada nimalar borligini ayta olaman.  
**e.g.** There’s a fridge, ...
- 4) **I can say what is in the bedroom.**  
Yotoqxonada nimalar borligini ayta olaman.  
**e.g.** There’s a dresser, ...
- 5) **I can say what is on the bed.**  
Karavot ustida nimalar borligini ayta olaman.  
**e.g.** There’s a blanket on the bed.
- 6) **I can use the prepositions: on the left, on the right, between.** Men bu predloglarni ishlata olaman: *on the left, on the right, between.*  
**e.g.** A fridge is on the left.



**1 Look and write.**



**2 Look, read and match.**

There’s a bath  
There’s a grey fridge  
The blanket is  
The dresser is  
The trees are in  
The curtains are

the garden.  
on the bed.  
in the bathroom.  
on the window.  
in the kitchen.  
in the bedroom.

**Lesson 1 It's sunny. It's hot.**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> -to practice Classes 1 and 2 vocabulary and structures (weather and actions) <i>Developing:</i> -to enable pupils to ask, talk, write and make a presentation about weather.</p> <p><i>Socio-cultural:</i> -to raise awareness of the use of adverbs of frequency</p>	<p>By the end of the lesson, pupils will be able to: -use the vocabulary and structures they learnt in Classes 1 and 2 on the theme of weather; -make a presentation about weather on a particular day; -use the adverbs of frequency.</p>	<p><i>Revision of the words and phrases on the theme of weather.</i> Adverbs of frequency: never, sometimes, usually, often, always</p>	<p>Pupil's book, Workbook, the DVD, poster with words (Act 3a), flashcards: sunny/cloudy/windy/snowy days (Act 3b), two small boxes with halves of sentences (Act 5)</p>

**Activity 1 Listen and repeat. Objectives:** to introduce the unit topic; 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 do not guess, say that the song is about weather.

**DVD script:**

The sun comes up, up, up, up, up, up, up, up, up, up.	How's the weather?
The rain comes down, down, down, down, down, down, down, down, down, down.	How's the weather?
It's sunny, sunny, sunny, sunny.	It's rainy, rainy, rainy, rainy.
How's the weather?	How's the weather?
How's the weather?	It's snowy, snowy, snowy, snowy.
And the sun comes up, up, up, up, up, up, up, up, up, up.	And the sun comes up, up, up, up, up, up, up, up, up, up.
How's the weather?	And the rain comes down, down, down, down, down, down, down, down, down, down.
How's the weather?	down, down, down, down, down, down, down, down, down, down.
It's cloudy, cloudy, cloudy, cloudy.	down, down, down.
And the sun comes up, up, up, up, up, up, up, up, up, up.	How's the weather?
up, up, up, up, up, up.	How's the weather?
And the rain comes down, down, down	

**Activity 2 Match and check. Objective:** to revise the previously learnt language material on the theme

*STEP 1:* Ask the pupils to look at the pictures and the sentences which they know from Years 1 and 2. Then ask them to match the pictures and the sentences on a piece of paper, e.g. 1b. **Answer key:** 1b, 2a, 3c, 4e, 5d.

**DVD script:**

Pictures and corresponding texts appear one by one, which are pronounced by Jasur or Zumrad. 1b It's sunny. It's hot. 2c It's windy. It's cool. 3e It's cloudy. It's warm. 4d It's rainy. It's cool. 5a It's snowy. It's cold.

*STEP 3:* After that you can play the DVD again and ask the pupils to listen and repeat after the DVD.

**Activity 3a Work in groups of 4. Play "Mime Weather".**

**Objective:** to revise the previously learnt language material on the theme

*STEP 1:* Ask the pupils to read the example silently.

*STEP 2:* When they finish reading, divide the class into four groups. Explain to the pupils that now they will play the game. Like in the example, 1 pupil from a group mimes a kind of weather, the others in the group will guess. You can prepare a poster beforehand with the following words to help the pupils answer the question "What can you do?"

**Poster:** *ski, skate, play hockey, play snowballs, fly a kite, jump a rope, watch TV, play tag, play see-saw, play hopscotch, play games, swim, run, read books, sing songs, dance, sleep*

**Activity 3b Play "Our favorite weather". Objective:** to develop the pupils' presentation skills

*STEP 1:* Ask the pupils to stay in the same groups. Allocate flashcards with the pictures of sunny / cloudy / windy / snowy day's one for each group. Ask the groups to read the example and prepare a presentation about their day as in the example. Explain that they can write the text of the presentation on a piece of paper. Also explain that each pupil in a group must say at least one sentence about the kind of a day in their flashcards.

*STEP 2:* When they are ready, ask the groups to do their presentation in turns.

**Homework**

Ask the pupils to open their Workbooks at Page 25 and look at the first activity. Explain that they must complete the sentences with the words in the cloud as shown in the example. Tell them that their sentences must be logical.

Then draw their attention to the text of the second activity. Explain that it is an example. Tell them that they must also write a similar text about today's weather and the activities they can do on that day.

## Lesson 2 My favourite season is ... .

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to practice Classes 1 and 2 vocabulary and structures (seasons and actions)</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to ask, talk, write and interview about seasons</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the use of adverbs of frequency;</li> <li>- to raise awareness of the word order in English</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- use the vocabulary and structures they learnt in Classes 1 and 2 on the theme of seasons;</li> <li>- interview about seasons;</li> <li>- use the adverbs of frequency.</li> </ul>	<p><i>Revision of the words and phrases on the theme of weather.</i></p> <p>Adverbs of frequency: never, sometimes, usually, often, always</p>	<p>Pupil's book, Workbook, the DVD, 5 sets of word flashcards (Act 4b)</p>

**Activity 1 Listen and sing. Objective:** to warm up

Play the DVD. Ask the pupils to listen to the song & sing together with the DVD: Unit 5 Les 1 Act 1 for the DVD script.

**Activity 2 Play "Interview".**

**Objectives:** to revise the questions & answers from Yrs 1 & 2; to provide an opportunity to express own sentences.

**STEP 1:** Ask the pupils to watch the DVD video with the children playing "Interview" activity.

**STEP 2:** Ask all the pupils to repeat the questions and answers after the DVD in chorus.

**Activity 3 Look, listen and repeat. Objective:** to introduce the new vocabulary

**STEP 1:** Ask the pupils to look at the first picture and the words "the rain". Ask what "the rain" is in mother tongue. Then ask them to look at the sentence "The rain pours." Elicit what the translation can be in mother tongue. Then do the same with the other three pictures.

**STEP 2:** After the pupils get the meaning, you can ask them to repeat the words and sentences after you in chorus, rows and individually.

**Activity 4a Read and complete the sentences. Objective:** to consolidate the adverbs of frequency

Ask the pupils to open their Workbooks at P 26 & look at Act 4a. Explain that now they must complete the sentences with the words in the cloud as shown in the example. Tell them that their sentences must be logically correct.

**Answer key:** The rain **often** pours in spring. The snow **usually** falls in winter. The snow **never** falls in summer. The sun **always** shines in summer. The wind **sometimes** blows in autumn.

**Activity 4b Work in groups. Play "Make Sentences". Objectives:** to consolidate the adverbs of frequency; to practise making a correct word order; to develop presentation skills.

**STEP 1:** Make sets of word flashcards enough for 4 groups of 4 beforehand as shown below. The words must be on separate flash-cards.

**1st set:** never, The rain, in summer., pours **2nd set:** sometimes, The wind, in autumn., blows **3rd set:** always, The sun, in summer., shines **4th set:** never, The snow, in summer., falls **5th set:** usually, The snow, in winter., falls

**STEP 2:** Demonstrate first. Invite 4 pupils to the board and give word flashcards one for each of them, for example: **never, The rain, in summer, pours.** Then explain that, in order to make a sentence, they must stand in a line in the correct word order and help the pupil with the flashcard "The rain" stand first in the line, then the pupil with "never" second, etc. so that there forms the sentence: **The rain never pours in summer.** Ask if the sentence is true or false and help the pupils say: 'True'. You can repeat this with another word order as well but a false one, for example: **The never pours never in summer.** Again ask if the sentence is true or false and help the pupils say: 'False' and then the true sentence: 'The rain never pours in summer.'

**STEP 3:** Divide the class into 4 groups of 4. Give the groups the sets of word flashcards to discuss, make a sentence, and then do the presentation in front of the class. The other groups say: 'True' or 'False'. If they say: 'False', they must say the true sentence as well.

**Homework.**

Ask the pupils to open their Workbooks at Page 26 and look at the first activity. Explain that they must match the English sentences with their translations as shown in the example.

Then draw their attention to the text of the second activity. Explain that it is an example. Tell them that they must also write a similar text about their favorite season. Draw their attention to the arrow at the bottom of the page. It shows the pupils the page where they can write their text. So ask the pupils what page they must open (29). Ask them to open their Workbooks at Page 29. When you make sure everybody has opened the correct page, ask them where they will write their text (Activity 2).

## Lesson 3 It's a thunderstorm.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: -to draw a conclusion from a story <i>Developing:</i> -to enable pupils to predict events from a context; -to enable pupils to role play a story <i>Socio-cultural:</i> -to raise awareness of the moral of a story: <i>Always be kind and warm to others.</i>	By the end of the lesson, pupils will be able to: -use the vocabulary and structures learnt during the unit; -arrange the pictures according to the story; -role play the story.	<i>Revision of the words and phrases on the theme of weather.</i> New words: thunderstorm, snow storm, windstorm	Pupil's book, Workbook, the DVD

**Activity 1 Listen and sing. Objective:** to warm up

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

**Activity 2a Look, listen and repeat. Objective:** to introduce the new vocabulary

*STEP 1:* Draw the pupils' attention to the pictures in their Workbook and ask what they are in the mother tongue. Elicit some answers. Then tell them the meaning of the words in mother tongue.

*STEP 2:* Have the pupils repeat the words after you in chorus, rows and individually.

**Activity 2b Work in pairs. Point and say. Objective:** to consolidate the new vocabulary

It is a usual "Point and say" activity. Pupil A points to a picture in Activity 2a. Pupil B says it as shown in the example: 'It's a ...'

**Activity 3a Look and say. 5 min Objective:** to practise predicting events

Ask the pupils to look at the picture of the sun and wind talking to each other which is marked with 'g'. Ask in mother tongue what the wind is saying (answer: *I'm strong*). Then ask what the sun is saying (answer: *I'm stronger*). After that ask what they understood and what happens in the story. Accept any answers. Do not say their answers are right or wrong. After some answers, tell them that now they will watch the story and check their ideas.

**Activity 3b Watch and check your ideas. Objectives:** to check predictions; to draw conclusion from the story.

Play the DVD. Invite the pupils to watch the story and check their guesses. After watching the story, you can ask several questions to check their understanding like: 'What happens at the end of the story?', 'Who's stronger?', 'What's the moral of the story?' etc. (moral: Always be kind and warm to others.)

**DVD script:**

One day, the Wind says to the Sun: 'Look, I'm strong. Ha, ha, ha!'

'I'm strong, too,' says the Sun. 'No, you aren't,' says the Wind. 'Yes, I am. I'm stronger than you!'

The Wind says: 'Look! There's a boy. He wears a coat. I can take off his coat.'

'No, you can't. But I can,' says the Sun.

'Watch me!' the Wind says and blows on the boy.

'Oh, no! It's windy,' says the boy and does not take off his coat.

The Wind blows and blows stronger.

'Oh, no! It's a windstorm. I'm very cold! What a bad day!' says the boy and does not take off his coat.

'Ha, ha, ha! You can't. Watch me!' says the Sun and shines on the boy.

'Oh ... It's warm, now!' says the boy. The Sun shines and shines on the boy.

'What hot weather! Now I'm very hot,' says the boy and takes off his coat.

'Well, Sun. You're stronger than I!' says the Wind.

**Homework**

Ask the pupils to open their Workbooks at Page 27 and look at the first activity. Explain that they must match the English sentences with their translations as shown in the example.

If you think your pupils are strong enough to do the second optional homework, then ask them to look at the first two examples. Ask what they will get if they add hot to ice (answer: *water*) and cold to rain (answer: *snow*). After satisfactory answers, ask the pupils to think and write the answers for the rest word combinations at home.

**Answer key:** ice + hot = *water*; rain + cold = *snow*; water + cold = *ice*; rain + sun = *rainbow*; snow + hot = *water*; thunder + storm = *thunderstorm*; wind + storm = *windstorm*; snow + storm = *snowstorm*

## Lesson 4 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn about the seasons in Uzbekistan</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to make posters;</li> <li>- to enable pupils to make a presentation</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the seasons of Uzbekistan</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- make a poster about a season in Uzbekistan using a model;</li> <li>- make a group presentation.</li> </ul>	<p><i>Recycling the words and phrases learnt previously.</i></p>	<p>Pupil's book, Workbook, the DVD, flipchart paper, glue, color pencils</p>

**Activity 1 Listen and sing. 5 min Objective: to warm up**

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

DVD script:

See Unit 5 Lesson 1 Activity 1 for the DVD script.

**Activity 2 Read about the summer in Uzbekistan.**

**Objectives:** to read for detailed information; to prepare for the next activity.

Ask the pupils to read about the summer in Uzbekistan silently. The text does not contain new vocabulary, so it should not be difficult for the pupils to cope with it. If they feel difficulty, help with the vocabulary.

Summer is a good season in Uzbekistan. There are three months in summer: June, July and August. It is usually hot in summer. The sun always shines in June and July. It is sometimes cloudy and warm in August. River water is warm. We often swim. We do not go to school. We can play tag, play see-saw, play hopscotch, play games and run. It is a lot of fun. We eat grapes, apples, plums, apricots, watermelons, melons, peaches, cherries and pears. We can have tomatoes, potatoes, onions, carrots, cabbages, eggplants, cucumbers and peppers. We love summer in Uzbekistan.

**Activity 3a Work in groups. Look and write about spring, autumn and winter in Uzbekistan.**

**Objectives:** to read for detailed information; to develop the pupils' creative abilities; to prepare for the next activity.

**STEP 1:** Divide the class into three groups and allocate seasons except summer one for each group. Make sure that there is a pupil who is good at drawing in each group.

**STEP 2:** Ask the pupils to open their Workbooks at Page 28 and find information about their season in the table. After the pupils look through the information, explain that they must discuss and write a text about their season like the one in Activity 2. Draw their attention to the arrow at the bottom of the page. It shows the pupils the page where they can write their text. So ask the pupils what page they must look at (29). Ask them to look at Page 29. When you make sure everybody has the correct page, ask them where they will write their text (Activity 3a).

**Activity 3b Make a presentation about a season in Uzbekistan.**

**Objectives:** to make a presentation about a season; to develop the pupils' presentation skills.

The groups make a presentation about their season that they prepared in Activity 3a. You can put the groups' posters around the classroom, and if time allows, ask the groups to go and read the other groups' posters.

**Homework**

Ask the pupils to revise Unit 5 and get ready for the revision lesson.

## Lesson 1 Butterfly, fly!

Aims	Learning outcomes	Vocabulary & structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn to say, read and write about some insects</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to say, read and write about some insects;</li> <li>- to enable pupils to write questions and answers about insects</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of insects</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- name some of the insects;</li> <li>- sing a song about a butterfly.</li> </ul>	<p>insect, butterfly, ladybird, mosquito, ant</p>	<p>Pupil's book, Workbook, the DVD, flashcards: butterfly, grasshopper, ladybird, mosquito, ant</p>

**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 (answer: *butterfly*). Ask what the "butterfly" is in mother tongue.

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

**DVD script:**

*Fly, fly, fly, the butterfly,  
In the meadow is flying high In the garden is flying low  
Fly, fly, fly, the butterfly.*

*(The couplet above is repeated four times)*

**Activity 2 Look and say. Objectives:** to revise the topic of weather; to raise awareness of the day's weather.

Invite all the pupils to the classroom window and ask Yes/No questions about the day's weather which require negative answers. After a few such questions, ask: *'What's the weather?'* to which the pupils give the right answer about that day as shown in the example below.

**e.g. You:** Is it rainy? **Pupils:** No, it isn't. **You:** Is it sunny? **Pupils:** No, it isn't.

**Activity 3a Look, listen and repeat. Objective:** to introduce the new vocabulary

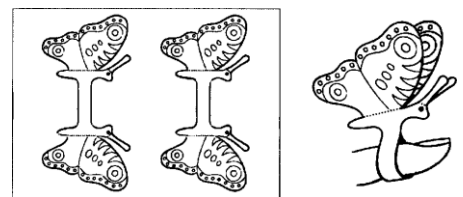
*STEP 1:* Ask the pupils to look at the first picture and the word "ant". Ask what "ant" is in mother tongue. Then ask them to look at the second picture and the word "mosquito". Elicit what the translation can be in mother tongue. Then do the same with the other two pictures and the word "insect".

*STEP 2:* After the pupils get the meaning, you can ask them to repeat the words after you or the DVD in chorus, rows and individually.

**Activity 5a Color and watch. Objectives:** to have fun; to prepare for the next activity.

*STEP 1:* Prepare beforehand two model butterflies (Lucy and Lee) enough for each pupil in the class.

*STEP 2:* Give the model butterflies to the pupils. The pupils color their butterflies: Lucy in one color and the Lee in another. Then they wear the butterfly Lucy on their right fingers and the butterfly Lee on their left fingers. Ask: *'Where's Lucy?'*, the pupils show. Ask again: *'Where's Lee?'*, the pupils show. Then ask the pupils to watch the DVD, listen and repeat the poem/song with gestures.

**Activity 5b Work in pairs. Play "Two little butterflies". Objective:** to have fun

Ask the pupils to repeat the poem/song the second/third time together with you without the DVD. Then the pupils do the activity in pairs.

**1a Match the questions and answers.** Savollarga mos javoblarni toping.

- |                               |                                     |
|-------------------------------|-------------------------------------|
| 1 Are you big?                | a White, yellow, blue, black, grey. |
| 2 What colour are you?        | b Four.                             |
| 3 Have you got wings?         | c I can fly and dance.              |
| 4 How many legs have you got? | d No, I am not.                     |
| 5 What can you do?            | f Yes, I have.                      |

**Which animal is it?**  
Bu qanday hayvon?**Homework**

Ask the pupils to open their Workbooks at Page 30. Draw their attention to Activity 1a. Explain that at home they must match the questions and answers as shown in the example, and find the animal. When they find the animal, they must put a tick next to its picture. Then draw their attention to the second homework activity (1b). Explain that they must choose any insect they learned and write 5 questions and answers about it using the question starters given there. Explain that it will be a puzzle for their friends' next lesson.

## Lesson 2 A hungry caterpillar

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn to say, read and write about some more insects;</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to categorize the insects into fast and slow;</li> <li>- to enable pupils to guess the insect from questions and answers;</li> <li>- to enable pupils to tell a story using notes</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of some more insects</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- name some more of the insects;</li> <li>- categorize the insects into fast and slow;</li> <li>- guess the insect from the answers and questions;</li> <li>- answer questions about a listened text;</li> <li>- tell a story using notes.</li> </ul>	<p>caterpillar, slow grasshopper, fast, leaf</p>	<p>Pupil's book, Workbook, the DVD, a soft ball</p>

**Activity 1 Listen and repeat. Objective:** to warm up

Play the DVD. Ask the pupils to listen to the song and sing together with the DVD. DVD script: *See Unit 6 Lesson 1 Activity 1 for the DVD script.*

**Activity 2 Work in pairs. Play "Find the insect".**

**Objectives:** to check homework; to guess the insect from the answers and questions.

Ask the pupils to work in pairs. Explain that they must swap their Workbooks and show their Homework 1b to each other. Tell them to match the questions and answers and find the insect their partner wrote about.

**Activity 3 Look, listen and repeat. Objective:** to introduce the new vocabulary.

*STEP 1:* Ask the pupils to look at the first picture and the word "caterpillar". Ask what "caterpillar" is in mother tongue. Then ask them to look at the word "slow" under the word "caterpillar". Elicit what the translation can be in mother tongue. Then do the same with the other two pictures and three words.

*STEP 2:* After the pupils get the meaning, you can ask them to repeat the words after you or the DVD in chorus, rows and individually.

