

Dates					English Teacher:
Grades					Name Surname

Unit 1 Greetings

Lesson 1 Hello. My name is Zumrad.

The aim of the lesson:

Educational: - to learn basic greetings

Developing: - - to enable pupils to greet and say their names

Socio-cultural: - to raise awareness of ways of greetings

Competence: SC1, SC and PC in greetings

Learning outcomes: By the end of the lesson, pupils will be able to: understand the greetings, phrases for saying names and use them in small situations.

Type of the lesson: non-standard, mixed

Method of the lesson: group work, pair work

Equipment: Textbook, the DVD of the book, puppets.

The Procedure of the lesson:

I. Organizing moment: - Greeting.

- Checking the register

II. Pre-Activity

Activity 1 Listen. 5 min

Objective: to introduce the greeting “Good morning”

STEP 1: Since this is the first English lesson for first class, you need to tell the pupils that the English language is the language of many people who live in other countries. Like us they also work, study, go to the shops, but talk in the English language. Therefore, if we want to communicate with them, understand cartoons, fairy tales and stories produced in these countries, we have to learn English.

STEP 2: Then say that the English language is very beautiful and play the song “Good Morning” for the pupils to listen. You should remember that at this stage, from the very first lesson and during the first half of the school year the pupils need your constant assistance and support. This means that by asking them questions, we just want to draw their attention to the task, but do not expect them to answer correctly.

III. Main Part

Activity 2 Listen. 10 min

Objective: to introduce the structure “My name is ...”.

The method of introducing the song is the same as with “Good morning”. The song “What’s your name?” is simple and easy, so it will not be too difficult to sing it yourself using the names of pupils in the class. It may also bear educational nature. For example, if you repeatedly praised a pupil during the first task, you can use the name of that pupil in the song. It disciplines and motivates other pupils. Since this song will be repeated in subsequent lessons, you should then use the names of all the pupils in the class.

Activity 3a Look and repeat. 5 min

Objectives: to introduce the characters of the book Jasur and Zumrad; to introduce Hello. My name is ...

STEP 1: Explain that in every culture, for instance in the Uzbek culture, there are such national values that we endear. We can touch some of them, and some exist only in our minds which are intangible. They are our traditions as well as legends and fairy tales. The children in Uzbekistan have been familiar with the characters of fairy tales since ancient times. We read stories, watch cartoons and performances in the puppet theatres about them. The two characters, Zumrad and Jasur, from those stories have come to our English textbook. Zumrad is a very good and hardworking girl, and she wants to learn English well. Jasur is always happy but sometimes naughty.

Activity 3b Listen and sing. 10 min

Objective: to enable pupils to sing a song

Ask the pupils to help the puppets say their names. You can sing here the song “What’s your name?” once more. But this time replace the name of the song with the names of the puppets. In this case you can use both of the names of puppets at the same time, too.

IV. Post-activity

Activity 3c Listen and say. 10 min

Objective: to enable pupils to introduce themselves

STEP 1: After practising the phrases “Hello. My name is Zumrad, my name is Jasur”, invite the pupils to introduce themselves to the class on behalf of the puppets. *Hello. My name is Zumrad. Hello. My name is Jasur.*

STEP 2: Then ask the pupils to repeat the question “What’s your name?” in chorus. The pupils answer in chain, e.g. – What’s your name? – (*in chorus*) My name is Alisa. – What’s your name? – (*in chorus*) My name is Amir. etc.

V. Homework 5 min

Explain to the pupils that they should finish colouring the first picture on the right hand page at home. Also explain that the pupils should draw their portraits or stick their pictures on the second activity.

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Lesson 2 How are you?

The aim of the lesson:

Educational: - to learn basic greetings; - to ask and say how one feels

Developing: - to enable pupils to greet, ask and say how they feel

Socio-cultural: - to raise awareness of ways of greetings, asking and saying how one feels; - to raise awareness of the pronunciation of the sounds [w] and [h]

Competence: SC3, FLCC and LC in greetings.

Learning outcomes: By the end of the lesson, pupils will be able to: - understand the greetings, use a question for asking how somebody is and say how they feel; - to pronounce the sounds [w] and [h].

Type of the lesson: non-standard, mixed

Method of the lesson: group work, pair work

Equipment: Textbook, the DVD of the book, puppets; a mirror.

The Procedure of the lesson:

I. Organizing moment:

- Greeting.
- Checking the register
- Checking and asking homework

II. Pre-Activity

Activity 1 Listen and sing.

Objective: to sing the song "Good morning"

Look at the instructions in Lesson 1. This time practise singing the song with your pupils.