**Activity 4a Complete the table.**

**Objectives:** to reinforce the notion *fast* and *slow*; to categorize the insects into fast and slow.

*STEP 1:* Ask the pupils to open their Workbooks at Page 31 and look at the words and table in Activity 4a. Explain that now they will divide the insects into fast and slow according to their speed. Tell them to write the numbers of the words only as shown in the example. **Answer key:**

Fast	Slow
butterfly, grasshopper, bee	ladybird, spider, mosquito, ant, caterpillar

**Activity 4b Play "Fast. Slow." Objective:** to consolidate the new vocabulary of the lesson

Ask the class to stand in a circle. Say an insect and throw a ball to a pupil. The pupil must catch the ball and say: '*Fast*' if the insect is fast or '*Slow*' if it is slow. Then he must say an insect and throw the ball to another pupil who must catch the ball and say: '*Fast*' or '*Small*', etc.

**Activity 6a Watch and say what happens. Objective:** to listen for detailed information

*STEP 1:* Point to the picture of the caterpillar and asks get answers to the questions: '*What's this?*' '*What colour is it?*' '*Is it fast?*' '*Is it slow?*'

*STEP 2:* Play the DVD. After the DVD, ask the pupils questions about the caterpillar like "When's the caterpillar's birthday?", "Is it hungry on Monday?", etc.

**DVD script:** One Sunday morning, the sun comes up. There's a small egg on a leaf. POP! And a little and very hungry caterpillar comes out of an egg. It's very hungry and wants to eat.

**Homework.**

Ask the pupils to open their Workbooks at Page 31 and look at Homework 1 and 2. Explain that in Homework 1 they must put the words in order and make sentences about the caterpillar. In Homework 2 they will write sentences about the 4 insects using the words in the cloud. Tell them to write Homework 2 on Page 34.

## Lesson 3 Small - smaller - the smallest

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn to say, read and write about insects and birds;</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to say, read and write about birds;</li> <li>- to enable pupils to find a bird by asking Yes/No questions;</li> <li>- to enable pupils to compare birds and use the simple, comparative and superlative degrees of one-syllable adjectives</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of birds;</li> <li>- to raise awareness of the ways of comparing the things in English</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- name insects and some birds;</li> <li>- use the three degrees of one-syllable adjectives with birds;</li> <li>- find a bird by asking Yes/No questions.</li> </ul>	<p>sparrow, eagle, peacock, swallow, ostrich, penguin, humming bird, the superlative degree of adjectives: big, small, tall, long, strong, short, slow, fast</p>	<p>Pupil's book, Workbook, the DVD, word cards: caterpillar, grasshopper, insect, butterfly, ladybird, mosquito, ant</p>

**Activity 1 Listen and sing. Objective:** to warm up.

Play the DVD. Ask the pupils to listen to the song and sing together with the DVD. DVD script: *U 6 L 1 Activity 1.*

**Activity 2 Play "Draw and guess". Objective:** to revise the names of insects.

Divide the class into two teams and invite one member of each team to the board to be the 'artist'. Divide the board into two and give each artist a word card. They must draw the insect for their team to guess what it is. The first team to guess correctly wins a point.

**Word cards:** caterpillar, grasshopper, insect, butterfly, ladybird, mosquito, ant

**Note:** If the class is not good or keen on drawing, it can be replaced by miming.

**Activity 3a Look, listen and repeat. Objective:** to introduce the new vocabulary.

*STEP 1:* Ask the pupils to look at the picture. Explain that it is a school for birds. The director is the eagle. Ask the pupils to find the director and the word for it (eagle). Elicit what the translation can be in mother tongue. Ask the pupils to look at the picture on the right of the director and the word "peacock". Ask what "peacock" is in mother tongue. Then do the same with the other five pictures and the words for them.

**Activity 3b Play "Mime a bird". Objective:** to consolidate the new vocabulary.

Invite a pupil to the front of the class. Ask him to mime a bird in Activity 3b, the others in the class ask Yes/No questions as shown in the example below until they find the bird.

e.g. **Pupil A:** (mimes a peacock)

**Pupil B:** 'Is it an ostrich?'

**Pupil A:** 'No.'

**Pupil C:** 'Is it a peacock?'

**Pupil A:** 'Yes.'



**Activity 4a Look, say, listen and repeat. Objectives:** to introduce the superlative degree of one-syllable adjectives to consolidate the comparative degree of one-syllable adjectives.

*STEP 1:* Ask the pupils to look at the pictures and the words under them. Then say: 'The swallow is small.' and show its size with hands. Then say: 'The sparrow is smaller than the swallow.' and show its size. After that say: 'The humming bird is the smallest.' with gesture.

*STEP 2:* Help the pupils say first the meaning of the words 'small', 'smaller' and 'the smallest' and then the sentences: 1) The swallow is small. 2) The sparrow is smaller than the swallow. 3) The humming bird is the smallest. At last have the pupils repeat the words and the sentences after you in chorus and rows.

### Homework.

Ask the pupils to open their Workbooks at Page 32 and look at Homework 1. Explain that in Homework 1 they must write sentences about the 4 birds as in the example using the words in the cloud.

Draw their attention to Homework 2. Ask the pupils to open the page the arrow is showing. When everybody opens Page 35, explain that they must write sentences as in the example using the table. Explain that all ticks mean the birds can do such activities, and all crosses mean they cannot do them.

## Lesson 4 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn about the birds</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to make posters;</li> <li>- to enable pupils to make a presentation;</li> <li>- to develop pupils' creative abilities</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of birds</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- make a poster about a bird using a model;</li> <li>- make a group presentation.</li> </ul>	<p><i>Recycle the vocabulary related to birds and insects</i></p>	<p>Pupil's book, Workbook, the DVD, contour pictures of: penguin, ostrich, peacock, eagle, sparrow</p>

**Activity 1 Listen and sing. Objective:** to warm up

Play the DVD. Ask the pupils to listen to the song and sing together with the DVD. DVD script:

**Activity 2 Read about swallows.**

**Objectives:** to read for detailed information; to prepare for the next activity.

Ask the pupils to read about swallows silently. The text does not contain new vocabulary, so it should not be difficult for the pupils to cope with it. If they feel difficulty, help with the vocabulary.

**Activity 3a Work in groups. Look and write about birds.**

**Objectives:** to read for detailed information; to develop the pupils' creative abilities; to prepare for the next activity.

*STEP 1:* Prepare contour pictures of the following birds beforehand: *penguin, ostrich, peacock, eagle, sparrow.*

*STEP 2:* Divide the class into five groups and allocate birds one for each group. Make sure that there is a pupil who is good at drawing in each group.

*STEP 3:* Ask the pupils to open their Workbooks at Page 33 and find information about their bird in the table. After the pupils look through the information, explain that they must discuss and write a text about their bird like the one in Activity 2 on a sheet of paper.

*STEP 4:* When the text is ready, the groups write their texts on flip chart paper stick and color the contour pictures you have given them.

**Activity 3b Make a presentation about birds.**

**Objectives:** to make a presentation about a bird; to develop the pupils' presentation skills.

The groups make a presentation about their bird that they prepared in Activity 3a. You can put the groups' posters around the classroom, and if time allows, ask the groups to go and read the other groups' posters.

**Homework.**

Ask the pupils to revise Unit 6 and get ready for the revision lesson.

## REVISION 3

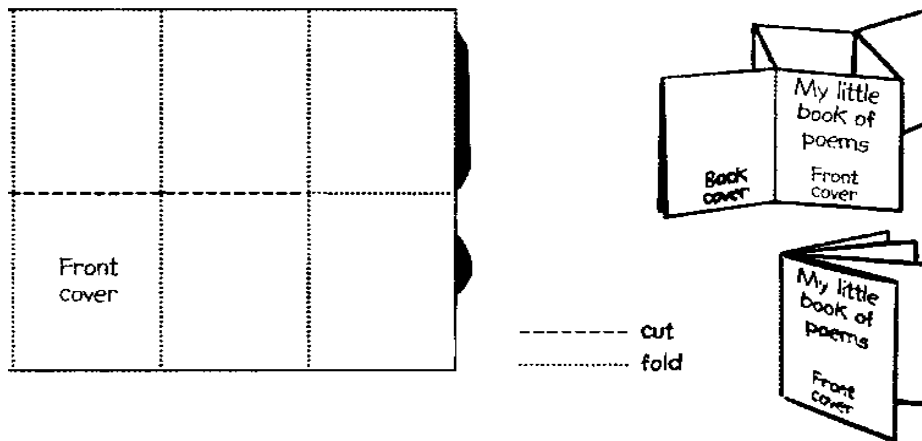
Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to recycle all the learnt material about birds and insects</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to develop the pupils' writing and speaking skills;</li> <li>- to develop the pupils' creative abilities;</li> <li>- to enable pupils to assess their knowledge, skills and overall progress</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- speak about the birds and insects;</li> <li>- the degrees of adjectives in speech;</li> <li>- make a booklet about insects.</li> </ul>	<p>Revision of vocabulary related to insects and birds.</p>	<p>Pupil's book, Workbook, the DVD, model books enough for each pupil in the class; word cards or flashcards: birds and insects.</p>

Ask the pupils if they can remember and sing the songs which they learnt during Units 5&6. Ask them to choose one of the songs and sing it all together.

**Activity 1 Look and make a book.**

**Objectives:** to develop the pupils' creative abilities; to give freer practice in writing about insects.

**STEP 1:** Make beforehand model books enough for each pupil in the class. Give the model books out.



**STEP 2:** Draw and color a ladybird on the first page of your model book beforehand. You must demonstrate first: 'This is my book. This is the cover. Open your books,' open the first page and say: 'This is the first page. This is a ladybird. It's small and beautiful. It's bigger than an ant. I like it.'

**STEP 3:** Then ask the pupils to draw any insect they like on the first page and write a similar text on the next page. Explain that the pupils draw, color and write as many as they can in the class and can finish the task at home. They must bring their finished model books to school next lesson to show to each other and put on a display.

**Activity 3 Work in pairs. Play "Guess the insect / bird". Objective:** to consolidate the vocabulary related to birds and insects using the structure "Is there a/an ...?" "Yes, there is/No, there isn't."

**STEP 1:** Demonstrate with 1 pupil at first. Give a word card to the pupil, for exp, "grasshopper" and ask the question: 'Is there an ant?' The pupil answers: 'No, there isn't.' Then ask: 'Is there a grasshopper?' The pupil says: 'Yes, there is.'

**STEP 2:** Put the pupils in pairs and give each pair a bunch of word cards or flashcards. Set a time limit of three minutes for the pupils to guess as many insects as they can, asking and answering as shown in the example.

**Activity 4 Work in pairs. Do the quiz "I can..." Objectives:** to revise the material studied in Units 5&6; 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.

**Homework.**

Say that the pupils should finish "I can . ." task or revise it.

Grade \_\_\_\_\_

Date\_\_\_\_\_. Month\_\_\_\_\_

**PROGRESS CHECK 3**

**There are four tasks for Progress Check 3.**

**Task 1 Match.**

Ask the pupils to match the beginnings and ends of the sentences. Explain that they can draw lines to match them.

**Answer key:** *The sun shines. The rain pours. The wind blows. The snow falls.*

**Task 2 Choose the correct answer.**

Ask the pupils to choose the answers and write *a, b* or *c* in the gaps as answers.

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

**Task 3 Write four insects and birds you like.**

Ask the pupils to write 4 insects and 4 birds they like. This test is for checking the spelling of words.

**Answer key:** *The pupils' own answers.*

**Task 4 Listen and tick.**

Ask the pupils to listen and put a tick next to the bird being described.

**Script:** *This bird can fly. It can run and walk. It can't climb, swim and sing. It's smaller than a peacock. It doesn't like eating insects. It likes eating birds and chicks.*

**Answer key:** eagle

Head of teaching process \_\_\_\_\_

Signature\_\_\_\_\_

Date\_\_\_\_\_

## Lesson 1 That's a hippo.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn the names of big animals</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to listen, read and talk about big animals.</li> <li>- to enable pupils to say characteristics of the animals</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of various big animals</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- name big animals;</li> <li>- say characteristics of big animals;</li> <li>- describe big animals</li> </ul>	<p>a hippo a mandrill a leopard a hyena stripe spot dangerous</p>	<p>Textbook, the DVD of the book</p>

**Activity 1 Listen and repeat. Objective:** to warm up

Ask the pupils to listen and sing the song "The elephant" together with the DVD.

*The elephant goes*

*Like this, like that (On all fours, moving around slowly, like an elephant)*

*He's terribly big, (Standing up, reach arms high)*

*And he's terribly fat. (Stretch arms out to the sides, to show how fat elephant is)*

*He has no fingers, (Fisted hands, hiding fingers)*

*He has no toes, (Wiggle toes)*

*But goodness gracious, what a nose!*

*(Thumb to nose and wiggle fingers, as if extending trunk)*

**Activity 2a Play "Let's go to the zoo". Objectives:** to revise animals learnt in class 1 and 2

Prepare cards with a lion, a tiger, a crocodile, a zebra, an elephant, a monkey, a giraffe. Put the cards with animals on the wall and say: Let's go to the zoo! Ask the children to stand behind you as a train. Come to the first picture and say: Oh, look, that's a lion. It's big and strong. It can run. Then move to the next picture and start in a similar way inviting the pupils to continue your sentences. "Oh, that's a ... It's .... It can

**Activity 3a. Look read and find the hippo. Objectives:** to read for detail; to introduce new words

Ask the pupils to look at the picture and find the animals. Then ask them to read silently and find a mandrill, two hippos, a leopard and two hyenas. Put pictures with the animals on the board and ask the pupils to come to the board and find a mandrill, a hippo, a leopard and a hyena.

**Activity 3b Look, listen and repeat. 5 min Objectives:** to practise new words

Point to the pictures and ask the pupils to listen to you and repeat the new words: hippo, leopard, hyena, stripes, spots. Ask the pupils to repeat the words after you in chorus, in pairs, and individually. Check they understand what the words mean.

**Activity 4 Play "Listen and touch". Objective:** to reinforce the new words

Add a hippo, a hyena and a leopard to the 'zoo'. ask to listen, run and touch the animal you describe e.g. I'm big, strong and dangerous. I can swim, walk and run. If some pupils are wrong - add - I'm grey. I've got a big mouth and strong teeth. (a hippo)

**Homework****1 Read, draw and write.**

I'm big, strong and dangerous. I've got strong legs and a long tail. I'm brown, black and white. I've got black spots. I can walk, run, climb trees and kill! (Answer key - a leopard)

**Look, read and match.**

## Lesson 2 They're big cats.

Aims	Learning outcomes	Vocabulary & structure	Required equipment
<i>Educational:</i> - to compare big animals using degrees of comparison <i>Developing:</i> - to enable pupils to listen, read and talk about big animals - to enable pupils to say characteristics of the animals <i>Socio-cultural:</i> - to raise awareness of various big animals	By the end of the lesson, pupils will be able to: - name big animals; - say characteristics of big animals; - describe big animals	jungle	Textbook, the DVD of the book

**Activity 1 Listen and repeat. Objective:** to warm up

Ask the pupils to listen and sing the song "THE ELEPHANT" together with the DVD.

**Activity 2 Play "Listen and guess". Objective:** to check the homework

Ask the pupils to mingle, read puzzles to each other and try to guess the animals. Ask them not to show the picture. They can show their picture only if their partner guesses the animal correctly.

**Activity 3a Look and put in order. Objective:** to reinforce the new vocabulary, to revise degrees of comparison

Ask the pupils to look at the animals put in random order - lion, tiger, crocodile, zebra, elephant, monkey, giraffe, hippo, hyena, and parrot. The pupils must put in order from big to small.

**Activity 3b Work in groups of 4. Play "Lions are bigger than hyenas".**

**Objective:** to reinforce the new vocabulary, to revise degrees of comparison

Put the cards with the animals in random order - a lion, a tiger, a crocodile, a leopard, an elephant, a monkey, a giraffe, a hippo, a hyena, a parrot. Ask the pupils in turn take 2 cards and say the sentence e.g. Elephants are bigger than leopards. Other possible adjectives: small, strong.

**Activity 3 Look and complete the sentences. 10 min Objective:** to reinforce the new vocabulary

Ask the pupils to look at a mind map/In the circle - Leopards/ around: yellow, brown and black/dangerous/walk/run/climb trees/ big cats/meat/Africa

Ask the pupils to complete the sentences using the information from the mind map.

**Optional Activity 4 Play "Simon says".**

Say that you will play "Simon says". It's a usual "Simon says" game. The instructions can be e.g. jump like monkeys, walk like bears, fly like parrots etc.

**Homework.****1 Look, read and write. A long time ago .**

The giraffe was young.

It was small.

It was short.

It was weak.

His tail was short.

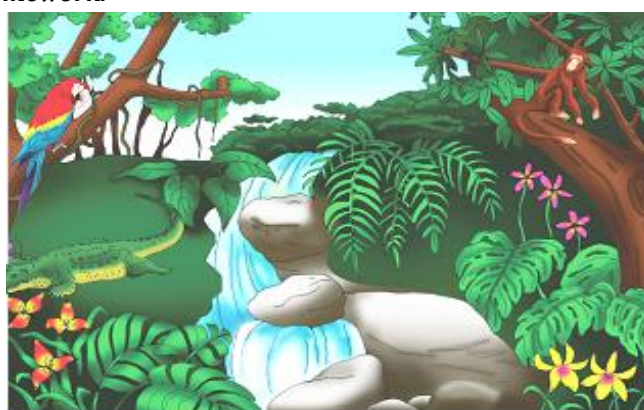
Now it is old.

It is l.

It is .

It is .

His tail .

**2 Draw and write about an animal.**

Ask the pupils to choose any animal from the unit, draw and write as in Activity 3. The pupils should do it on a separate sheet of paper. At the next lesson the teacher will put the pictures with short stories on a class display.

are ...

They have .

They live in .

They eat .

They can .

## Lesson 3 Don't touch them!

Aims	Learning outcomes	Vocabulary & structure	Required equipment
<p><i>Educational:</i></p> <p>- to learn the names of big animals</p> <p><i>Developing:</i></p> <p>- to enable pupils to listen, read and talk about big animals</p> <p>- to enable pupils to say characteristics of the animals</p> <p><i>Socio-cultural:</i></p> <p>- to raise awareness of various big animals</p>	<p>By the end of the lesson, pupils will be able to:</p> <p>- name big animals;</p> <p>- say characteristics of big animals ;</p> <p>- describe big animals</p>	<p>a hippo a mandrill a leopard a hyena stripe spot dangerous</p>	<p>Textbook, the DVD of the book</p>

**Activity 1 Play "Look and find your favourite". Objective:** to check the homework

Ask the pupils to organize a display with their home works. The pupils should look at the display with homework 2 drawings and stories. Help them to say positive sentences like - I like this picture. It's beautiful/funny ... etc.

**Activity 2b Look, listen and complete. Objective:** to revise the vocabulary learnt in class 1

Ask the pupils to look at the table. Listen to the text and complete the table.

**Answer key**

Zone A	lions	leopards
Zone B	hippos	crocodiles
Zone C	elephants	giraffes
Zone D	tigers	monkeys

**The script:** OK, boys and girls. Look, here's Zone A ... lions and crocodiles live in Zone A. Zone B is there ... there you can see hippos and crocodiles. Then you can go to Zone C ... here in Zone C you can see elephants and giraffes . a n d the last Zone D. In Zone D you can see tigers and monkeys. Please don't touch the animals. It's dangerous.

**Activity 2c Look and read. Objective:** to revise the vocabulary learnt in class 2, to introduce new words

**STEP 1** Ask the pupils to watch her/him and put model animals e.g. 2 lions, 3 tigers on the table (or cards with animals on the board). Then go to a farther place in the room and put there also model animals or cards on the shelf or wall e.g. 2 hippos, 2 elephants. Then go back to the table/board, points and says: These are lions. These are tigers. Then point to the farther place and says: Those are hippos. Those are elephants. Then teacher does the same with school things and invites the pupils to say: These are . Those are . .

Ask the pupils to look at the table with new words and guess the meaning of the words.

Some pupils will probably can recognize the words:

The word 'touch' was used in the instructions "Run and touch" etc.

The word friendly - ask what the word 'friend' is and help them to guess what 'friendly' mean.

Spider monkey - the pupils know 'spider' and 'monkey'. Help them to guess what 'spider monkey' means.