OPTION: Besides you can play the game "Good morning. Good bye". Say that now they will play a good game, but first they must learn how to say one little word "Goodbye". Explain that it is very important to learn it because polite people should not only greet but also say goodbye properly. Then work with your pupils on the pronunciation of "Good bye".

III. Main Part

Activity 2 Watch and do.

Objective: to practise and pronounce the sound [w]

STEP 1: Explain that there lives Mr. Tongue in our mouths. He lives very comfortably with us in our mouths. It has a cosy and warm house, near the house there is an upper and a lower fence (upper and lower teeth) and even a dog. At night, when you sleep, he is awake and he is bored. Therefore, he lights a candle and reads. In the morning when you wake up, he needs to put out the candle, but sometimes he forgets to do it. Then he needs help. And Zumrad tries to do it. She offers children to help her put out the candle, but it must be done correctly. In order to do it correctly, it is necessary to put the lips forward and "blow out" the candle [www-what-what-what].

STEP 2: Play the video game "What's your name?" and then ask the class to play the same game with their own names.

Activity 3 Play "Ask and Answer".

Objective: to practise the new language material "What's your name?"

You should praise all the pupils, but say that two or three pupils were the best to put out the candle and call their names. Therefore, offer to sing the song "What's your name?" with their names. Also say that they will sing the song with the names of the other pupils of the class in the next lessons.

Now, the pupils are more likely to say the question, so they can ask and answer the question "What's your name?" in chains. See the instructions in the Introduction (the section 7) for how to organise the chain drill activities.

Activity 4 Watch and do.

Objective: to do physical exercise and energise the pupils

Play the DVD. Ask the pupils to watch and repeat.

IV. Post-activity

Activity 5 Watch and do.

Objective: to practise the question "How are you?" and an appropriate answer to it

STEP 1: Explain that when Zumrad and Jasur meet, they greet and ask each other how they are. So ask the pupils to repeat together with them the question "How are you?" At first train the pupils to pronounce the sound to help Zumrad and then repeat the question "How are you?" Ask them to look at Zumrad and repeat the answers together with her. **STEP 3:** Practise the language as follows:

You: How are you? **Pupil 1:** I'm OK. / **Pupil 2:** Good. / **Pupil 3:** Great. **Pupil 4:** So-so.

Optional Activity 7 Play "Ask and Answer".

Objective: to practise the question "How are you?" and an appropriate answer to it

Now you can do the chain drill activity with the target question "How are you?" and answers "Good"/ "I'm OK"/ "Great"/ "So-so".

See the instructions in the Introduction (the section 7) for how to organise the chain drill activities.

V. Homework:

Explain to the pupils that they should colour the picture on the right hand page at home and remember how people greet each other and ask and answer how they feel.

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Lesson 3 Where do you live?

The aim of the lesson:

Educational: - to learn basic greetings; - to learn how to ask and say what is smb.'s name and where smb. lives

Developing: - to enable pupils to greet, ask and say what is smb.'s name and about the places they live

Socio-cultural: - to raise awareness of ways of greetings, asking and saying what is smb.'s name and where smb. lives

Competence: SC4, FLCC and LC in acquaintances.

Learning outcomes: By the end of the lesson, pupils will be able to: understand greetings, ask and answer the question about where smb. lives in small situations.

Type of the lesson: non-standard, mixed

Method of the lesson: group work, pair work

Equipment: Textbook, the DVD of the book, puppets.

The Procedure of the lesson:

I. Organizing moment: - Greeting.

- Checking the register

- Checking and asking homework

II. Pre-Activity

Activity 1 Listen and sing.

Objective: to sing the song “Good morning” Look at the instructions in Activity 1, Lessons 1&2.

III. Main Part

Activity 2 Play “Ask and Answer”.

Objective: to practise the question “How are you?” and an appropriate answer to it

This task repeats the material of the previous lesson. The pupils take turns asking and answering the question “How are you?” See the instructions in the Introduction (the section 7) for how to organise the chain drill activities.

Activity 3 Play “What’s your name?”

Objective: to practise and consolidate the question “What’s your name?” and its answer

During the game “What’s your name?” the pupils practise the pronunciation of the question and get prepared to listening to and understanding the dialogue in Activity 4. To play the game, first you need to select a leader. In chorus the class ask her/him the question “What’s your name?”. The leader answers and then calls the name of another pupil and goes back to his seat. Another pupil who has just been named stands up and takes the place of the leader. The game continues with 2-3 different leaders. This game can be repeated in the next lessons when you have free time as all the pupils want to be involved in the game.