**STEP 2** Ask the pupils to look at the picture. The zookeeper is with the children near the cage with monkeys.

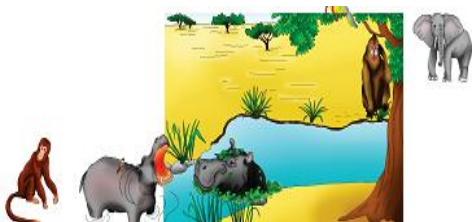
Kid 1: Look, monkeys ... they play hide-and-peek! Kid 2: Stop! Don't touch them! They're dangerous!

Zookeeper: Oh, no ... they're not dangerous. These are spider monkeys - they are funny and friendly. But those look. They're big and dangerous. Those are mandrills - they're the biggest monkeys.

Kids: Wow! They're big and strong. They've got big teeth.

**Activity 3 Look and write. Objective:** to practice the vocabulary learnt in 2c

Ask the pupils to look at the picture with animals and birds: humming bird, elephant, hippo, mandrill and complete the sentences.

**Answer key:**

These are monkeys. They are funny and friendly.

These are hippos. They are big and dangerous. They can swim, walk and run.

Those are elephants. They are the biggest animals.

Those are humming birds. They are the smallest birds. They are beautiful.

Those are mandrills. They are the biggest monkeys.

**Homework****1 Look and complete the sentences.**

Ask the pupils to look at the picture and complete the sentences. The picture has different animals, birds and insects.

**Answer key:** These are caterpillars. They are insects. These are ants. They are insects. These grasshoppers. They insects.

Those sparrows. They are birds. Those are swallows. They are birds.

## Lesson 4 Project

Aims	Learning outcomes	Vocabulary & structure	Required equipment
<i>Educational:</i> - to learn the names of big animals <i>Developing:</i> - to enable pupils to listen, read and talk about big animals - to enable pupils to say characteristics of the animals <i>Socio-cultural:</i> - to raise awareness of various big animals	By the end of the lesson, pupils will be able to: - name big animals; - say characteristics of big animals ; - describe big animals	<i>Recycle the vocabulary related to birds and insects</i>	Textbook, the DVD of the book

**Activity 1 Listen and sing.**

Ask the pupils to listen and sing "The elephant" together with the DVD.

**Activity 2 Play "Look and listen". Objective:** to check the homework

Ask the pupils work in pairs, show and read their sentences to each other.

**Activity 3 Look read and match. Objective:** to practice reading for detail

Ask the pupils to match the story in the Pupil's book with the pictures in the Workbook. Answer key 1b 2 c 3a

**Activity 4a Play "Let's go fishing". Objective:** to reinforce the new words learnt in the unit

Prepare 4 or 5 sticks with a thin rope and a magnet. Put cards with animals enough for 4-5 groups in the 'pool'. Ask the pupils in turn (one from each group) to come to the 'pool' and try to catch 'a fish' - a card. The pupil returns to the group with the card and then another pupil must go 'fishing'. When they 'catch' a card they must say, e.g. Oh, it's a hippo. *Note: The cards are with metal clips.*

**Activity 4b Play "This is our zoo". Objective:** to reinforce the new words learnt in the unit

Ask the pupils use the cards with animals - 'fish' they have caught to create their zoo. After 5 minutes when the groups finish their work ask them to go and visit each other's zoos. Go round the class with the pupils.

Revision 4. / I can...

**1** Play "Revision".  
e.g. There're ...



**2** Read and continue.  
Four little leopards.  
Playing in the tree.  
One runs away  
And now there are ...

**3** Work in pairs. Do the quiz "I can ...".

1) **I can name big animals.**  
Men katta hayvonlarni nomlay olaman.  
e.g. leopard, ...



2) **I can name the monkeys.**  
Men maymunlarni nomlay olaman.  
e.g. spider monkey, ...



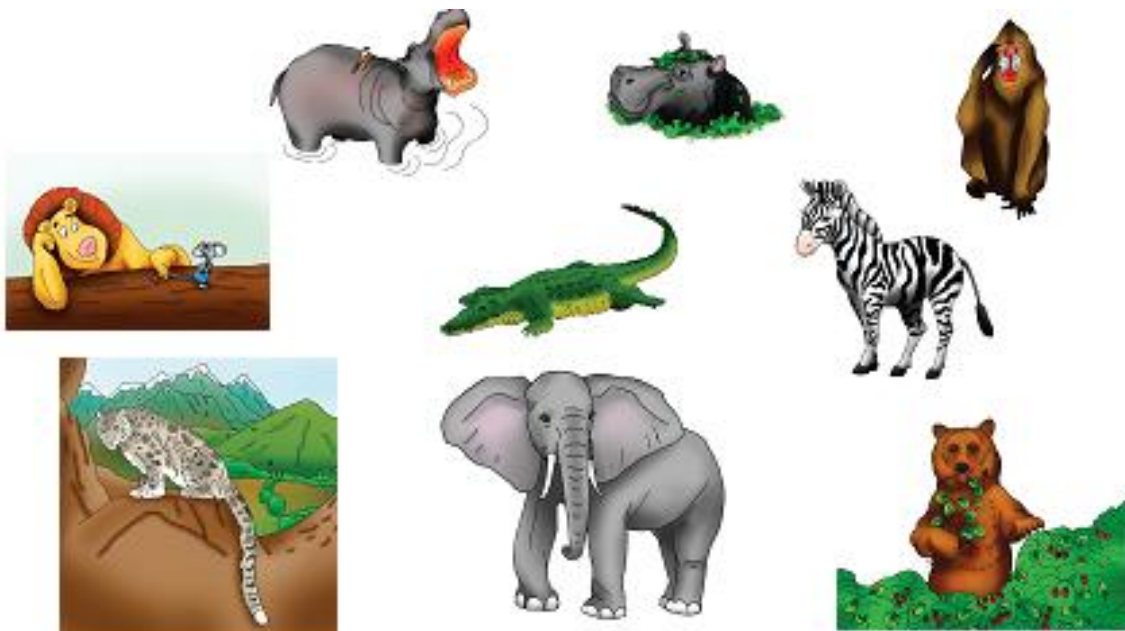
3) **I can describe the animals.**  
Men hayvonlarni tasvirlay olaman.  
e.g. Spider monkeys are small. They are ...

4) **I can write about animals.**  
Men hayvonlar haqida yoza olaman.  
e.g. Leopards are big cats. They ...



5) **I can ask about animals.**  
Men hayvonlar haqida so'ray olaman.  
e.g. What's this?

6) **I can use "these" and "those".**  
Men "these" va "those"larni ishlata olaman.  
e.g. These are hippos. Those are ...



## Lesson 1 Do you like dancing?

Aims	Learning outcomes	Vocabulary & structure	Required equipment
<p><i>Educational:</i> -to learn the new hobbies</p> <p><i>Developing:</i> -to enable pupils to listen, read and talk about hobbies -to enable pupils to say about thing they like to do in their free time</p> <p><i>Socio-cultural:</i> -to raise awareness of various big animals</p>	<p>By the end of the lesson, pupils will be able to:</p> <p>-name hobbies; -say things they like to do in their free time;</p>	<p>Club champion sport chess interesting</p>	<p>Textbook, the DVD of the book</p>

**Activity 1 Listen and repeat. Objective:** to warm up

Ask the pupils to listen and sing the song "What do you like?" together with the DVD.

**DVD script:** *We like swimming and jumping, We like swimming and jumping!*

*What do you like? What do you like?*

*We like dancing and singing, We like dancing and singing! What do you like? What do you like?*

**Activity 2a Listen and repeat. 5 min Objectives:** to introduce new words

**STEP 1:** Ask the pupils to look at the words in the box. Read the words and ask the pupils what words they know. Perhaps they will tell you what the words 'sport' and 'champion' mean. Show a picture of 'chess' if possible and ask them to say what this word mean. Help them to understand what the words 'interesting' and 'club' mean.

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

**Activity 3 Look, listen and write. Objectives:** to practise the vocabulary learnt in class 1 and 2

**STEP 1:** Ask the pupils to look at the pictures. Ask what they see there. Accept all reasonable answers. Say that they will listen to the boys and girls talking about their hobbies.

**STEP 2:** Ask the pupils to open the Workbooks and write the names of the children.

**Answer key**

1 Madina 2 Murod 3 Alex 4 Kate Script

*Hi, my name's Madina. I like sport. My favourite sport's tennis. I play tennis on Tuesdays, Thursdays and Saturdays. Hi, my name's Murod. My hobby's cooking. I can cook palov, cakes and somsa. I can cook green somsa, pumpkin somsa and potato somsa. Hi, my name's Alex. I like flowers. I plant flowers in my garden. Look at them. They are beautiful! Hello, my name's Kate. My hobby is music. I like singing English, Uzbek and Russian songs. I like dancing too.*

**Activity 4 Listen and repeat. Objective:** to reinforce the new words

**STEP 1:** Ask the pupils to look at the chant. Say that you will read the chant. Ask the pupils to listen to you and help by clapping the syllables.

cook/ing, sing/ing, dan/cing, (6 claps)

watch/ing/TV, (3 claps)

cook/ing, sing/ing, dan/cing, (6 claps)

plant/ing/a/tree (4 claps)



Divide the class into two groups. Ask the pupils to perform the chant 50% say the first line, 50% - the second.

**STEP 2:** Ask the pupils to work in groups. Give them some time to rehearse. Then invite the groups to demonstrate the chant. Praise them for: good team work, good rhythm, good English etc.

**Note:** *If the class is fast divide the pupils into groups of 4.*

*Ask the pupils to prepare a similar chant and present it to the other groups.*

**Activity 6 Listen and complete the sentences. Objective:** to reinforce the new words

**STEP 1:** Ask the pupils to open their Workbooks. Ask them to look at the text about Jessica. Ask them to predict what words are missing.

*Jessica is 9. She lives in London. Her favourite season is **winter**. Her hobby is **skiing**. She goes skiing on **Saturdays** and **Sundays**. She likes playing **computer** games too.*

**Homework.**

Ask the pupils to open their Workbooks and look at the homework. Explain that they must complete the sentences at home.

1 I like \_\_\_\_\_

2 My mum likes \_\_\_\_\_

3 My dad likes \_\_\_\_\_

4 My grandad \_\_\_\_\_

5 My granny \_\_\_\_\_

## Lesson 2 "Happy days" club

Aims	Learning outcomes	Vocabulary & structure	Required equipment
<p><i>Educational:</i> -to learn about sports and chess clubs</p> <p><i>Developing:</i> -to enable pupils to listen, read and talk about clubs -to enable pupils to complete the club card</p> <p><i>Socio-cultural:</i> -to raise awareness of various clubs children can join</p>	<p>By the end of the lesson, pupils will be able to:</p> <p>-name clubs for children; -complete a club card;</p>	sports club chess club	Textbook, the DVD of the book

**Activity 1 Listen and repeat. Objective:** to warm up

Ask the pupils to listen and sing the song "What do you like?" together with the DVD.

**Activity 2 Look, read and write. Objective:** to read for detail

Ask the pupils to look at the pictures, read the texts and complete the sentences in the Workbooks.

**Answer key:** Tom likes sport. His hobby is swimming. Sally likes playing chess. Her hobby is chess.

**Activity 3 Look, read and match. Objective:** to reinforce the new vocabulary

Ask the pupils to read and match the words.

**Activity 4 Work in groups of 4. Play "Word family". Objective:** to reinforce the new vocabulary

Draw a table on the board with the columns:

Sports Club Music Club English Club

Put the cards with the words or pictures in random order on the table or stick them on the walls: singing, playing football, running, jumping, singing songs, speaking English, dancing, champion, swimming, reading, playing tennis, playing chess.

Allocate the clubs to the groups and ask them to find the words for their club.

When they finish ask the groups to read the words in chorus.

**Activity 5 Read and complete the card. Objective:** to revise hobby related vocabulary

Ask the pupils to read and complete the card.

Answer key:

**"Happy Days" Club Card**

**Name:** David Brown.

**Birthday:** 1 May.

**School:** Green Street School.

**Class:** 3A.

**Teacher:** Mr Black.

**Hobby:** Playing chess.

**Favourite sport:** football and basketball.

<b>"Happy Days" Club Card</b>
Name: _____
Birthday: _____
School: _____
Class: _____
Teacher: _____
Hobby: _____
Favourite sport: _____

**Homework**

Ask the pupils to open their Workbooks and look at the homework. Explain that they must copy "Happy Days" club in Activity 5 and write about themselves.

### Lesson 3 Can you do kurash?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <p>-to learn the names of traditional sports: kurash &amp; taekwondo.</p> <p><i>Developing:</i></p> <p>-to enable pupils to listen, read and talk about taekwondo, kurash, dancing and nature club;</p> <p>-to enable pupils to talk about dancing and nature club</p> <p><i>Socio-cultural:</i></p> <p>-to raise awareness of various traditional sports</p>	<p>By the end of the lesson, pupils will be able to:</p> <p>-read and talk about kurash, taekwondo, dancing and nature club;</p> <p>-ask questions about likes and dislikes ;</p>	<p>do kurash do taekwondo birdhouse India</p>	<p>Textbook, the DVD of the book</p>

**Activity 1 Listen and repeat. Objective:** to warm up

Ask the pupils to listen and sing "What do you like?" together with the DVD.

**Activity 2 Look, read and match.**

**Objective:** to revise the vocabulary learnt in class 1; to introduce new words: kurash and taekwondo

Ask the pupils to look at the picture. Ask what they see there. Accept all answers. Ask what they think the words: India, taekwon-do, kurash and birdhouse mean.

Then ask the pupils to read the texts and match them with the pictures.

**Answer Key:** 1 c, 2 d, 3 a, 4 b

**Activity 3a Look and write three questions. Objective:** to practise the new vocabulary

Ask the pupils to look at the table. Listen to the text and complete the table.

**Activity 3b Play "Questions". Objective:** to revise the hobby related vocabulary

Ask the pupils to mingle, find and write the names of the pupils who will say Yes to their questions which they have written in 3a. After 5 minutes stop the activity and ask some pupils to say e.g. Saida can dance. Malika can dance too.

**Activity 4 Look, mime and guess. Objective:** to practise the hobby related vocabulary

**STEP 1:** Prepare two sets of cards with pictures or words. Put one set of the cards on the board:

a) cooking, b) singing, c) dancing, d) playing football, e) playing tennis, f) playing computer games, g) watching TV, h) do kurash, i) planting trees, j) planting flowers. Write the letters a, b, c etc next to the pictures.

**STEP 2:** Ask half of the class sit back to you but facing the board. The other half of the class will face you and stand between the board and their partners.

Hold one card and show it to the pupils facing you. They should mime the action without saying anything - their partners must guess the action and write its letter (a, b, c ...) on a piece of paper. Show the cards one by one with a speed suitable for your class but good (fast) enough to keep it interesting for pupils and bring the mood of competition. Check together and ask the 'writers' to say the actions.

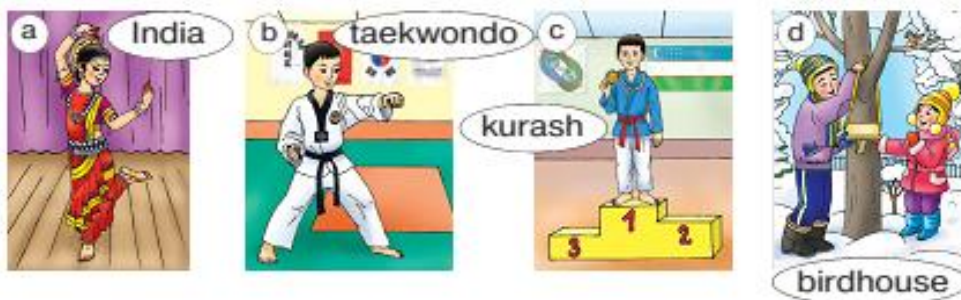
NB:1) keep the cards you have showed in the order you have showed them to check the answers.

After 5 cards you can check the answers and ask the pupils to change the roles

If your class is fast you can put other cards and play the game once more or you can put the cards on the boards so the pupils can choose the card themselves.

#### Homework

Ask the pupils to open their Workbooks and look at the homework. Explain that they must complete the sentences at home using the table.



## Lesson 4 Project

**Activity 1 Listen and sing. Objective:** to warm up

Ask the pupils to listen and sing the song "What do you like?" together with the DVD.

**Activity 2 Look and read. Objective:** to check the homework

*STEP 1:* Ask the pupils to look at the graph and say what they see there. Establish that this is a graph showing what children in an English class like. Say that English children like sport and nature very much. Say that the vertical line shows number of pupils in the class.

*STEP 2:* Ask the questions:

How many pupils like football? (20) How many pupils like swimming? (20) How many pupils like playing chess? (10) How many pupils like nature? (15) *STEP 3:* Ask the pupils to read the texts.

**Act 3a Work in groups of 5. Play "Find Someone Who. Objective:** to practise asking questions about hobbies

*STEP 1:* Draw a table on the board. Ask the pupils to play "Find Someone Who . " .

Write items depending on the class interests. In Activity 3b the graph will depend on this. e.g.

**name**

...can swim

... can dance

... can play chess

...can play

*STEP 2:* Revise the questions they should ask each other. E.g. Can you swim? Can you dance? Etc.

*STEP 3:* Say that they have five minutes to ask each other and complete the table.

**Activity 3b Make a class graph. 20. Objective:** to practise making graphs

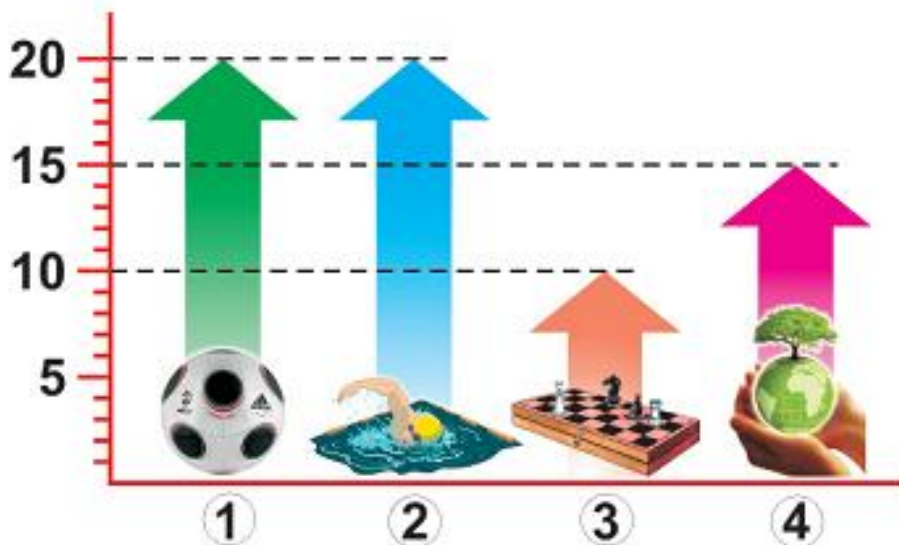
*STEP 1:* Draw a graph. Vertical line-number of pupils in the class. On the horizontal line hobbies from A 3a.

*STEP 3:* Ask the groups to count the number of the pupils for each hobby.

*STEP 2:* Count the class results together with the class and complete the graph. Summarise the results, saying like this: "So, this is our class graph. ... pupils like ... etc. Say that at home the pupils will write about his graph.

**Homework**

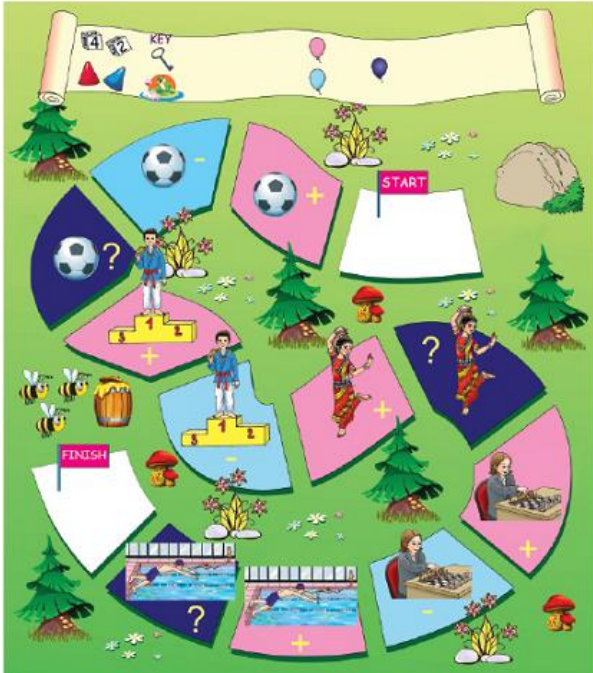
Ask the pupils to open their Workbooks and look at the homework. Explain that they must complete the sentences at home. Also explain that they must revise Unit 8 and get ready for the revision lesson.