Activity 4 Look and do.

Objective: to do physical exercise and energise the pupils

Look at Unit 1, Lesson 2, Activity 4 for instructions. You can use the DVD used in the activity.

Remember that here and further where a physical exercise with numbers from 1 to 10 is done, you can apply different techniques. For example, count slowly at the beginning and faster at the end. You count with a low voice and then loudly or vice versa.

Activity 5 Look, listen and repeat.

Objective: to practise and consolidate the learnt material

Paint faces on two of your fingers (like the ones on the right hand page of the lesson. We recommend you to prepare it before the lesson starts). Since the characters are a finger girl and a boy, you must not only draw the faces on fingers but also show that one of them is a girl and a boy. To do this, you must make a paper hat for a finger girl or use other available material at your discretion.

IV. Post-activity

Activity 6 Look, listen and guess.

Objective: to practise the question “Where do you live?” and the answer “I live in ...”

STEP 1: Ask the pupils to listen and guess what the fingers further say:

– Where do you live? – I live in Tashkent. Where do you live?

– I live in Karshi (here you can name the city/town where the pupils live)

Help your pupils understand the meaning of the question “Where do you live?”. For this, give your pupils a task to listen to the question and the answer, and then guess their meaning in their mother tongue. The clue here is the answer specifying the place where they live.

V. Homework:

Explain that at home in the first activity on the right hand page they should draw their fingers and paint faces as shown. In the second activity they should colour the places and remember how fingers asked and answered the question about the places they live.

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Lesson 4 Let's play.

The aim of the lesson:

Educational: - to learn basic greetings; - to learn how to ask and answer questions

Developing: - to enable pupils to ask and answer questions; - to enable pupils to say the numbers 1-5

Socio-cultural: - to raise awareness of ways of asking and answering questions

Competence: SC4, PC and LC in dialogues

Learning outcomes: By the end of the lesson, pupils will be able to ask and answer the question learnt in previous lessons in small situations.

Type of the lesson: non-standard, mixed

Method of the lesson: group work, pair work

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

The Procedure of the lesson:

I. Organizing moment: - Greeting.

- Checking the register - Checking and asking homework

II. Pre-Activity

Activity 1 Listen and sing.

Objective: to sing the song "Good morning"

Look at the instructions in Activity 1, Lessons 1&2.

III. Main Part

Activity 2 Play "Questions".

Objective: to practise asking and answering questions

Organise this game in small groups of 4. Give each group a dice. Explain that one pupil in a group must throw a dice. If the dice shows the number 1 or 2, the pupil who threw the dice must ask the question "What's your name?", if it shows 3 or 4, the question "Where do you live?" and if it shows 5 or 6, the question "How are you?" from any pupil in the his/her group. The chosen pupil answers his/her question and becomes the leader. The game continues until everybody in the group has had a chance to throw the dice and ask questions.

Activity 3 Play "Interview".

Objective: to practise asking and answering questions

In this game pupils become "reporters" in turns and ask the other pupils of the class the following three questions:

What's your name? Where do you live? How are you?

Each question is given by 2-3 only. Explain that the other pupils will have the chance to ask all the questions when the game is repeated in the next lessons.

Remember! It is necessary for you not to forget that you need to prompt them systematically.

Activity 4 Play "Little Frog".

Objective: to do physical exercise and energise the pupils

Explain that a snake wants to catch the frogs. During the song the pupils have to jump like little frogs. After the last word "Stop!", the pupils have to freeze in their places, otherwise the snake "eats" them up. You can repeat this game once more if time allows.

Activity 5 Watch and do.

Objective: to do physical exercise and energise the pupils

The pupils watch a video and repeat the actions as in Lesson 2, Activity 4.

IV. Post-activity

Activity 6 Play "Look and Count"

Objective: to practise counting

Explain that you will show the pupils how to count from one to five with the help of your fingers and then ask the pupils to repeat the movements of fingers after you when you start counting. Then ask the pupils to look at the pictures and count. The pupils should just say the numbers, e.g. 3, 4, etc.

Optional Activity 7 Play "Guess the Number".

Objective: to practise counting with fingers

Invite one of the pupils to the blackboard and ask him/her to show any number from 1 to 5 with his/her fingers. However, only you can see his/her hand as he/she closes the fingers with a book. Then ask the class to guess the numbers. The one who guesses the correct number becomes a leader.

V. Homework:

Explain to the pupils that at home they should draw and colour the reporter girl. Tell them to remember what questions the reporter boy asked in class and what were the answers.

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