Revesion 5. / I can...

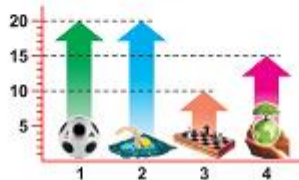
1 Play "Revision".

I like ... I don't like ... Do you like ...?



2 Work in pairs. Do the quiz "I can ...".

- 1) **I can name hobbies.**  
Men sevimli mashg'ulotlarni nomlay olaman.  
e.g. swimming, ...
- 2) **I can talk about my hobby.**  
Men sevimli mashg'ulotim haqida gapira olaman.  
e.g. My hobby's ...
- 3) **I can complete Club's card.**  
Men to'garak kartochkasini to'ldira olaman.  
e.g. Name: Sardor Shermatov
- 4) **I can talk about kurash and taekwondo.**  
Men kurash va taekvando haqida gapira olaman.  
e.g. I like kurash. It's a ...
- 5) **I can describe a graph.**  
Men grafikni tasvirlay olaman.  
e.g. 20 boys and girls like ...
- 6) **I can ask questions about hobby.**  
Men sevimli mashg'ulot haqida savollar so'ray olaman.  
e.g. What's your hobby? Can you ...?



**Lesson 1 What's your telephone number?**

Aims	Learning outcomes	Vocabulary & structure	Required equipment
<p><i>Educational:</i> to learn to say numbers and hobbies; to learn how to ask about telephone/mobile phone number and give answers; to learn how to talk on the phone</p> <p><i>Developing:</i> to enable pupils to say numbers and hobbies; to enable pupils to ask about telephone/mobile phone number and give answers</p> <p><i>Socio-cultural:</i> to raise awareness of the ways of asking about telephone/mobile phone number;</p>	<p>At the end of the lesson pupils will be able to: say hobbies and numbers; ask about telephone/ mobile phone number and give answers; act out a phone talk.</p>	<p>telephone mobile phone What's your telephone / mobile phone number?</p>	<p>Pupil's book, Workbook, the DVD, a soft ball/ paper ball, 10 hobby cards and 10 number cards</p>

to raise awareness of saying telephone numbers.

**Activity 1 Listen and repeat. Objective:** to warm up

STEP 1: Play the DVD. Ask the pupils to listen to "The telephone number song" and say what the song is about  
STEP 2: Play the DVD again and ask the pupils to sing together with the DVD.

DVD script:

What's your telephone number? 3 times

1234456

It's my telephone number.

What's your mobile phone number? 3 times

6554321

That's his mobile phone number.

**Activity 2 Play "Ball". Objective:** to revise the material learned previously

**Preparation:** The whole class activity. A soft ball/paper ball is needed for the game.

STEP 1: Write the following structures on the board (beforehand): 1) Hello, I'm ... 2) I live in ... 3) My birthday's in (month)... 4) I like (hobbies)... 5) I can ...

STEP 2: Say that now they are going to play a game. Explain that in this game they will say five sentences about themselves as shown on the board. Then invite a pupil to the board and start the game by pointing to the first sentence on the board saying, 'Hello, I'm Maryam/Tolib', then the second sentence saying, 'I live in Tashkent', then the third, etc. Say five sentences about yourself and throw the ball to the pupil. The pupil catches the ball and says five sentences in the same way. Help if necessary.

**Activity 3 Play "Hobbies and numbers" Objective:** to revise the material learned previously

**Preparation:** The whole class activity. A set of cards are needed. The amount of cards depends on the number of the pupils in the class. For 20 pupils, you will need 10 hobby cards (1. kurash; 2. dancing; 3. singing songs; 4. planting trees; 5. playing football; 6. swimming; 7. playing computer games; 8. collecting toys; 9. watching TV; 10. playing chess) and 10 number cards. Each card has either a hobby or a number on it.

**Activity 5b Act out the dialogue.**

**Objectives:** to give freer practice in acting out a dialogue; to develop the pupils' speaking skills.

STEP 1: Explain to the pupils that now they will act out the dialogue in Activity 5a using their textbooks. Explain that all the girls in the class will be Asila and all the boys will be Akmal. Tell them that with your signal all the girls start the dialogue in chorus, then all the boys together.

**Homework.**

Ask the pupils to open their Workbooks at Page 47 and look at Homework 1. Explain that they must match the English and Uzbek texts as usual. Draw their attention to the second homework. Explain that here the telephone talk is jumbled up. Their task is to put the telephone conversation in order as shown in the example. **Answer key:**

Ring, ring. **Guli:** Hello. **Ali:** Hello. Is Anvar there?

**Guli:** I'm sorry. He's not at home now. **Ali:** When's he at home?

**Guli:** At four o'clock. **Ali:** What's his mobile phone number?

**Guli:** 5743839. **Ali:** Thanks. Bye. **Guli:** Bye-bye.



## Lesson 2 Can I talk to Jasur, please?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn to say telephone phrases;</li> <li>- to learn about present continuous;</li> <li>- to learn how to talk on the phone</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to use telephone phrases;</li> <li>- to enable pupils to listen to telephone talks for different purposes;</li> <li>- to enable pupils to do tests on listening texts</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the use of the present continuous.</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- use telephone phrases when talking on the phone;</li> <li>- understand telephone talks;</li> <li>- use the present continuous positive sentences.</li> </ul>	<p>Can I talk to Jasur, please?</p> <p>Sorry, you've got the wrong number.</p> <p>Excuse me, who's this?</p> <p>He's not at home now.</p> <p>When's he/she at home?</p>	<p>Pupil's book, Workbook, the DVD</p>

**Warm up:** Play the DVD. Ask the pupils to listen to "The telephone number song" and sing it together with the DVD.

**Activity 1a Work in pairs. Look and match. Objective:** to introduce the new vocabulary

Ask the pupils to work in pairs. Explain that they must do the matching in their Workbooks at Page 48 as shown in the example. It does not matter if they do the matching wrong. When they finish, you check/ elicit the answers involving the whole class. **Answer key:** 1b, 2e, 3d, 4c, 5a

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

**Objective:** to practise the pronunciation of the new vocabulary

After the pupils understand the meaning of the phrases, explain that these phrases/sentences are used when talking on the phone. Then you can have the pupils repeat them after you or the DVD in chorus, rows and individually.

**Activity 3 Read, listen and repeat. Objective:** to introduce present continuous positive sentences

**STEP 1:** Demonstrate the use of the Present Continuous to say what is happening now by talking about what you and the pupils are doing at the moment, e.g.: Point to yourself and say in English: 'I'm standing.' and its translation in mother tongue. Then: 'I'm speaking English.' and its translation. Then point to a boy and say: 'He's sitting down.' and its translation. Then point to a girl and say: 'She's sitting down.' with translation. Then 'You're listening to me.' in the same manner.

**STEP 2:** Read the example sentences from the table to the class, explain the structure of the positive Present Continuous sentences and translate them. Draw the pupils' attention to the short and full forms of the verb 'be'.

**STEP 3:** After that ask the pupils listen and repeat the sentences after you/the DVD.

**Activity 4 Work in pairs. Mime and say. Objective:** to give freer practice in using the present continuous

Ask the pupils to read the dialogue in Act 4 silently. After they finish, ask them to work in pairs. Explain that as in the example, one of them mimes, the other one asks questions until s/he finds what his/her partner is doing. Then they change roles.

### Homework

Ask the pupils to open their Workbooks at Page 48 and look at Homework 1. Explain that it is a phone talk. They must write the missing words. **Answer key:**

Ring, ring. **Madina:** Hello.

**Murod:** Hi. Can I talk to Nilufar, please?

**Madina:** Excuse me, who's this?

**Murod:** Murod. I'm her friend from school.

**Madina:** Sorry, She is not at home.

**Murod:** What's her mobile phone number?

**Madina:** It's 2888778

**Murod:** Thanks, bye. **Madina:** OK, bye-bye.

I <b>am</b> (= I'm)	<b>cooking.</b>
You <b>are</b> (= You're)	
He/She/It <b>is</b> (= He's/She's/It's)	

Draw their attention to the second homework. Explain that in this activity they must write what their family members are doing when they are at home.

**Possible answer key:**

I am at home now. My mother is *cooking*. My father is *watching TV*. My sister is *talking on the phone*. My little brother is *playing with his train*.

## Lesson 3 I'm talking on the phone.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>-to learn to say telephone phrases;</li> <li>-to learn about present continuous;</li> <li>-to learn how to talk on the phone</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>-to enable pupils to use telephone phrases;</li> <li>-to enable pupils to understand and use present continuous positive sentences</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>-to raise awareness of the use of the present continuous.</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>-use telephone phrases when talking on the phone;</li> <li>-understand telephone talks;</li> <li>-use the present continuous positive sentences.</li> </ul>	<p>Recycling the previously introduced vocabulary</p>	<p>Pupil's book, Workbook, the DVD</p>

**Activity 1 Listen and repeat. Objective:** to warm up

Play the DVD. Ask the pupils to listen to "The telephone number song" and sing it together with the DVD.

**Activity 2 Work in pairs. Act out the dialogue.**

**Objectives:** to check the homework; to revise the previously learnt material.

*STEP 1:* Check Homework 1 at first together with the class. The pupils make necessary corrections.

*STEP 2:* After that ask the pairs to sit back to back and act out the dialogue. When they finish, they change roles.

**Activity 3a Look, read and match.**

**Objectives:** to give practice in reading for detailed information; to consolidate the present continuous.

*STEP 1:* Ask the pupils look at the text about Asal and her family and the pictures below. Explain that Asal wants to play with them. Explain that their task is to read the texts and find the pictures which match them. Tell them to open their Workbooks on Page 49 and write their answers there.

*STEP 2:* When the pupils finish matching, check their work involving the whole class. **Answer key:** 1e, 2a, 3c, 4d, 5b

**Activity 3b Listen and correct.**

**Objectives:** to give practice in listening for detailed information; to consolidate the present continuous.

After the pupils have read the dialogue, you can invite the pupils to correct the information you say from the dialogue. You can say: 'Mum's watching TV.' and have the pupils say: 'No, she's cooking'. Then: 'Dad's cooking.' and the pupils correct: 'No, he's watching football'. 'Bekzod's talking on the phone.' and 'No, he's doing his homework.' 'Lola's doing her homework.' 'No, she's talking on the phone.' **Note:** Faster pupils can start doing Homework 1 here.

**Homework**

Ask the pupils to open their Workbooks at Page 49 and look at Homework 1. Explain that at home they must read the text and draw a picture following its description. Draw the pupils' attention to the second homework. Explain that they must write sentences about the children in the picture using the words in the cloud. The example is given for the girl numbered 1.



## Lesson 4 Project

Aims	Learning outcomes	Vocabulary & structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>-to learn to say telephone phrases;</li> <li>-to learn about present continuous;</li> <li>-to learn how to talk on the phone</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>-to enable pupils to write a telephone talk;</li> <li>-to enable pupils to understand and use present continuous positive sentences in telephone talks</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>-read and write a telephone talk;</li> <li>-use phone phrases when talking on the phone or writing a telephone talk;</li> <li>-understand telephone talks;</li> <li>-use the present continuous positive sentences.</li> </ul>	<p><i>Recycling the previously introduced vocabulary</i></p>	<p>Pupil's book, Workbook, the DVD</p>

**Activity 1 Read and listen.**

**Objectives:** to consolidate the material of the unit; to give practice in listening a telephone talk.

*STEP 1:* Ask the pupils to read the situation and the phone conversation individually and silently.

*STEP 2:* Then play the DVD. The pupils now listen to what they have just read. Ask if everything is clear. Explain if there are any questions.

**Activity 2a Work in 2/4 groups. Discuss and write your text.**

**Objectives:** to consolidate the material of the unit; to give freer practice in writing a telephone talk.

Divide the class into two groups or, if the class is large, into 4 groups, two groups doing the task for Group A and the other two groups doing the task for Group B. Group A must write in the name of Rashid and Group B in the name of Farrukh. They must begin writing with the sentence given in their tasks.

**Optional Activity 2b Make a phone call to your friend.**

**Objectives:** to consolidate the material of the unit; to give freer practice in having a telephone talk.

*STEP 1:* Invite a pupil from each group to the front of the board. They sit back to back and begin role playing like the one in Activity 1 but using their text they have written in Activity 2a. Help if necessary. The others in the class just watch and listen.

*STEP 2:* After that you can make pairs where there will be one pupil from Group A and one from Group B. They will talk on the phone like the pair who have just demonstrated.

**Homework**

Ask the pupils to revise Unit 9 at home and get ready for the revision lesson.



Vasila, Davron, Bobur, Lola and Adiba are from Samarkand. They are friends. Vasila, Davron, Bobur, Lola and their teacher are in Independence Square in Tashkent now. But Adiba is at home with her family. Vasila and Adiba are talking on the phone.

## Revision 6

Aims	Learning outcomes	Vocabulary & structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>-to learn to say telephone phrases;</li> <li>-to learn about present continuous;</li> <li>-to learn how to talk on the phone</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>-to enable pupils to talk on the telephone;</li> <li>-to enable pupils to understand and use present continuous positive sentences;</li> <li>-to enable pupils to assess their knowledge, skills and overall progress</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>-talk on the telephone according to a given task;</li> <li>-use telephone phrases when talking on the phone;</li> <li>-use the present continuous positive sentences.</li> </ul>	<p><i>Recycling the previously introduced vocabulary</i></p>	<p>Pupil's book, Workbook, the DVD</p>

**Activity 1 Work in pairs. Play "Telephone". Use the word cloud.**

**Objective:** to consolidate the vocabulary related to phone talks

*STEP 1:* Revise the phrases in the word cloud at first. If necessary work on the pronunciation of the phrases.

*STEP 2:* Ask the pupils to work in pairs. Say that all the pupils on your right hand will be Pupil As, and all the pupils on your left hand will be Pupil Bs. Ask all the Pupil As to read the task for A, all the Pupil Bs for B. Help if necessary.

*STEP 3:* Ask the pupils to sit back to back and do the activity. At the end you can ask two or three pairs to perform at the front of the class.

**Activity 2 Look, read and name the boys.**

**Objectives:** to consolidate the present continuous; to practice reading for detailed information.

Ask the pupils to look at the texts and the pictures in Activity 2. Explain that to do the activity, they must read the texts and match them with the pictures.

*Answer key: a2, b3, c1*

**Activity 3 Work in pairs. Do the quiz "I can..." Objectives:**

to revise the material studied in Unit 9;

to train pupils to be able to assess their knowledge, skills and overall progress;

to let pupils see how much they can do in English;


to encourage them into revising the material they have not learnt properly

The pupils work in pairs. This quiz does not test memory - it is a learning opportunity, so the pupils should be allowed to use their Pupil's books and Workbooks.

They discuss the answers and, where necessary, write them in their "I can ..." exercise books. You can go round and check what pupils have written.

**Homework**

Say that the pupils should finish "I can . ." task or revise it.

**1**  **Work in pairs. Play "Telephone". Use the word cloud.**

**A:** You are Salim/Salima. Phone and ask for Shahzod. You want to play with him.

**B:** You are Kamil/Kamila. Shahzod is your brother. Shahzod is not at home.

Can I talk to Shahzod, please?  
Excuse me, who's this?  
He's not at home now.  
When's he/she at home?  
What's your telephone number?  
What's your mobile phone number?

- a Ali is wearing a cap. He is wearing trainers. He is wearing a T-shirt. He is wearing shorts.
- b Vali is wearing a cap. He is wearing trainers. He is wearing a T-shirt. He is wearing jeans.
- c Gani is wearing a cap. He is wearing jeans. He is wearing a shirt.



**I can ...****3 Work in pairs. Do the quiz “I can ...”.****1) I can ask a telephone/mobile phone number and answer.**

Telefon/Uyali telefon raqamini so'rab, javob bera olaman.

**e.g. A:** What's your telephone/mobile phone number?

**B:** 3502552

**2) I can ask my friend on the telephone.**

Telefonda o'rtog'imni so'ray olaman.

**e.g.** Can I talk to Daler, please?

**3) I can say my brother/sister/mum/dad is not at home.**

Akam/singlim/oyim/dadam uyda emasligini ayta olaman.

**e.g.** Aziza's not at home now.

**4) I can ask who is on the telephone.**

Telefonda kim gapirayotganini so'ray olaman.

**e.g.** Excuse me, who's this?

**5) I can say somebody has got the wrong number.**

Telefon qilayotgan kishi noto'g'ri raqam terganligini ayta olaman.

**e.g.** Sorry, you've got the wrong number.

**6) I can ask when my friend comes home.**

O'rtog'im qachon kelishi haqida so'ray olaman.

**e.g.** When's Daler at home?

**7) I can describe what somebody is wearing now.**

Biror kimsa hozir qanday kiyim kiyganligini tasvirlay olaman.

**e.g.** Sharifa's wearing a shirt.

**8) I can say what somebody is doing now.**

Biror kimsaning hozir nima qilayotganini ayta olaman.

**e.g.** I'm reading. My sister's playing. My mum and dad're watching TV.

## Lesson 1 Water, forest, mountain, desert

Aims	Learning outcomes	Vocabulary & structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn about the four habitats for animals and plants;</li> <li>- to learn what animals and plants live in the four habitats;</li> <li>- to learn what 4 things animals and plants need to live</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to say the four habitats for animals and plants</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the habitats for animals and plants;</li> <li>- to raise awareness of the four things the plants and animals need to live.</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- act out a joke phone talk;</li> <li>- say the four habitats for animals and plants;</li> <li>- say what animals and plants live in the four habitats.</li> </ul>	<p>plant, forest, mountain, desert</p>	<p>Pupil's book, Workbook, the DVD, "My plants" booklet</p>

**Activity 1 Listen and repeat. Objective:** to warm up

*STEP 1:* Play the DVD. Ask the pupils to listen to "The planting song" and say what the song is about. Accept all reasonable answers. *STEP 2:* Play the DVD again and ask the pupils to sing it together with the DVD.

### The planting song

*Working on the farm all day long. Everybody sings the planting song*

*Working on the farm all day long. Everybody sings the planting song.*

*First you take a seed and put it in the ground, put it in the ground, put it in the ground.*

*Then you get some water and pour it all around, pour it all around, pour it all around.*

*When the sun comes out the light shines down, the light shines down, the light shines down.*

*The leaves grow green and the stem grows brown, the stem grows brown, the stem grows brown.\_*

*When the fruit is ripe, they'll be big and round, big and round, big and round.*

*We'll pick the fruit and take it to town, take it to town, take it to town.*

**Activity 2 Work in pairs. Play "Telephone". Objective:** to consolidate the material of the previous unit

*STEP 1:* Ask the pupils to read the telephone conversation silently for a minute. Tell them that it is a joke.

*STEP 2:* Ask the pupils to work in pairs. Explain that now they will also do a similar joke telephone conversation. The pupils can use their own mobiles or pencil cases as phones.

### Activity 3a Look, listen and repeat.

**Objectives:** to introduce the topic of the unit; to introduce the new vocabulary of the lesson.

In advance, bring to class a completed "My Plants" booklet (like the one the pupils did about family in Unit 1 and about birds and insects in Revision 3) for the pupils to see. *Look at Unit 10 Lesson 2 Activity 3 for the instructions to make a booklet.*

*STEP 1:* Draw the pupils' attention to the topic of the unit "Plants". Explain to them that they know the word "plant" as a verb. It can be a noun, too. Explain its meaning as a verb and noun in mother tongue. Tell the pupils that during this unit they will learn different habitats around the world where animals, fish, birds and plants live. Show the pupils the "My Plants" booklet completed by you. Explain that they will be making one of their own where they will draw a picture of what they learned or something interesting they remember for each lesson.

*STEP 2:* Ask the pupils to look at the pictures and tell the meaning of the words in the mother tongue. Then have them repeat the words after you/the DVD several times in chorus, rows and individually.



### Homework

Ask the pupils to open their Workbooks at Page 51 and look at the homework. Explain that there are three lists with insects, birds and animals, and a table where the four habitats are shown. Explain that their task is to put the insects, birds and animals in the right habitats as shown in the example.

### Listen and write.

flower, animal, bird, insect, people, cactus, tree, forest, fish

desert	water	mountain

## Lesson 2 Trees and flowers

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p style="text-align: center;"><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn about the four habitats for animals and plants;</li> <li>- to learn what 4 things animals and plants need to live;               <ul style="list-style-type: none"> <li>- to learn some trees and flowers</li> </ul> </li> </ul> <p style="text-align: center;"><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to read and write about flowers;</li> <li>- to develop the pupils' creative abilities</li> </ul> <p style="text-align: center;"><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the four things the plants and animals need to live</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- say the four habitats for animals and plants;</li> <li>- say what 4 things animals and plants need to live;</li> <li>- to read about a sunflower and write about a cactus;</li> <li>- to name some trees and flowers.</li> </ul>	need, willow, mulberry, rose, tulip	Pupil's book, Workbook, the DVD, "My plants" book-lets enough for each pupil, pictures of a forest, desert, mountain and underwater

**Activity 2 Answer the questions. Objective:** to revise the material from the previous lesson  
Explain that now you will ask some questions about the previous lesson. Elicit answers for the first question.

**Answer key:** *food, water, air and sun*

Then elicit answers for the second question. You can show the pictures of a forest, desert, mountain and underwater one by one to help the pupils answer the question.

**Activity 3 Look and read. Draw and write about a cactus. Objectives:** to give practice in reading for main ideas; to prepare for the next activity; to develop the pupils' creative abilities.

**Advance Preparation:** Prepare a "My Plants" booklet for each pupil. To make the booklet, fold a sheet of colour paper in half. Then fold four blank sheets of paper in half and insert into the folded colour paper. Staple at the seam to hold the booklet together.

**STEP 1:** Ask the pupils to look at the picture of a sunflower and read the text. After they have finished reading, draw their attention to the words "leaves" and "needs". Explain that if we talk about one, we say or write "leaf". If we say, about two or more, we say or write "leaves". Then say the meaning of the word "need" in mother tongue. Then have the pupils repeat the words after you in chorus.

**STEP 2:** Distribute an assembled "My Plants" booklet for each pupil. Have them write their name on the front cover. Have them turn to the first blank page and write the numbers "1" and "2" on the bottom corners.

**STEP 3:** Tell the pupils to draw a cactus on the left page. Tell them that they can color their pictures at home.

**STEP 4:** After they have finished their drawings, ask them to write some facts about it like the ones about the sunflower. Then have the pupils share their booklets with their partner. Encourage them to comment on each other's picture and text.

**Possible text the pupils could write for the cactus:** *This is a cactus. It is small and big. We have cactuses in deserts and houses. They need air, food, sun and little water to live.*

**Activity 4a Look, listen and repeat. Objective:** to introduce the new vocabulary of the lesson

Ask the pupils to look at the pictures and say what they are in their mother tongue. After they have recognised them correctly, you can have them listen and repeat after you/the DVD in chorus, rows and individually as usual. Then you can ask the pupils to do "Point and say" activity in pairs.

**Activity 4b Mime and guess. Objective:** to consolidate the new vocabulary

Ask the pupils to come to the board in turns and mime a tree/ plant that they have learnt so far. The class will guess.

### Homework

Ask the pupils to open their Workbooks at Page 52 and look at Homework 1 and 2. Explain that at home they must read the text about a tulip and draw a rose on the third page of their "My Plants" booklet. Tell them to write some facts about it on the fourth page of the booklet.

Accept any reasonable answer:

**The 1st possible text the pupils could write for the rose:**

*This is a rose. It is small. Its flower is red and beautiful. Its leaves are small and green. We have roses in our gardens and near our houses. They need water, air, food and sun to live.*

**The 2nd possible text the pupils could write for the rose:**

*This is a rose. It is small and big. Its flower can be red, yellow, orange, pink and purple. You can see it in summer. We have the roses in the mountains, forests and near our houses. They need water, air and sun to live.*

### Lesson 3. What's in your garden?

Aims	Learning outcomes	Vocabulary & structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn about the plants in a garden;</li> <li>- to learn the story about "The Sparrow and the trees"</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to talk about a garden on the telephone;</li> <li>- to enable pupils to guess the end of a story;</li> <li>- to develop the pupils' creative abilities</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the story about "The Sparrow and the trees"</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>-answer the questions about the text;</li> <li>- talk about the plants in the garden on the telephone;</li> <li>- listen the beginning of a story and say its end;</li> <li>- to read about a willow tree and write about an apple tree.</li> </ul>	<p>branch, fire, tree</p>	<p>Pupil's book, Workbook, the DVD, "My plants" booklets enough for each pupil</p>

#### Activity 1 Listen and repeat. Objective: to warm up

Play the DVD. Ask the pupils to listen to "The planting song" and sing it together with the DVD.

#### Activity 2a Listen, read and answer.

**Objectives:** to practise reading for specific information; to prepare for the next activity.

**STEP 1:** Ask the pupils to read the telephone conversation silently at first. Then play the DVD and let them listen to it at least twice.

**STEP 2:** After that ask the pupils to answer the questions. You can ask the questions, involving everybody to answer.

#### Activity 2b Work in pairs. Play "Telephone".

**Objectives:** to give freer practice in talking on the phone; to consolidate the material of the unit.

In this activity the pupils can use their own mobiles or pencil cases as phones. Explain to the pupils that the telephone talk in Activity 2a can be a model for their talk. If they feel it is too difficult, you can let them use their books while talking.



#### Activity 4a Listen to the fairy tale about "The Sparrow and the Trees".

**Objectives:** to introduce the first part of a story; to practise listening for detailed information.

Tell the pupils that they are going to listen to a fairy tale about "The Sparrow and the Trees". When everybody is ready, ask the pupils to listen to it attentively. Play the DVD at least twice.

#### DVD script: The Sparrow and the Trees

One day in winter the Sparrow is sad, it cannot fly. A cold wind starts to blow, and the Sparrow has no home.

It goes into the forest to find a home for the winter. There are a lot of trees in the forest.

First the bird comes to a willow tree in the forest and asks: *'I'm cold and hungry. Can I make my home under your branches, please? I can't fly.'*

The Willow says: *'Oh, no! My branches aren't strong. You can't make your home under my branches. Go to the mulberry tree!'*

The Sparrow goes to the Mulberry tree and asks: *'I'm cold and hungry. Can I make my home under your branches, please? I can't fly.'*

*'I'm sorry,'* the Mulberry tree says, *'my leaves aren't strong this winter. You're hungry. You can eat up my fruit in the winter. I can't give you a home under my branches.'*

The bird hops, hops and hops in the forest. The trees don't want to help it. It's tired and sad.

In the evening, a fir tree sees the sad Sparrow and asks: *'What are you doing in the forest little bird?'*

#### Homework

Ask the pupils to open their Workbooks at Page 53 and look at Homework 1 and 2. Explain that at home they must read the text about a willow tree and draw an apple tree on the fifth page of their "My Plants" booklet. Tell them to write some facts about it on the sixth page of the booklet. Accept any reasonable answer.

#### The possible text the pupils could write for the apple tree:

*This is an apple tree. It is big and tall. Its leaves are small and green. Its branches are strong. We have apple trees on mountains, in gardens and near our houses. They need water, air and sun to live. They have green, yellow and red fruit. Their fruit is tasty.*

**Lesson 4 Project**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> -to learn about the plants; -to learn the story about "The Sparrow and the Trees"</p> <p><i>Developing:</i> -to enable pupils to listen and check the predictions; -to develop the pupils' creative abilities</p> <p><i>Socio-cultural:</i> -to raise awareness of the story about "The Sparrow &amp; the trees"</p>	<p>At the end of the lesson pupils will be able to:</p> <p>-answer the questions about the text;</p> <p>-listen the end of a story and check predictions;</p> <p>-to read about a fir tree and write about a mulberry tree.</p>	<p><i>Recycling the previously learnt material</i></p>	<p>Pupil's book, Workbook, the DVD, "My plants" booklets enough for each pupil</p>

**Activity 1 Listen and repeat. Objective:** to warm up

Play the DVD. Ask the pupils to listen to "The planting song" and sing it together with the DVD.

**Activity 2a Answer the questions about "The Sparrow and the Trees".**

**Objective:** to refresh the pupils' memory of the story

Ask the pupils to remember the story about "The Sparrow and the Trees" that they listened to and discussed the previous lesson. Explain to them that now you will refresh their memories by asking them several questions. Then start asking the questions one by one. Help the pupils answer.

**Answer key:**

*It can't fly and it goes into the forest to find a home for the winter. First the Sparrow comes to a willow tree in the forest. The tree doesn't want to help it. The Sparrow goes to the Mulberry tree second. The tree doesn't want to help it.*

**Activity 2b Look, listen and check your guesses about "The Sparrow and the Trees".**

**Objectives:** to listen for detailed information; to check the predictions.

**STEP 1:** Explain to the pupils that last lesson they tried to guess the end of the story as much as they could. Ask if they still remember their guesses. Ask a few pupils what their guesses were.

**STEP 2:** Tell the pupils to look at the pictures and study them carefully for a minute. Then ask what is happening in the pictures. Ask a few pupils to tell the class their versions.

**STEP 3:** Tell the pupils that they are going to listen to the second part of the fairy tale about "The Sparrow and the Trees". Ask the pupils to listen to it attentively. Play the DVD at least twice, probably from the very beginning of the story. They check if their guesses were right.

**DVD script:**

In the evening, a fir tree sees the sad Sparrow and asks: 'What are you doing in the forest little bird?' 'Good evening, Mr Fir. I'm looking for a home for the winter,' says the little bird. 'I'm not strong and I can't fly. I'm cold and hungry.' 'You can make your home under my branches. Come, hop under this branch,' says the Fir. 'I can help you in the cold and winter wind. I have tasty purple fruit. You can eat them in the winter.' The bird thanks the Fir tree for its help and lives with it for the winter. This is not the end of the fairy tale. The North Wind and Father Frost are playing in the forest. The North Wind wants to blow on the Fir tree and take off its leaves. Father Frost says: 'This tree is helping the hungry sparrow. Don't blow on it. Its leaves can always be green. You can blow on the willow and mulberry trees and take off their leaves. They don't want to help the little bird.' That winter, a lot of snow falls, a lot of rain pours and the North Wind has a lot of fun blowing on the willow and mulberry trees, and takes off their leaves. They feel very cold and very hungry. Today this never stops. The fir tree is always green. The leaves of the willow & mulberry trees always fall in the cold and winter wind.

**Activity 3a Look and read about a fir tree.**

**Objectives:** to give practice in reading for main ideas; to prepare for the next activity.

Ask the pupils to open their Workbooks at Page 54 and look at the picture of a fir tree and the text. Ask them to read text silently for about a minute.

**Homework 2 min**

Ask the pupils to revise Unit 10 and get ready for the Revision lesson.



## Revision 7.

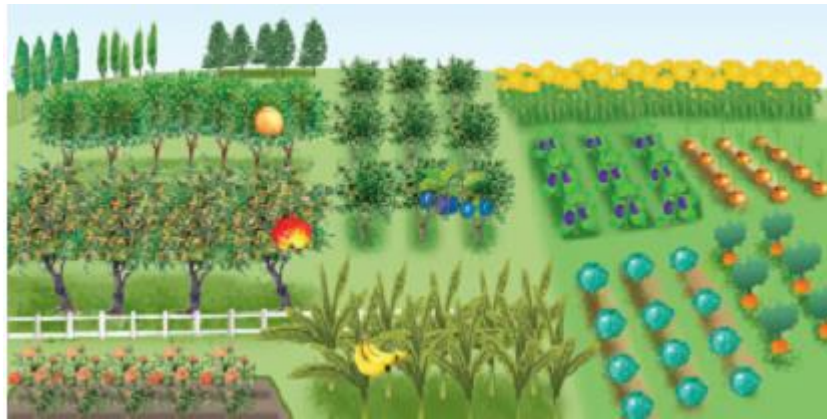
Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: -to learn to talk on the phone about the plants in a garden Developing: -to enable pupils to talk on the phone; -to enable pupils to ask and answer questions about what plants are in one's garden; -to enable pupils to assess their knowledge, skills and overall progress	At the end of the lesson pupils will be able to: -ask and answer questions on the telephone about what plants are in one's garden; -to read each other's booklets for pleasure.	Recycling the previously learnt material	Pupil's book, Workbook, the DVD, "My plants" booklets

**Warm up**

Play the DVD. Ask the pupils to listen to "The planting song" and sing it together with the DVD.

**DVD script:** See Unit 10 Lesson 1 Activity 1 for the DVD script.

**Activity 1 Work in pairs. Play "What's in your garden?" Objective:** to consolidate the material of Units 9 and 10.  
**STEP 1:** Ask the pupils to work in pairs. Explain that the pupils on your right hand will be Pupils A, and the pupils on your left hand - Pupils B. Ask Pupils A to look at this page and Pupils B to look at Page 86.  
**STEP 2:** Ask the pupils to read the example beginning of the telephone talk in silence. When they finish, explain that they must sit back to back, look at their pictures and talk about them using the example.  
**STEP 3:** Now they change roles, i.e. Pupils B look at this page, Pupils A look at Page 86 and have a telephone talk using the pictures.



**Activity 2 Put your booklets into display. Objective:** to read for pleasure

Ask your pupils to put the booklets that they made during Unit 10 into display around the classroom. Then ask them to go round the class, look through and read the other pupils' booklets.

**Activity 3 Work in pairs. Do the quiz "I can...". Objectives:** to revise the material studied in Unit 10; to train pupils to be able to assess their knowledge, skills and overall progress; to let pupils see how much they can do in English; to encourage them 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.

**Homework**

Say that the pupils should finish "I can . ." task or revise it.

### PROGRESS CHECK. I can ...

#### Task 1 Look at the picture and write what they are doing.

Ask the pupils to look at the pictures and write what they are doing.

##### Answer key:

- 1) The boys (take photos) The boys are taking photos.
- 2) Vasila and Adiba (talk on the phone) Vasila and Adiba are talking on the phone.
- The teacher (look at Vasila) The teacher is looking at Vasila.
- Lola (not take photos) Lola is not taking photos.
- 5) Lola (look at the trees and flowers) Lola is looking at the trees and flowers.
- 6) Lola (eat an ice-cream) Lola is eating an ice-cream.

#### Task 2 Read and complete the table.

Draw the pupils' attention to the words. Explain that these words are animals, birds, insects, tree and flowers. Ask the pupils to put the words into the right columns of the table.

##### Answer key:

Animals	Birds	Insects	Trees and flowers
8, 12, 14, 17, 18, 21, 25, 26, 27, 28, 29	2, 4, 5, 6, 7, 9, 10, 13, 20,	11, 15, 19, 22, 23, 30	1, 3, 16, 24, 31, 32

#### Task 3 Listen and write 1, 2, 3, 4.

Ask the pupils what habitats are the four pictures (answer: *mountain, desert, forest, water*). Explain that there is a square next to each picture. The pupils listen to 4 texts and write 1, 2, 3 or 4 in these squares. For example, the pupils listen to the first text and must write 1 in the square next to the picture of the forest.

##### Texts for listening:

- 1) It's home to a lot of trees, plants, animals, birds and insects. You can see the tallest trees and the smallest flowers, the biggest bears and the smallest ants there. There's a lot of food and water in it. It's always hot there. There's not a lot of food, water and grass. There's a lot of sun. Many plants, flowers, trees, birds and animals can't live in it. The cactuses and snakes can live there!
- A lot of fish live under it. A lot of plants live there, too. People can't live under it.
- It's home to forests, a lot of plants, animals, birds and insects. There're a lot of stones. You can see the tallest fir trees and the smallest flowers, the biggest animals and the smallest insects in it. People live there, too.

### 3 Work in pairs. Do the quiz "I can ...".

#### 1) I can say where animals and plants live.

Hayvonlar va o'simliklarning yashash joylarini ayta olaman.

e.g. forest, water...

#### 2) I can divide the animals and plants into categories.

Hayvonlarni toifalariga ko'ra ajrata olaman.

e.g.

animals	birds	insects	trees and flowers
elephant ...	sparrow ...	ant ...	willow ...

#### 3) I can write where animals and plants live.

Hayvonlarni yashash joylariga ko'ra ajrata olaman.

e.g.

forest	mountain	desert	water
bear ...	wolf ...	snake ...	fish ...

#### 4) I can name trees and flowers.

Daraxtlar va gullarni nomlay olaman.

e.g. willow, sunflower, ...



#### 5) I can describe the trees and flowers.

Daraxtlar va gullarni tasvirlay olaman.

e.g. This is a ... . It's big and tall. Its leaves ...

#### 6) I can say four things the animals and plants need to live.

Yashash uchun hayvonlar va o'simliklarga 4 narsa kerakligini ayta olaman.

e.g. air, water, ...

#### 7) I can say what is in my garden.

Bog'imizda nimalar borligini ayta olaman.

e.g. I've got an apple tree, ...

## Lesson 1 Brush your teeth.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>-to learn about the parts of the body;</li> <li>-to learn the first elements of hygiene;</li> <li>-to learn to say and perform commands</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>-to enable pupils to say and perform commands;</li> <li>-to enable pupils to use the words of the parts of the body</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>-to raise awareness of the first four elements of personal hygiene.</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>-say the parts of the body;</li> <li>-understand, say and perform commands;</li> <li>-understand and say the first four elements of personal hygiene.</li> </ul>	<p>Revision of the words from Class 1 &amp; 2: face, eye, nose, ear, hair, head, hand, leg, comb hair, wash a face, wash hands, brush teeth</p>	<p>Pupil's book, Workbook, the DVD</p>

**Activity 1 Listen and repeat. Objective:** to warm up

*STEP 1:* Play the DVD. Ask the pupils to listen to the song "This is the way we wash our face" and say what the song is about. Accept any reasonable answers.

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

**DVD script:** This is the way we wash our face, wash our face, wash our face. This is the way we wash our face so early in the morning. This is the way we comb our hair, comb our hair, comb our hair. This is the way we comb our hair so early in the morning. This is the way we brush our teeth, brush our teeth, brush our teeth. This is the way we brush our teeth so early in the morning.

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

**Objective:** to revise the words from Class 1 and 2: face, eye, nose, ear, hair, head, hand, leg

*STEP 1:* Ask the pupils to look at the picture of a boy lying on a big paper, a boy and a girl around tracing his body. Also ask them to look at and study the word clouds - one with the English words and the other with the Uzbek words.

**Answer key:** 1j, 2e, 3h, 4d, 5b, 6f, 7a, 8c

**Activity 2b Watch, listen and point. Objective:** to practise the pronunciation of the words in 2a

Play the DVD. Ask the pupils to watch the DVD, listen and repeat the words pointing or touching their face, eyes, nose, ear, hair, head, hand and leg.

**Activity 3 Play "Simon Says". Objectives:** to consolidate the words in 2a; to have fun.

Explain to the pupils how to play "Simon says". If you command with the words "Simon says", the pupils should perform it. If you only command without "Simon says", the pupils must not perform it, for example, 'Simon says: Touch your head! Simon says: Touch your nose! Touch your eyes! Simon says: Touch your hand! Touch your leg!' etc.

**Activity 4a Listen, repeat and number the pictures.**

**Objective:** to revise the phrases from Class 2: comb hair, wash a face, wash hands, brush teeth

*STEP 1:* Play the DVD. Ask the pupils to watch the warm-up song "This is the way we wash our face" again and repeat the actions.

*STEP 2:* Ask the pupils to look at the pictures in the Workbook, listen to you and put numbers next to the pictures. Say: '1 - comb hair; 2 - wash a face; 3 - wash hands; 4 - brush teeth.'

**Answer key:** The pupils are expected to write next to the first picture - 3, the second picture - 1, the third picture - 4, the fourth picture - 2

### Homework

Ask the pupils to open their Workbooks at Page 57 and look at Homework 1. Explain that at home they must look at the table and write sentences as shown in the example. Then draw their attention to Homework 2. Explain that they must write on a piece of paper about a girl or a boy in their class as shown in the example. Tell them not to write his or her name as it will be a puzzle for their classmates. The next lesson you will mingle and read their descriptions. The pupils guess the boy or girl being described.

## Lesson 2 I love swimming.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> -to learn about more hygienic means</p> <p><i>Developing:</i> -to enable pupils to ask questions and answer what one is doing in the bathroom; -to enable pupils to listen for specific information and complete sentences</p> <p><i>Socio-cultural:</i> -to raise awareness of the hygienic means; -to raise awareness of swimming as a healthy sport.</p>	<p>At the end of the lesson pupils will be able to:</p> <p>-say the hygienic means; - ask questions and answer what one is doing in the bathroom; -listen for specific information and complete sentences.</p>	<p>s h a m p o o , soap, gel, tooth paste, tooth brush</p>	<p>Pupil's book, Workbook, the DVD</p>

**Activity 1 Listen and repeat. 10 min Objective: to warm up**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song "This is the way we wash our face" and sing it together with the DVD. **DVD script:** See Unit 11 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Gather the descriptions that the pupils have prepared for homework. Mingle and read some of the descriptions. The pupils guess the boy or girl being described.

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

**Objective:** to introduce the new vocabulary of the lesson: shampoo, soap, gel, tooth paste, tooth brush

*STEP 1:* Ask the pupils to open their textbooks at Page 61 and look at the picture of a boy and the things labelled in the bathroom. Then ask them to open their Workbooks at Page 58 and match the words using the picture in the Pupil's book.

**Activity 2b Work in pairs. Point and say. Objective: to consolidate the new vocabulary**

This is a usual "Point and Say" activity. Ask the pupils to work in pairs. Explain that Pupil A points to a thing in the picture in Activity 2a, Pupil B says it as shown in the example. Then they change roles.

**Activity 2c Work in pairs. Ask and answer.**

**Objectives:** to consolidate the new vocabulary; to recycle the present continuous.

*STEP 1:* First demonstrate what to do. Explain that Mum is asking the boy: 'Davron, where're you?' Davron answers: 'I'm in the bathroom. I'm brushing my teeth.'

**Activity 3 Play "Mime & guess". Objectives: to consolidate the new vocabulary; to recycle the present continuous.**

This is a usual miming activity: *STEP 1:* Demonstrate with one pupil at first. Mime an activity, for example, washing a face and help the pupil say: 'You're washing your face.' You can repeat this with another activity.

*STEP 2:* Now ask the pupils to work in pairs. Explain that Pupil A mimes, Pupil B must look, guess and say what his/her partner is doing. Then they change roles.

**Activity 4 Listen and complete the table. Objective: to practise listening for specific information**

*STEP 1:* Play the DVD. Ask the pupils to listen to the interview with Sherzod.

*STEP 2:* Ask the pupils to open their Workbooks at Page 58. Explain that you will play the DVD again, they must listen to it once more and complete the sentences. **DVD script:**

**Interviewer:** 'Today our guest is Sherzod Kamilov. He's our school champion in swimming. Sherzod, thank you for coming. Sherzod, what's your hobby?'

**Sherzod:** 'Swimming ... I love swimming, I swim in the morning before lessons on Mondays and Wednesdays. On Tuesdays and Thursdays I swim in the evening. On Sundays I swim in the morning and in the evening. Swimming is healthy ...'

**Interviewer:** 'Oh, so swimming, swimming, swimming ...'

**Sherzod:** 'Yes ... and I always do exercises to be strong and healthy.'

**Interviewer:** 'Do you like watching TV?'

**Sherzod:** 'No ... but I like playing computer games.'

**Interviewer:** 'Thank you, Sherzod ...'

**Homework**

Ask the pupils to look at Homework 1. Explain that at home they must write three sentences using the new words they have learnt today as shown the example. Then draw their attention to Homework 2. Explain that at home they must go to their bathroom and see if the things in the table are there. If they are there, they must put ticks for them.

## Lesson 3 Healthy, unhealthy

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <p>-to learn about healthy and unhealthy things</p> <p><i>Developing:</i></p> <p>-to enable pupils to say what they like and do not like;</p> <p>-to enable pupils to read for the main idea and answer the questions</p> <p><i>Socio-cultural:</i></p> <p>-to raise awareness of healthy and unhealthy things.</p>	<p>At the end of the lesson pupils will be able to:</p> <p>-say what they like and do not like;</p> <p>-read a text and answer the questions;</p> <p>-separate things into healthy and unhealthy.</p>	<p>healthy, unhealthy;</p> <p>Recycling the previously learnt vocabulary</p>	<p>Pupil's book, Workbook, the DVD, cards: fruits, vegetables, Fanta, lots of sweets, different foods, sports, etc.</p>

**Activity 1 Listen and repeat. Objective:** to warm up

Play the DVD. Ask the pupils to listen to the song "This is the way we wash our face" and sing it together with the DVD. **DVD script:** See Unit 11 Lesson 1 Activity 1 for the DVD script.

**Activity 2 Play "I like. I don't like". Objective:** to recycle the structure "Do you like + noun?"

**STEP 1:** Draw a line in the classroom. Ask the pupils to stand in a line. Put the sign "+" on the right, "-" on the left side of the room. Ask the pupils to go to the right if their answer is 'Yes', and to the left if their answer is 'No'. Ask: 'Do you like apples?' 'Do you like pumpkin?' 'Do you like Cola?'

**STEP 2:** Ask the pupils to stay where they are. Ask them to say what they like and what they do not like. Ask them to begin with "I like ..." and "I don't like"

**Activity 3 Look and read. Objective:** to read for the main idea

Ask the pupils to look at the picture and read the speech bubbles. When they finish, you can ask the following questions to check their understanding: 'What doesn't the girl like?' 'What does the girl like?' 'What doesn't the cat like?' 'What does the cat like?'

**Activity 4 Work in pairs. Point and say. Objectives:** to introduce the new vocabulary: healthy, unhealthy to give the pupils understanding of healthy and unhealthy things

**STEP 1:** First demonstrate what to do. Draw the following table on the board and write 'healthy' and 'unhealthy'.

healthy	Unhealthy

**STEP 2:** Write "water" under "healthy" and "Cola" under "unhealthy". Ask what they think the two words mean. Then have the pupils repeat the two words after you in chorus, rows and individually.

**STEP 3:** Give the pupils cards with fruits, vegetables, Fanta, lots of sweets, etc. and ask them to come to the board and stick the cards under "healthy" or "unhealthy".

**STEP 4:** Ask the pupils to work in pairs and do the usual "Point and Say" activity:

Pupil A: (points), Pupil B says: 'Cola. Unhealthy.'

**Homework**

Ask the pupils to open their Workbooks at Page 59 and look at Homework 1. Explain that they must separate and write the words in "healthy" and "unhealthy" columns of the table.

**Answer key:**

Healthy	Unhealthy
apples, pears, tomatoes, water, lemons, watermelons, honey, carrots, swimming, brushing teeth,	Cola, Fanta, playing computer games, watching TV, sweets, chocolates



e.g. This is our bathroom.

There is a big mirror, ...

\_\_\_\_\_

\_\_\_\_\_

My dad is combing...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Then draw their attention to Homework 2. Explain that in this activity they must look at the picture and continue the first sentence and then the second.

## Lesson 4 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>-to learn about healthy and unhealthy foods;</li> <li>-to learn to give advice of what to eat/drink and what not to eat/drink</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>-to enable pupils to read for the detailed information and answer the questions</li> <li>-to enable pupils to give advice of what to eat/ drink and what not to eat/ drink;</li> <li>-to develop the pupils' creativity</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>-to raise awareness of healthy and unhealthy food;</li> <li>-to raise awareness of the ways of giving advice of what to eat/drink and what not to eat/drink.</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>-read a text and answer the questions;</li> <li>-separate foods into healthy and unhealthy;</li> <li>-give advice of what to eat/drink and what not to eat/ drink.</li> </ul>	<p>Recycling the previously learnt vocabulary</p>	<p>Pupil's book, Workbook, the DVD, flipchart, colour pencils, crayons, glues</p>

**Activity 1 Listen and repeat. Objective:** to warm up

Play the DVD. Ask the pupils to listen to the song "This is the way we wash our face" and sing it together with the DVD. **DVD script:** See Unit 11 Lesson 1 Activity 1 for the DVD script.

**Activity 2 Look, read and write. Objectives:** to practise reading for the detailed information; to practise giving advice of what to eat/drink and what not to eat/drink.

**STEP 1:** Ask the pupils to read the story about the mouse who had too much of sweets, chocolate, Cola, Fanta and somsas and got sick. When they finish, ask: 'What's the problem with the mouse?' Elicit the answers.

**STEP 2:** Ask the pupils to open their Workbooks at Page 60 and look at Activity 2. Ask them to read the advice to the mouse (there are translations of the advice).

**STEP 3:** Ask the pupils to complete the advice to the mouse.

**Possible answers:**

Don't eat chocolate, sweets and somsas. Don't drink Cola and Fanta. Eat apples, pears, tomatoes, lemons, watermelons, honey, carrots, etc. Drink water and tea.

**Activity 3 Work in groups. Make a poster "Health and hygiene".**

**Objectives:** to develop the pupils' creativity; to consolidate the learnt material.

Ask the pupils to work in groups of 4/5 and make a poster. They should draw, colour and write captions. The posters can be about sports, fruit, vegetables, hygiene, etc. When they are ready, they should make presentations.

**Homework**

Ask the pupils to look at Homework 1. Explain that they must complete the sentences. Ask the pupils to revise Unit 11 and get ready for the revision lesson as well.

REVISION 8/ I can ... .

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> -to learn about healthy and unhealthy foods</p> <p><i>Developing:</i> -to enable pupils to assess their knowledge, skills and overall progress.</p>	<p>At the end of the lesson pupils will be able to:</p> <p>-use the learnt material; -separate foods into healthy and unhealthy.</p>	<p>Recycling the previously learnt vocabulary</p>	<p>Pupil's book, Workbook, the DVD, dices, counters: triangle, circle and square</p>

**Warm up:** Play the DVD. Ask the pupils to listen to the song "This is the way we wash our face" and sing it together with the DVD. **DVD script:** See Unit 11 Lesson 1 Activity 1 for the DVD script.

**Activity 1 Play "Revision". Objectives:** to revise numbers; to have fun; to recycle the material learnt in the unit.

*Advance preparation:* To play the game you need a dice and counters enough for each group.

*STEP 1:* Divide the pupils into groups of three. 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. four. The pupil moves to Square 4.

*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 like watching TV. - 4*. The pupil who is on this square must read the sentence and move back to Square 1. The first pupil to reach the center is the winner. If you do not have enough time to finish the game, it could be done as part of your extra-curricular work.


**Activity 2 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 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.

**Homework**

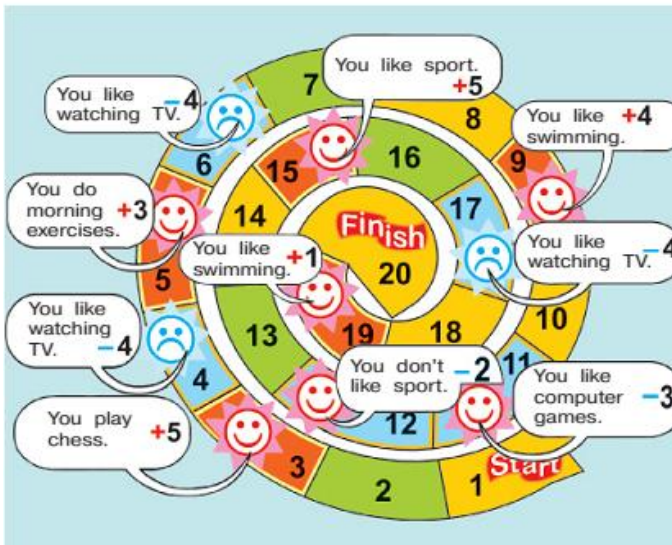
Say that the pupils should finish "I can " task or revise it.

**1**  **Play "Revision".**

e.g.  You play chess. 

 You like watching TV. 

2
3
6



**2 Work in pairs. Do the quiz "I can ...".**

1) **I can sing a song "This is the way ...".**  
Men "This is the way ..." qo'shig'ini kuylay olaman.

2) **I can name parts of the body.**  
Men tana qismlarini nomlay olaman.  
**e.g.** head, ...

shampoo

3) **I can play a game "Robot".**  
Men "Robot" o'yinini o'ynay olaman.  
**e.g.** Wash your face.

soap

4) **I can say what is in the bathroom.**  
Men vannaxonada nimalar borligini ayta olaman.  
**e.g.** There's a shampoo, ...

gel

5) **I can talk about healthy and unhealthy things.**  
Men sog'lik uchun foydali va zararli narsalar haqida gapira olaman.  
**e.g.** Fanta is unhealthy.

healthy

unhealthy



## Lesson 1 I like my bike.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>-to learn about the types of transport;</li> <li>-to learn to write a description of a transport;</li> <li>-to learn to say the words in a rhythmic chant</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>-to enable pupils to differentiate the types of transport;</li> <li>-to enable pupils to draw a transport and write its description</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>-to raise awareness of the different types of transport.</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>-say the types of transport;</li> <li>-draw a transport and write its description;</li> <li>-say the words in a rhythmic chant.</li> </ul>	<p>a bus, a mini-van, a bike, a motorbike, a helicopter, transport</p>	<p>Pupil's book, Workbook, the DVD</p>

**Activity 1 Listen and repeat. Objective:** to warm up

*STEP 1:* Play the DVD. Ask the pupils to listen to the song "The wheels of the bus..." and say what the song is about. Accept any reasonable answers.

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

**DVD script:**

*The Wheels on the Bus Go Round and Round*

*The wheels on the bus go round and round. round and round. round and round.*

*The wheels on the bus go round and round, all through the town!*

*The people on the bus go up and down. up and down. Up and down.*

*The people on the bus go up and down, all through the town!*

*The signals on the bus go blink, blink, blink. blink, blink, blink. blink, blink, blink.*

*The signals on the bus go blink, blink, blink, all through the town!*

*The motor on the bus goes zoom, zoom, zoom. zoom, zoom, zoom. zoom, zoom, zoom.*

*The motor on the bus goes zoom, zoom, zoom, all through the town!*

*The babies on the bus go waa, waa, waa. waa, waa, waa. waa, waa, waa.*

*The babies on the bus go waa, waa, waa, all through the town!*

*The mummy on the bus says, I love you. I love you, I love you*

*The daddy on the bus says, I love you, too. All through the town.*

**Activity 2a Look, listen and repeat. Objective:** to introduce the new vocabulary of the lesson: a bus, a minivan, a bike, a motorbike, a helicopter, transport

*STEP 1:* Ask the pupils to open their textbooks at Page 66 and look at the picture in Activity 2a. Ask them to say the labeled transports in mother tongue.

*STEP 2:* After the pupils get the meaning of the new vocabulary, you can have the pupils repeat them after you in chorus, rows & individually. Then ask them what other types of transport can see in the picture (answer: *car, taxi*).

**Activity 2b Work in pairs. Point and say. Objective:** to consolidate the new vocabulary

*This is a usual "Point and Say" activity.* Ask the pupils to work in pairs. Explain that Pupil A points to a transport in the picture in Activity 2a, Pupil B says it as shown in the example. Then they change roles.

**Activity 3 Play "True/False". Objective:** to consolidate the new vocabulary

*STEP 1:* Put the cards with a bus, minivan, plane, train, bike, motorbike, car, helicopter on the walls. Point to a card, for example, "helicopter" and say the word. If you say the correct word, the pupils repeat it. If not, they fold their arms and stay silent.

*STEP 2:* You can make it more challenging saying the sentences, for example, *'It's a white helicopter.'*

**Activity 4 Work in groups. Listen and repeat. Objective:** to consolidate the vocabulary related to transport

*STEP 1:* Play the DVD. Ask the pupils to watch a rhythmic chant about the types of transport.

*STEP 2:* Divide the class into 4 groups. Ask the groups to look at there words in the table. Explain that they must say the words in a rhythmic chant like the one they have just watched. Help each group to prepare their chant. Then ask the groups to stand up and teach other groups.

**Homework**

Explain that at home the pupils must draw a transport and write its description. Encourage the pupils to make their transport colourful, so more than 2 colours, and different sizes. Explain that then they must copy their drawings (without a text) on a sheet of paper. Say that at the next lesson they will play a guessing game.

## Lesson 2 This train is fast.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>-to learn about the types of transport;</li> <li>-to learn to compare the types of transport</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>-to enable pupils to listen to a description and find a transport;</li> <li>-to enable pupils to say and write the simple, comparative &amp; superlative degrees of adjectives with the types of transport</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>-to raise awareness of the different types of transport.</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- listen to a description and find a transport;</li> <li>- say and write the simple, comparative and superlative degrees of adjectives with the types of transport.</li> </ul>	<p><i>Recycling the vocabulary related to transport and degrees of adjectives.</i></p>	<p>Pupil's book, Workbook, the DVD, flashcards: types of transport</p>

**Activity 1 Listen and repeat. Objective:** to warm up

Play the DVD. Ask the pupils to listen to the song "The wheels of the bus..." and sing it together with the DVD.

**DVD script:** See Unit 12 Lesson 1 Activity 1 for the DVD script.

**Activity 2 Look and listen. Objectives:** to check homework; to practise listening for detailed information.

**STEP 1:** Collect all the drawings (without texts) that the pupils did at home on sheets of paper and put them on the poster or on the wall.

**STEP 2:** Ask the pupils read their descriptions from their WB in turns. The class must listen & guess the pictures.

**Activity 3 Look and write. Objective:** to recycle the comparative degree of adjectives with the types of transport

**STEP 1:** Ask the pupils to look at the pictures of a: bus, minivan, plane, train, bike, motorbike, car, helicopter, horse.

**STEP 2:** Ask the pupils to open their Workbooks at Page 62 and look at Activity 3. Explain that they must compare the types of transport and write "faster" or "slower" where appropriate.

**Answer keys:** Planes are *faster* than trains. Motorbikes are *faster* than bikes. Helicopters are *slower* than planes. Trains are *faster* than horses. Tractors are *slower* than cars.

**Activity 4 Play "Fast, faster, the fastest".**

**Objective:** to consolidate the simple, comparative and superlative degrees of adjective s with the types of transport

**STEP 1:** Put flashcards with different types of transport on your table.

Demonstrate with three pupils at first. Explain that they must take three flashcards, discuss and show to the class in order, for example: motorbike, train, plane. The class must say in chorus: '*Fast, faster, the fastest.*' If they stand like - horse, donkey, bike, the class must say: '*Slow, slower, the slowest.*'

**STEP 2:** Now invite the other three pupils to your table, take three flashcards, discuss, etc. In addition to "fast" and "slow", the class can say: '*Big, bigger, the biggest.*' or '*Small, smaller, the smallest.*'

**Activity 5 Play "Funny dictation".**

**Objective:** to consolidate the simple, comparative and superlative degrees of adjectives with the types of transport

**STEP 1:** Ask the pupils to open their Workbooks at Page 62 and look at Activity 5.

**STEP 2:** Say that you will dictate a text. Some words will be missed - instead of the words you can whistle or knock. The pupils must guess and write the words. In order to help the pupils you can put the pictures on the board, e.g. horse, train, plane.

**Dictation:** Horses are (whistle). Trains are (whistle). Planes are the (whistle).

Check their answers. Ask the pupils to read in chorus - *Horses are fast. Trains are faster. Planes are the fastest.*

**Homework**

Ask the pupils to open their Workbooks at Page 62 and look at Homework. Explain that they must do the crossword at home. Say that the pictures can help them write the words.

## Lesson 3 I go to school by minivan.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <p>-to learn to ask and say how somebody goes to school; -to learn to use the structure: by + <i>transport</i>; on + foot;</p> <p><i>Developing:</i></p> <p>-to enable pupils to ask and say how somebody goes to school; -to enable pupils to use the structure: by + <i>transport</i>; on + foot</p>	<p>At the end of the lesson pupils will be able to:</p> <p>-use the structure: by + <i>transport</i>; on + foot; -say ask and answer how they go to school.</p>	by + <i>transport</i> on + foot	Pupil's book, Workbook, the DVD, flashcards: types of transport

**Activity 1 Listen and repeat. Objective:** to warm up

Play the DVD. Ask the pupils to listen to the song "The wheels of the bus..." and sing it together with the DVD.

**DVD script:** See Unit 12 Lesson 1 Activity 1 for the DVD script.

**Activity 2 Look and read. Objective:** to introduce the new structure: *by + transport*

**STEP 1:** Ask the pupils to open their textbooks at Page 68 and look at the picture in Activity 2. Ask them to read the speech bubbles silently.

**STEP 2:** When they finish, draw their attention to the third speech bubble: "Great! We can go to school by bike." Ask what they have understood and what "by bike" can be in mother tongue. Elicit answers and conclude that if we want to go anywhere with a transport, we say "by bus, by bike, etc.", and if we want to go anywhere on foot (without a transport), we say "on foot".

**STEP 3:** Then you can have the pupils repeat the structures in the box after you in chorus, rows and individually.

**Activity 3a Look and write three sentences. Objective:** to consolidate the new structure in writing

Ask the pupils to open their Workbooks at Page 63 and look at the table in Activity 3a. Explain that now they will write three real sentences using the table as shown in the example.

**Activity 3b Play "How do you go to school?" Objective:** to consolidate the new structure in speaking

**STEP 1:** Put the flashcards with types of transport enough for the number of the pupils in your class on your table. Put some flashcards with "on foot" as well.

**STEP 2:** Ask the pupils to come to your table one by one and take a flashcard. When everybody has flashcards in their hands, demonstrate with one pupil at first. Ask: 'How do you go to school?' Help him/her say, for example: 'I go to school by bus,' if s/he is holding the flashcard with a bus. Repeat this with him/her once more. When everybody has understood what to say, let the others say their sentences according to their flashcards. You can play here Chain Drill as well. You ask the first pupil: 'How do you go to school?' S/he answers for himself/herself and asks the question from the pupil next to him/her, etc.

**Activity 4a Work in groups. Play "Find Someone Who". Objectives:** to consolidate the question "How do you go to school?" and answers; to develop the pupils' listening and speaking skills.

**STEP 1:** Divide the pupils into groups of 4. Then ask them to open their WB at Page 63 and study the table silently.

**STEP 2:** Ask the pupils to write their name under "name" at first and then their partners' names under it (the pupils can put the first letter instead of the whole name). After that ask the pupils to put a tick (✓) or cross (✗) to fill in the first row about themselves as answers.

**Activity 4b Report. Objective:** to practise reporting the results

When all the groups finish Step 3 in Activity 4a, ask a representative from each group to report about his/her group. For example: "Anora and Sanjar go to school on foot." etc.

**Homework**

Ask the pupils to open their Workbooks at Page 63 and look at the table in Homework 1. Explain that they must write real sentences using the table as they earlier did in class. Then draw their attention to Homework 2. Explain that they must put the words in order to write sentences.

**Answer keys for Homework 2:** I go to school by bus. My friends go to school on foot. My cousins go to school by minivan. My sister goes to school by bike. My brother goes to school by motorbike.

	name	by bus	by bike	by minivan	on foot
1					
2					
3					
4					

## Lesson 4 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <p>-to learn how to make a class graph; -to learn to role play a story</p> <p><i>Developing:</i></p> <p>-to enable pupils to role play a story; -to enable pupils to make a class graph which shows the total number of pupils going to school by a kind of transport or on foot</p> <p><i>Socio-cultural:</i></p> <p>-to raise awareness of how to make graphs.</p>	<p>At the end of the lesson pupils will be able to:</p> <p>-listen, read and role play a story; -make a class graph which shows the total number of pupils going to school by a kind of transport or on foot.</p>	<p><i>Recycling the previously learnt vocabulary.</i></p>	<p>Pupil's book, Workbook, the DVD</p>

**Activity 1 Listen and repeat. Objective: to warm up**

Play the DVD. Ask the pupils to listen to the song "The wheels of the bus..." and sing it together with the DVD.

**DVD script:** See Unit 12 Lesson 1 Activity 1 for the DVD script.

**Activity 2a Listen and read the story.**

**Objectives:** to practise listening for the main idea; to practise reading for pleasure.

*STEP 1:* Play the DVD. Ask the pupils to watch the DVD.

*STEP 2:* When they finish watching the DVD, ask the pupils to open their textbooks and look at Activity 2a. Ask the pupils now to read the story silently. To check their understanding, you can ask the pupils such questions as: 'What happens to the car?' 'What happens then?' etc.

**Activity 2b Work in groups of 5. Role play. Objectives:** to develop the pupils' speaking skills; to have fun.

Make groups of 5 (because there are five people in the car in Activity 2a). Ask the pupils to role play the story in Activity 2a. In order to do the role play, they can first imitate as if they are in a car. Then they should imitate as if the has suddenly stopped. The driver must say: 'Oh, no Then two of them should imitate as if they go out of the car and push it hard, saying: 'One, two, three ... Oh it doesn't move. Mum, can you help us?' etc. as in the story.

**Activity 3 Make a class graph. Objective:** to practise expressing the results visually, i.e. in a graph

Use Lesson 3 Activity 4a "Find Someone Who ..." results to make a class graph.

*STEP 1:* Draw a graph on the board like the 1 in the TB but without vertical arrows & horizontal lines with dashes.

*STEP 2:* Remake the groups that you made in Lesson 3 Activity 4a. Ask the pupils to open their Workbooks and look at the table in Activity 4a that they completed in class. Ask them to count the number of pupils in their groups that go by such and such type of transport using the table.

*STEP 3:* Ask the representatives from the groups to tell you the total numbers. You write them on the board. At the end add them and have the total numbers for the class.

*STEP 4:* Now you can draw vertical arrows and horizontal lines with dashes on your graph according to the results. The class graph is ready. Then you can ask your pupils to copy the class graph in their Workbooks.

**Homework**

Ask the pupils to use the graph that they prepared in class to complete the sentences in Homework 1. Also ask them to revise Unit 12 and get ready for the revision lesson.

There are \_\_\_\_\_ pupils in our class. We  
have got \_\_\_\_\_ boys and \_\_\_\_\_ girls.  
\_\_\_\_\_ boys and \_\_\_\_\_ girls go to school

\_\_\_\_\_

\_\_\_\_\_

**REVISION 9/ I can ... . (Progress check)**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <p>-to learn to say how somebody goes to school by a kind of transport or on foot.</p> <p><i>Developing:</i></p> <p>-to enable pupils to say how somebody goes to school by a kind of transport or on foot;</p> <p>-to enable pupils to assess their knowledge, skills and overall progress.</p>	<p>At the end of the lesson pupils will be able to:</p> <p>-say how they go to school by a kind of transport or on foot;</p> <p>-use the learnt material.</p>	<p><i>Recycling the previously learnt vocabulary.</i></p>	<p>Pupil's book, Workbook, the DVD, 4 dice, counters of different colors enough for each pupil</p>

**Warm up:** Play the DVD. Ask the pupils to listen to the song "The wheels of the bus..." and sing it together with the DVD. **DVD script:** See Unit 12 Lesson 1 Activity 1 for the DVD script.

**Activity 1 Play "Snakes and Ladders".**

**Objective:** to revise the types of transport and the structure: **by + transport, on + foot**

**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 3. 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 when they throw a dice and land on the numbers, they must put their counters on that number and they must say a sentence as shown in the example according to the type of transport shown on the board. For example, if they land on 2, they must say: 'I go to school by bike,' and move up to 10. Then it will be the next pupil's turn to throw the dice.

**Activity 2 Work in pairs. Do the quiz "I can..." Objectives:** to revise the material studied in Unit 12; 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.

**Homework**

Say that the pupils should finish "I can . " task or revise it.

**PROGRESS CHECK 6****Task 1 Complete the sentences.**

Ask the pupils to compare the types of transport and complete the sentences.

**Possible answer keys:**

Planes are faster than *trains*.

Trains are faster than *cars/buses*.

Horses are slower than *cars*.

Bikes are slower than *motorbikes*.

**Task 2 Choose the correct word.**

Ask the pupils to look at the three types of transport, compare and find the correct answer for them.

**Answer:** The car is *fast*. The train is *faster*. The plane is *the fastest*.

**Task 3 Listen and tick.**

Ask the pupils to look at the table. Explain that they must listen to you and put ticks in appropriate places in the table. Read the following text aloud: *Sevara goes to school by minivan. Kamol goes to school by bus. Sanjar goes to school on foot. Nilufar goes to school by bike.*

**Task 4 Listen and tick.**

Ask the pupils to complete the sentences.

**Answer key:** Pupils' own answers.

**1 Complete the sentences.**

- 1 Planes are faster than \_\_\_\_\_.
- 2 Trains are faster than \_\_\_\_\_.
- 3 Horses are slower than \_\_\_\_\_.
- 4 Bikes are slower than \_\_\_\_\_.

**2 Choose the correct word.**

- |                |                |                |
|----------------|----------------|----------------|
| a) fast        | a) fast        | a) fast        |
| b) faster      | b) faster      | b) faster      |
| c) the fastest | c) the fastest | c) the fastest |

**3 Listen and tick.**

	by bike	by bus	by minivan	on foot
Sanjar				
Kamol				
Sevara				
Nilufar				

**4 Complete the sentences.**

- 1 I go to school \_\_\_\_\_.
- 2 My friend goes to school \_\_\_\_\_.
- 3 My cousins go to school \_\_\_\_\_.
- 4 My teacher goes to school \_\_\_\_\_.

## Lesson 1 My uncle lives in Bukhara.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn about the structure: <i>I'm/we're/you're going to +place;</i></li> <li>- to learn and decide what to take when one travels;</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to say where the clothes are using the prepositions of place;</li> <li>- to enable pupils to guess the meaning of a new word from the context;</li> <li>- to enable pupils to decide what things to take when they travel.</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the necessary things to take when travelling;</li> <li>- to raise awareness of the new structure: <i>I'm/we're/you're going to + place</i> which is used to say we want to go to somewhere.</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- use the structure: <i>I'm/we're/you're going to+ place;</i></li> <li>- say the clothes;</li> <li>- use the prepositions of place;</li> <li>- read the text and guess the new word from the context;</li> <li>- take the necessary things when they travel.</li> </ul>	<p>rucksack, ticket, money, tourist; the structure: <i>I'm/we're/you're going to + place</i> <i>Recycling the prepositions</i></p>	<p>Pupil's book, Workbook, the DVD, pictures or realia: money, ticket, rucksack</p>

**Activity 1 Listen and repeat. Objective:** to warm up

*STEP 1:* Play the DVD. Ask the pupils to listen to the song "Hello friends!" & say what the song is about (answer: greeting). **DVD script:** *Hello friends, How are you? I am very happy, to see you. Greet your neighbour. Boogie on down! Give a jump, and turn around.*

**Activity 2 Work in pairs. Point and say. Objectives:** to recycle clothes and prepositions; to introduce the new words: rucksack, ticket, money.

*Advance preparation:* Before the lesson prepare the pictures or the real things of "money", "ticket" and "rucksack".

*STEP 1:* Show real money and say: *'This is money.'* And ask the pupils to repeat the word "money" in chorus and individually. Again show money and ask random pupils to repeat the word "money". Then show the picture/realia of a rucksack and ask the pupils to repeat the word "rucksack". Do this activity with the word "ticket" too. Then ask the pupils to repeat the new words after you in chorus and individually several times.

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

**Objective:** to introduce the structure: *I'm/we're/you're going to + place* (Tashkent, Bukhara, Samarkand)

*STEP 1:* Ask the pupils to pay attention to the dialogue. Play the DVD.

**DVD script:**

**Mother:** [jokingly] We're going to Bukhara!

**Boy:** [laughing] No, I'm going to Bukhara!

**Mother:** [laughing] OK. You're going to Bukhara. Now, where's your rucksack?

**Boy:** Oh! It's under the chair. **Mother:** Where's your ticket? **Boy:** It's on the table. **Mother:** Where's your money?

**Boy:** It's in my rucksack.

**Homework**

Explain that for homework the pupils must look at Page 72. Explain that in Activity 1 they must choose one of the words and write.

**Answer key:** 1a, 2b, 3b, 4c, 5a, 6c

In Activity 2 they must make up and write the sentences.

**Answer key:**

*My uncle is a farmer. He works on a farm.*

*There are many animals on the farm. I help my uncle on Sundays.*



## Lesson 2. Our village is beautiful.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn about the new prepositions of place: next to, opposite;</li> <li>- to learn to describe the location of the buildings;</li> <li>- to learn to draw the scheme of a place where one lives</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to use the prepositions of place;</li> <li>- to enable pupils to describe the location of the buildings</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of how to describe the location of the buildings.</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- use the prepositions of place: next to, opposite, in, on, under, between, on the right/left;</li> <li>- describe the location of the buildings;</li> <li>- draw the scheme of a place where one lives.</li> </ul>	<p>New prepositions of place: next to, opposite</p> <p><i>Recycling the prepositions of place:</i> in, on, under, between, on the right/left</p>	<p>Pupil's book, Workbook, the DVD</p>

**Warm up 5 min**

Play the DVD. Ask the pupils to listen to the song "Hello friends!" and sing together with the DVD. **DVD script:** See Unit 13 Lesson 1 Activity 1 for the DVD script.

**Activity 1 Listen, point and say. Objective:** to introduce the new prepositions of place: opposite, next to

*STEP 1:* Explain the meaning and use of the preposition "opposite". Ask the pupils to open their textbooks at Page 73 and look at the picture in Activity 1. Point to the building which describes a computer club and say: 'This is a computer club.' Then point to the picture of the library and say: 'This is a library. The library's opposite the computer club.' Then point to the sports club and say: 'The sports club's opposite the computer club, too.' Then point to the playground and say: 'The playground's opposite the school.' Point to the window in the class and say: 'The window's opposite to the door.' Point to the board and say: 'The board's opposite my table.' etc.

*STEP 3:* Then explain the meaning and use of the preposition "next to". Ask the pupils to look at the picture again. Point to the library and the house and say: 'The library's next to the house.' Then ask the pupils to find in the class the things which are next to each other (the desk is next to the pupil is next to ... etc).

**Activity 2 Work in pairs. Look, ask and answer. Objective:** to consolidate the words: next to, opposite

Tell the pupils to work in pairs. Explain that now they will look at the picture in Activity 1. They ask and answer questions in turns.

e.g. **Pupil 1:** 'Where's the library?' **Pupil 2:** 'It's opposite the computer club.' **Pupil 1:** 'Where's the grey car?'  
**Pupil 2:** 'It's next to the blue car?'

**Activity 3a Draw the place you live.**

**Objective:** to consolidate the prepositions: next to, opposite, and structure: there is/are

Ask the pupils to open their Workbooks at Page 68 and draw the picture of the place where they live. Give them 5 minutes to draw the picture. Explain that their pictures do not have to be in detail.

**Activity 3b Work in groups. Talk about the place you live. Objective:** to improve the pupils' speaking skills

Divide the class into groups of 4/5. Ask everybody to count themselves in their group 1, 2, 3, 4(, 5). Say: 'All number 1s put your hands up.' Repeat with numbers 2, 3, 4(, 5). Explain that each pupil must present their own place, time max 1 minute each. You are the timekeeper. Say: 'All number 1s start first.'

e.g. Pupil A points to his/her picture s/he has drawn in Activity 3a and says: 'This is a sports club. My house's next to the sports club. The sports club's between my house and the school.'

**Homework**

Ask the pupils to open their Workbooks at Page 68. Draw their attention to word cloud. Explain that they must write about their village/town/city using the prepositions in the cloud.

### Lesson 3 What's in your street?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <p>-to learn to perform, give and write instructions for how to get somewhere;</p> <p>-to learn to draw the scheme of a place where one's friend lives</p> <p><i>Developing:</i></p> <p>-to enable pupils to perform, give and write instructions for how to get somewhere</p> <p><i>Socio-cultural:</i></p> <p>-to raise awareness of how to give and write instructions for how to get somewhere.</p>	<p>At the end of the lesson pupils will be able to:</p> <p>-understand, use and perform commands;</p> <p>-give and write simple instructions for how to get somewhere.</p>	<p>street, go straight, turn left, turn right</p>	<p>Pupil's book, Workbook, the DVD, picture of a street</p>

#### Activity 1 Listen and sing. 5 min Objective: to warm up

Play the DVD. Ask the pupils to listen to the song "Hello friends!" and sing together with the DVD.

**DVD script:** See Unit 13 Lesson 1 Activity 1 for the DVD script.

#### Activity 2 Listen and do. Objective: to introduce the new words: street, go straight, turn left, turn right

**STEP 1:** Explain to the pupils the commands: *go straight, turn left* and *turn right*. Go from the window to the door and say: *'I'm going straight.'* Turn right and say: *'I'm turning right.'* Go to the end of the class. Turn left and say: *'I'm turning left.'* Come to the board and stop.

**STEP 2:** Put place names around the room, for example, school, house, playground, river, sports club, computer club on the wall. Invite a child to be a robot. Say: *'Go straight.'* Use both your hands to show the meaning. The "robot" walks straight. Say: *'Stop.'* Say: *'Turn left/right.'* Use your hands to show the meaning. Repeat until the "robot" gets to the place you want. At the end ask: *'Where are you?'* The "robot" must say: *'At the river (computer club, school, etc.)'*

**STEP 3:** Play "Simon says" with the whole class. Use gestures and get pupils to move a little straight, left, right etc.

**STEP 4:** Show the picture of a street and say: *'This is a street.'* Ask the pupils to repeat in chorus and individually. Then ask the pupils to look at Page 73 Activity 1 and point to the street in the picture. Then tell them to point to the computer club and ask: *'Where's the computer club?'* Elicit the answer: *'It's on the right of the street.'* Then ask: *'Where's the library?'* Elicit the answer: *'It's on the left of the street.'*

Then explain: *'You're in the street between the library and the computer club. How can you go to the sports club?'* If the pupils answer, it is OK. If they cannot answer, say: *'Go straight. Stop. Turn left. Go straight. Stop next to the sports club. Now you're next to the sports club.'*

Again ask: *'You're in the street between the library and the computer club. How can you get to the school?'* Elicit the answer: *'Go straight. Stop. Turn right. You're next to school,'* etc.

#### Activity 3 Work in pairs. Say how to get from A to B.

**Objective:** to consolidate the words: street, go straight, turn left, turn right, stop

Ask the pupils to work in pairs. Tell them to open their Workbooks at Page 77 and look at picture. Explain that Pupil A points to the sports club and Pupil B says how to get to that place.

**Answer:** Go straight. Stop. Turn right. Go straight. Stop. Turn left. Go straight. You're next to the sports club.

Then Pupil B points to the school and Pupil A says how to get to the place.

**Answer:** Go straight. Stop. Turn right. Go straight. Stop. Turn right. Go straight. You're next to the school.

#### Activity 4a Work in pairs. Find the place your friend lives. Objectives: to consolidate the words: street, go straight, turn left, turn right, stop; to develop the pupils' speaking skills.

**STEP 1:** Ask the pupils to work in pairs. Tell them to draw their imaginary street map. Then they must mark their own house in the map.

#### Activity 4b Write how to get from school to your house. Objectives: to consolidate the words: street, go straight, turn left, turn right, stop; to develop the pupils' writing skills.

Ask the pupils to open their Workbooks. Tell them to write how to get from school to their house.

#### Homework 5 min

Explain to the pupils that they are going to visit their aunt. She lives another region. There some pictures which they need to take if they want to visit their relative. The pupils must choose necessary things & write them as shown in the example.

**Answer:** *I'm going to take a rucksack, a cap, trousers, money, a ticket, T-shirt, shirt and trainers.*

## Lesson 4 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <p>-to learn to make a poster about one's town/city/village; -to learn to present a poster</p> <p><i>Developing:</i></p> <p>-to enable pupils to make and present a poster about one's town/city/villages</p> <p><i>Socio-cultural:</i></p> <p>-to raise awareness of how to make and present a poster about one's town/ city/villages.</p>	<p>At the end of the lesson pupils will be able to:</p> <p>-make a poster about their town/ city/village; -present a poster.</p>	<p><i>Recycling the previously learnt vocabulary</i></p>	<p>Pupil's book, Workbook, the DVD</p>

**Activity 1 Listen and sing. Objective:** to warm up

Play the DVD. Ask the pupils to listen to the song "Hello friends!" and sing together with the DVD.

**DVD script:** See Unit 13 Lesson 1 Activity 1 for the DVD script. Unit 13

**Activity 2a Look & read.**

**Objectives:** to practice reading for specific information; to improve the pupils' reading skills.

Ask the pupils to open their books at Page 75. Point to Activity 2 and tell them to read the text silently (You can also read it to the class). Then ask several pupils to read the text aloud. After that ask some questions in order to check the pupils' understanding.  
**e.g.** *Where does he live? Who comes to visit the city? Where's the club? etc.*

**Activity 2b Work in groups. Make a poster about your town/city/village. Objectives:** to consolidate the learnt material; to develop the pupils' writing skills; to develop the pupils' creative abilities.

Ask the pupils to work in groups of 4/5. Explain that they must make a poster about their town/city/village. Then they must write 4 or 5 sentences to describe their town/city/village.

**Activity 3 Present your poster. Objective:** to develop the pupils' speaking skills

Then one pupil from each group reports on the group work to the class.

This is our city. It is big. A lot of tourists come to visit our city. I live in Navoi street. There is a sports club next to my house. The library is opposite my house.

**Homework**

Tell the pupils to open their Workbooks. Explain that the pupils must draw their bedroom and describe it using the words in the cloud.

## REVISION 10

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <p>-to learn to ask questions and find a hidden thing; -to learn to say where the things are, using the prepositions</p> <p><i>Developing:</i></p> <p>-to enable pupils to write the description of a room; -to enable pupils to understand and perform classroom commands; -to enable pupils to assess their knowledge, skills and overall progress</p>	<p>At the end of the lesson pupils will be able to:</p> <p>-understand and perform classroom commands; -ask questions and find a hidden thing; -say where the things are, using the prepositions; -write the description of a room.</p>	<p><i>Recycling the previously learnt vocabulary</i></p>	<p>Pupils' book, Workbook, the DVD</p>

**Warm up**

Play the DVD. Ask the pupils to listen to the song "Hello friends!" and sing together with the DVD.

**DVD script:** See Unit 13 Lesson 1 Activity 1 for the DVD script.

**Activity 1 Listen and do. Objective:** to recycle the learnt material

**STEP 1:** Give instructions to the class using classroom commands. Revise the following language with individuals and the whole class: 'Stand up! Turn right! Turn left! Go straight! Stop! Turn left! Jump! Run! Walk!' etc! Pupils should be able to perform the actions without prompting but if they have forgotten any words, demonstrate to help.

**STEP 2:** Explain to the pupils how to play "Simon says". If you command with the words "Simon says", the pupils should perform it. If you only command without "Simon says", the pupils must not perform it, for example, 'Simon says: Stand up. Simon says: Turn right! Sit down. Simon says: Turn left,' etc.

**Activity 2 Work in pairs. Find the present and write.**

**Objectives:** to check comprehension; to recycle prepositions.

Ask the pupils to work in pairs. Say that all the pupils on your right hand will be Pupils A and all the pupils on your left hand will be Pupils B. Explain that Pupils A must look at this, i.e. at Page 76, and Pupils B. Further explain that Pupils A must ask questions to find the teddy bear, whereas Pupils B must ask question to find the plane.

**e.g. Pupil A:** Is it under the bed?

**Pupil B:** No.

**Pupil A:** Is it on the chair? **Pupil B:** No, etc.

Ask the pupils what the presents are. Elicit the answers: the teddy bear and the plane. Encourage the pupils to say: 'The teddy bear's on the bed. The plane's on the table.'

**Activity 3 Work in pairs. Say and point. Objective:** to consolidate the learnt words and prepositions

Ask the pupils to work in pairs. Explain that Pupil A says, for example: 'Robot.' Pupil B points to the robot and says, for example: 'The robot's on the floor.' Then they change roles. Pupil B says, for example: 'The plane.' Pupil A says, for example: 'The plane's on the table,' etc.

**Activity 4 Describe the room and write. Objective:** to develop the pupils' writing skills

Ask the pupils to open their extra copybooks and write. Tell the pupils to look at the picture in Activity 2 and describe it. Explain that they must write at least 5 or 6 sentences, for example: 'This is my room. There is a bed, table and chair in my room, etc.

**Activity 5 Work in pairs. Do the quiz "I can..."**

**Objectives:** to revise the material studied in Unit 13; to train pupils to be able to assess their knowledge, skills and overall progress; to let pupils see how much they can do in English; to encourage them 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 Pupils' 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.

**Homework**

Say that the pupils should finish "I can ." task or revise it.

I can ...

- 1) **I can say where my friend lives.**  
Men do'stimning qayerda yashashini ayta olaman.  
**e.g.** My friend lives next to our house.
- 2) **I can say where my things are.**  
Men narsalarim qayerdaligini ayta olaman.  
**e.g.** My cap's on the bed.
- 3) **I can speak about my home town/village/city.**  
Men yashaydigan shahrim/qishlog'im haqida gapira olaman.  
**e.g.** My town's big and beautiful.
- 4) **I can explain how to get from school to my house.**  
Men maktabdan uyga qanday borishni tushuntira olaman.  
**e.g.** Go straight. Turn right. ...
- 5) **I can say what is in my street.**  
Men ko'chamizda nimalar borligi haqida gapira olaman.  
**e.g.** There's a computer club in our street.
- 6) **I can say where my relatives live.**  
Men qarindoshlarim qayerda yashashini ayta olaman.  
**e.g.** My aunt lives in Bukhara.



Bukhara



Khiva



Samarkand



Tashkent

## Lesson 1 Cartoons

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <p>-to learn about cartoons and fairy tales; -to learn to speak about cartoons and heroes</p> <p><i>Developing:</i></p> <p>-to enable pupils to talk about cartoons, fairy tales and their heroes</p> <p><i>Socio-cultural:</i></p> <p>-to raise awareness of cartoons and fairy tales.</p>	At the end of the lesson pupils will be able to speak about cartoons and their heroes.	Hero <i>Recycling:</i> <i>cartoon</i>	Pupil's book, Workbook, the DVD, pictures from the cartoons: Mowgli, Aladdin, Little Mook, Tom and Jerry, Little Red Riding Hood, Susambil, The Lion and The Mouse, Zumrad and Kimmat, etc.

**Activity 1 Watch and say. Objectives:** to warm up; to introduce the new word: hero

*STEP 1:* Play the DVD. Pupils watch (3 min) the cartoon about "Tom and Jerry". Recycle the word "cartoon" and explain the word "hero". Have the pupils repeat these words after you.

*STEP 2:* After watching the "Tom & Jerry", ask: 'What's this?' The pupils should answer: 'It's a cartoon (Tom & Jerry).'

*STEP 3:* Then show several pictures from the cartoons, for example, Mowgli, Aladdin, Little Mook, Tom and Jerry, Little Red Riding Hood, Susambil, The Lion and The Mouse etc. Elicit the names of the cartoons. Then recycle the word "cartoon".

**Activity 2 Answer the question. Objective:** to check the pupils' comprehension about cartoons and their heroes

*STEP 1:* Ask the question: 'What cartoons do you know?' Elicit possible answers: 'Tom and Jerry', 'Mickey Mouse', 'Little Mook', 'Little Red Riding Hood', 'SusambW', 'Zumrad and Kimmat', 'Golden water melon,' etc.

*STEP 2:* Put all the pictures describing the cartoons on the table. Divide the class into two teams. One pupil from each team comes to the table, takes a picture, shows it to the class and names the cartoon, and then says the main hero of the cartoon. The team which names the most cartoons and their heroes correctly will be the winner.

**Activity 3 Play "My favourite cartoon's ..."** Objective: to improve the pupils' speaking skills

It's a usual "Chain Drill". Before playing the "Chain Drill", revise the structure: "My favourite cartoon's ..." with the whole class.

**Activity 4 Work in groups. Answer the questions.**

**Objectives:** to recycle the words: cartoon and hero; to improve the pupils' speaking skills.

*STEP 1:* Divide the class into groups of 4. Tell them to look at Activity 4, read the questions on Page 78 and answer them in turns. Tell the pupils to choose one pupil from each group to report to the class. Demonstrate with one pupil. For example: **You:** 'What's your favourite cartoon?' **Pupil:** 'My favourite cartoon's Mickey Mouse.' **You:** 'Who's the hero of the cartoon?' **Pupil:** 'The hero's Mickey Mouse.' Walk around the class and help if necessary. Give them 5 minutes to discuss.

**Activity 5 Look at the pictures and match. Objective:** to revise the cartoons

Ask the pupils to open their Pupil's book. Point to Activity 5. Ask the pupils what cartoons they can see in the pictures. Elicit the names of the cartoons. Then ask the pupils to open their Workbooks and match the pictures with cartoons and write as an example.

**Answer key:** 1f, 2c, 3a, 4e, 5d, 6b

**Activity 6 Read, guess and write. Objective:** to improve the pupils' reading and writing skills

Ask the pupils to pay attention to Activity 6. Read the first sentence: 'I like climbing,' and ask: 'What's it?' Elicit the answer: 'A cat.'

Ask the pupils to write the answers to the sentences.

**Answer key:**

*I like climbing. I'm a cat.*

*I like meat. I'm a dog.*

*I like corn. I'm a hen.*

*I like grass. I'm a sheep/cow/horse/goat.*

### Homework

Ask the pupils to open their Workbooks at Page 72. Explain that they must draw the hero of their favourite cartoon and write the name of the cartoon.

## Lesson 2 The lion and the mouse.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <p>-to learn a moral of a story: <i>Learn to be happy with who you are;</i></p> <p>-to learn about fairy tales</p> <p><i>Developing:</i></p> <p>-to develop the pupils' speaking skills</p> <p><i>Socio-cultural:</i></p> <p>-to raise awareness of the moral of the story.</p>	At the end of the lesson the pupils will be able to speak about the cartoon "The donkey and the little dog".	beat, feed, crazy	Pupil's book, Workbook, the DVD

**Activity 1 Point and say. Look at Page 78, Activity 5.**

**Objectives:** to warm up; to check the pupils' knowledge from the previous lesson.

*STEP 1:* Ask the pupils to open their books at Page 78. Show Activity 5 to the class. Point to one of the pictures and ask: 'What cartoon is it?' Elicit the answer, for example: 'Susambil/Little Mook,' etc.

*STEP 2:* Pupils to work in pairs. One of them points to the picture & the other answers. Then they change roles.

**Activity 2 Listen and repeat. Objective:** to introduce the new words: *beat, feed, crazy*

*STEP 1:* Ask the pupils to work with Wordlist and find the meaning of the words: *beat, feed, crazy*.

Say the word "feed" and elicit the answer "боқмоқ, оқатlantирмоқ/кормить. Then say the word "beat" and elicit the answer, etc.

*STEP 2:* After translating the words into their mother tongue, ask them to look at the pictures. Tell them to try to find the pictures which describe the new words. Elicit the answers: 'Feed -Picture A, crazy - Picture B, beat - Picture C

**Activity 3 Watch and answer the questions.**

**Objectives:** to listen and watch for detailed information; to improve the pupils' speaking skills.

*STEP 1:* Play DVD. Ask the pupils to watch the cartoon attentively.

*STEP 2:* After watching the cartoon, ask the questions and elicit the answers. At the end you can ask what is the moral of the story. (Moral:Learn to be happy with who you are.)

**Possible answers:**

1)What's the story about?

*It's about the donkey and the dog.*

2)What does the boy do?

*Boy feeds his dog and puts his dog on his knees.*

3)What does the dog do?

*It jumps, plays and sits on the knees of the boy.*

4)What does the donkey do?

*The donkey plays and jumps on the knees of the boy.*

What do the people do? *People come and beat the donkey.*

Is the donkey sad? *Yes, it is.*

Why is the donkey sad?

It says: 'I can jump and play.' And says: 'Why doesn't the boy like me?'

**Activity 5 Read and match. Objective:** to improve the pupils' reading skills

Ask the pupils to read the sentences and match them. Tell them to write the answers in their Workbooks.

**Answer key:** 1d, 2c, 3a, 4e, 5g, 6b, 7f

**Homework**

Explain how to do Homework 1. First the pupils must read the sentences and put them in order.

**Answer key:** 5, 4, 3, 1, 2, 6, 7

Then explain Homework 2. Explain that they must look at the picture and tick ( ) if the sentences are correct or put " if the sentences are wrong.

**Answer key:** 1; 2; 3; 4; 5; 6

## Lesson 3 The old man and his sons

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <p>-to learn a moral of a story: <i>Never fight, be always friends;</i></p> <p>-to learn about fairy tales</p> <p><i>Developing:</i></p> <p>-to enable pupils to make a story</p> <p><i>Socio-cultural:</i></p> <p>-to raise awareness of the moral of the story.</p>	At the end of the lesson the pupils will be able to speak about the cartoon "The old man and his sons".	stick, son, fight, break	Pupil's book, Workbook the DVD

**Activity 1 Listen and say. Objectives:** to warm up; to check the pupils' knowledge from the previous lesson.

Divide the class into two teams. One of the pupils from the first team says the name of the cartoon and the pupil from the second team says the main hero of this cartoon. Then they change roles.

**Activity 2 Listen and repeat. Objective:** to introduce the new words: stick, son, fight, break

*STEP 1:* Write the new words on the board: *stick, son, fight, break*. Read the words and ask the pupils to repeat them. Then tell the pupils to find the words in the Wordlist. Give them two minutes.

*STEP 2:* When you are sure they have found the words, ask them to look at the board. Say: *'I'll point to the word and you'll translate the word.'* e.g. **You:** Point to the word "fight". **Pupils:** 'урushмоқ/драгаться).

**Activity 3a Look at the picture and guess the story. Objective:** to improve the pupils' speaking skills

Tell the pupils to open their textbooks at and look at Activity 3a.

Ask: *'What can you see in the picture?'* Elicit the answer: *'The old man, the boys.'* Ask: *'Are the boys good?'* Elicit the answer: *'No.'* Say: *'Yes. They often fight.'* And again ask: *'Do you know the story about the old man and his sons?'* Elicit some answers.

**Activity 3b Watch and check. Objectives:** to consolidate the story; to improve the pupils' listening skills.

Ask the pupils to watch the cartoon and check if they were right. You can also ask them what is the moral of the story. (The moral of the story: *Never fight, be always friends!*)

**DVD script: The old man and his sons**

*An old man has three sons. His three sons always fight. They are not good. They don't listen to their father and mother. They do what they want. Their father's not happy. He says to his three sons, 'Sons, your mother and I are old. We love you. We want you to be good. Here are three sticks. I'm going to give you one stick. I want you to break the stick.' The sons have the sticks. The first son breaks the stick. The second son breaks the stick. The third son breaks the stick. It's easy to break one stick. The old man gives three sticks to the first son. He says, 'Break the three sticks.' The old man gives the three sticks to the second son, and to the third son. The sons can't break three sticks. The old man says, 'Sons, it's easy to break one stick and it's easy to break you one by one. It's not easy to break three sticks and it's not easy to break my three sons. We want you to stay together and be strong. Never fight, be always friends!'*

**Activity 4 Complete the sentences. Objective:** to improve the pupils' writing skills

Ask the pupils to open their WB at and complete the sentences in Activity 4 with the words in the word cloud.

**Answers:**

**The old man** has three sons. The old man has **three** sticks. His sons always **fight**. The old man says his sons to **break** three sticks. His sons **cannot** break three sticks.

**Activity 5a Work in groups and make a story. Objective:** to improve the pupils' speaking skills

Ask the pupils to work in groups of four and make a story about "The old man and his sons". They must prepare for the next activity. One of them will be the old man the others his sons.

**Activity 5b Work in groups. Role play. Objective:** to improve the pupils' speaking skills

Ask the pupils to show the class what they have prepared.

### Homework

Ask the pupils to write their own story.

## REVISION 11

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> -to learn to ask and answer questions about familiar cartoons;</p> <p><i>Developing:</i> -to enable pupils to write at least one sentence about the learnt stories; -to enable pupils to ask and answer questions about familiar stories; -to enable pupils to assess their knowledge, skills and overall progress</p>	<p>At the end of the lesson pupils will be able to:</p> <p>-ask and answer questions about cartoons; -write at least one sentence about the learnt stories.</p>	<p><i>Recycling the previously learnt vocabulary</i></p>	<p>Pupil's book, Workbook, the DVD</p>

**Activity 1 Answer the question. Objective:** to recycle the learnt material

Pupils to work in pairs. Explain that they must ask each other and answer the question "What cartoons do you like?"

**Activity 2 Play "Revision". Objectives:** to have fun; to recycle the material learnt in the unit.

Divide the class into 6 groups. Allocate one story to each group. The stories to be allocated can be the following: 1) The wind and the sun; 2) The donkey and the dog; 3) A hungry caterpillar; 4) The old man and his sons; 5) The lion and the mouse; 6) The sparrow and the trees.

Ask the groups to discuss the events in the story in their groups and tell the class the story.

**Optional Activity 3 Write one sentence to each story. Objective:** to develop the pupils' writing skills

Ask the pupils to open their extra copybooks and write at least one sentence to each story.

**Work in pairs. Do the quiz "I can..."**

**Objectives:** to revise the material studied in Unit 14 and Units 1-14; 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.

### Homework


Say that the pupils should finish "I can . " task or revise it.

### I can ...

**I can ... (Unit 14)**

**1 Work in pairs. Do the quiz "I can ...".**

- 1) **I can watch and understand cartoons.**  
Men multfilmlarni ko'rib tushuna olaman.
- 2) **I can read stories.**  
Men hikoyalarni o'qiy olaman.
- 3) **I can tell the story "The donkey and the dog".**  
Men eshak va it haqidagi hikoyani ayta olaman.
- 4) **I can put the pictures in order to make a story.**  
Men rasmlarni o'rniga qo'yib hikoya tuza olaman.
- 5) **I can look at pictures and guess the story.**  
Men rasmlarga qarab qaysi hikoyaligini ayta olaman.
- 6) **I can tell the story "The old man and his sons".**  
Men „Chol va uning o'g'illari" haqidagi hikoyani ayta olaman.
- 7) **I can draw the heroes of the stories.**  
Men hikoya qahramonlarining rasmlarini chiza olaman.



## REVISION 12

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <p>-to learn to ask and answer questions about familiar cartoons;</p> <p><i>Developing:</i></p> <p>-to enable pupils to write at least one sentence about the learnt stories;</p> <p>-to enable pupils to ask and answer questions about familiar stories;</p> <p>-to enable pupils to assess their knowledge, skills and overall progress</p>	<p>At the end of the lesson pupils will be able to:</p> <p>-ask and answer questions about cartoons;</p> <p>-write at least one sentence about the learnt stories.</p>	<p><i>Recycling the previously learnt vocabulary</i></p>	<p>Pupil's book, Workbook, the DVD</p>

**Activity 1 Answer the question. Objective:** to recycle the learnt material

Pupils to work in pairs. Explain that they must ask each other and answer the question "What cartoons do you like?"

**Activity 2 Play "Revision". Objectives:** to have fun; to recycle the material learnt in the unit.

Divide the class into 6 groups. Allocate one story to each group. The stories to be allocated can be the following: 1) The wind and the sun; 2) The donkey and the dog; 3) A hungry caterpillar; 4) The old man and his sons; 5) The lion and the mouse; 6) The sparrow and the trees.

Ask the groups to discuss the events in the story in their groups and tell the class the story.

**Optional Activity 3 Write one sentence to each story. Objective:** to develop the pupils' writing skills

Ask the pupils to open their extra copybooks and write at least one sentence to each story.

**Work in pairs. Do the quiz "I can..."**

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.



### Homework

Say that the pupils should finish "I can . " task or revise it.




### I can ...

#### I can ... (Units 1–14)

Work in pairs. Do the quiz "I can ...".

- I can speak about my family and relatives.**  
e.g. I've got an aunt and uncle.
- I can speak about jobs.**  
e.g. My uncle's a farmer. 
- I can say: My brother's taller than me. My sister's the youngest.**
- I can speak about my house and my room.**  
e.g. My house is small. There's a bedroom ...
- I can speak about our garden.**  
e.g. There're many trees in our garden.
- I can say where my things are.**  
e.g. My pillow's on the blanket. 
- I can speak about nature/ weather.**  
e.g. I like spring. I like rainy days.
- I can speak about big animals, birds and insects.**  
e.g. The penguin's bigger than the peacock.



- I can speak about my hobby.**  
e.g. My hobby's taekwondo. 
- I can speak on the phone.**  
e.g. Hello. Is Sardor there?
- I can speak about trees and plants.**  
e.g. The sunflower's big, yellow and beautiful.
- I can speak about health and hygiene.**  
e.g. I like swimming. It's healthy.
- I can speak about transport.**  
e.g. I go to school by bus. 
- I can speak about the cities of Uzbekistan.**  
e.g. My aunt lives in Bukhara.
- I can speak about my home town/village.**  
e.g. Our town's beautiful. 
- I can read and tell stories.**

