Lesson 1 My favourite things

The aim of the lesson:
Educational: - to revise saying, asking and answering about each other
Developing: - to enable pupils to say, ask and answer questions about themselves and each other.
Socio-cultural: - to raise awareness of saying about favourite things.
Competence: SC1, FLCC and PC in talking about favourite things
Learning outcomes: By the end of the lesson, pupils will be able to say, ask and answer questions about other people.
Type of the lesson: non-standard, mixed
Method of the lesson: group work, pair work
Equipment: Pupil’s book, Workbook, the DVD

TECHNOLOGICAL MAP OF THE LESSON:

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The Procedure of the lesson:

I. Organizing moment: - Greeting.
- Checking the register
- Checking homework

II. Pre-Activity
Activity 1 Listen and repeat. 5 min
Objectives: to introduce the unit topic; to warm up
Play the DVD. Ask the pupils to listen to and repeat the song. Ask which words they recognised.

III. Main part.
Activity 2 Play “My name’s Aziz.”. 8 min
Objectives: to warm up, to revise vocabulary related to greetings
Ask the pupils to stand up, mingle, shake hands, and say ‘Hello, my name’s ....’. First time they say own name and then the name of the previous person they’ve shaken hands with. So every time they have a different name. They have 5 minutes to find a person with their own name. Stop the activity and ask who found the person with their own name. It’s OK if only some or nobody found the person with own name.

Activity 3a Look, read and write about Aziz. 10 min
Objective: to consolidate the vocabulary related to personal information
Ask the pupils to look at Aziz and pictures around showing his hobby, favourite sport, favourite subject, favourite month, favourite season, favourite holiday and his favourite animal. Ask them to complete the sentences about
Aziz in their copy books. Possible answers:
His name’s Aziz. His hobby’s riding a bike. His favourite sport’s football. His favourite subject’s English. His favourite season’s spring. His favourite holiday’s New Year. His favourite animal’s lion.
NB: Remind that when we speak we use contractions e.g. We write “His name is Aziz.” But we say “His name’s Aziz.”

Activity 3b Work in pairs. Ask and answer. 5 min
Objective: to revise Present Simple: questions and answers
Ask the pupils to work in pairs and ask each other questions about Aziz’s hobby, favourite sport, subject, month etc.

Activity 3c Work in pairs. Play “Interview”. 7 min
Objective: to consolidate Present Simple: questions and answers
STEP 1: Ask the pupils to work in pairs. Say that first Pupil A is a journalist and asks questions. Then Pupil B asks questions.
STEP 2: Ask some pupils to report. Ask them to introduce first saying something like: I’m Madina Bahramova, “Uzbekistan Today”. This is X. S/he is .... His/her favourite ...
NB: 1) Help the pupils with names of TV channels, journals, newspapers. 2) Encourage the pupils to ask also other questions like What’s your favourite colour? (day of the week, toy, transport, game) etc. if your class is advanced.

IV. Post-activity
Activity 4 Play “Two things about me.” 7 min
Objective: to revise Present Simple and answers
STEP 1: Read out two sentences about yourself and ask the class to guess which one is true and which one is false. e.g. I like dancing. I’m good at maths.
STEP 2: Ask the pupils to write two sentences about themselves: one true and one false. Possible structures: I like ... I can ... I’m good at ... My favourite ...
The group whose guess is correct wins a point.
NB: If your class is more advanced ask them to write 4 sentences: 2 true sentences and 2 false.

V. Homework 3 min
Explain that the pupils should write 4 sentences about their friend.
Say they should use She/He likes ... She/He can ... She/He’s good at ...Her/ His favourite ... Ask not to write the names.

VI. Evaluation. Giving marks

Deputy director on educational affairs: ______________
Signature: ___________
Lesson 2 I have two sisters

The aim of the lesson:

Educational: - to learn the formation of the possessive case; - to learn how to say sentences with possessive case.

Developing: - to enable pupils to say sentences with possessive case; - to develop the pupils’ reading and speaking skills.

Socio-cultural: - to raise awareness of the use of the possessive case

Competence: SC4, FLCC and PC in talking about family

Learning outcomes: By the end of the lesson, pupils will be able to say sentences with possessive case; - understand the formation of the possessive case.

Type of the lesson: non-standard, mixed

Method of the lesson: group work, pair work

Equipment: Pupil’s book, Workbook, the DVD, word cards for Activity 2

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The Procedure of the lesson:

I. Organizing moment: - Greeting.
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- Checking homework

II. Pre-Activity

Activity 1 Sing the song. 10 min

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

STEP 1: Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 1 Lesson 1 Activity 1 for the DVD script. NB: Do not worry if the pupils cannot sing everything. It is OK if they sing some lines or even just some words. STEP 2: Checking homework. Ask the pupils to read their sentences to each other. Say they should listen to the sentences and guess who that person is.

III. Main part.

Activity 2 Play “I have a sister. Her name’ Kamila.” 10 min

Objective: to practise talking about family members

Ask the pupils to stand in a circle. Give out cards one by one with words: a mother, a father, a brother, a sister, a grandad, a granny. The pupils must look at the card and say, e.g. I have a sister. Her name’s Kamila. and pass the card to another pupil. NB: Say that they can use imaginary people if they don’t have a sister for example.
Activity 3a Read and complete. 10 min
Objectives: to enable pupils to read for detailed information; to introduce possessive case
STEP 1: Ask the pupils to read the text about Aziz and his family and complete the sentences.
Answer key:
1 There are four children in the family. 2 The eldest sister’s name is Sabina. 3 Sabina wants to be a nurse. 4 Davron and Madina cannot read and write. 5 They can count. 6 The cat’s name is Snowball. 7 Snowball likes fish.

STEP 2: If necessary work on the meaning and pronunciation of the word ‘kindergarten’ and ‘college’. Ask what other colleges they know. (Art college, Sports college, etc). To help the pupils to understand better you can write on the board: kindergarten – school – college.
STEP 3: Write on the board the sentence: Father’s name is Karim. Mother’s name is Odina. Explain that we use ‘s to show possessive case.
STEP 4: Ask the pupils to complete the sentences. The youngest sister’s name is _______. The brother’s name is _______. The cat’s name is _______.

Activity 3b Work in pairs. Point and say. 5 min
Objective: to enable pupils to use possessive case
STEP 1: Write on the board: Aziz is Karim’s and Odina’s son. Sabina is Karim’s and Odina’s daughter. Ask the pupils to guess what the words ‘son’ and ‘daughter’ mean.
STEP 2: Ask the pupils to complete the sentences: Madina is .... Davron is ...
STEP 3: Ask the pupils to work in pairs. Explain that they should point and say as in the example in turn.

IV. Post-activity
Activity 4 Play “What’s your friend’s name?” 7 min
Objective: to reinforce possessive case
It is a usual Chain Drill. e.g. A: What’s your friend’s name? B: Samira. What’s your friend’s name? C: Davron. What’s your friend’s name? D: ...
NB: If you have time, you can play with other structures like What’s your uncle’s name? etc.

V. Homework 3 min
1) Explain that the pupils should complete the sentences using the words: uncle, cousin, grandad and granny. Draw their attention to the example: My father’s sister is my aunt, and check all understand what to do.
2) Explain that the pupils must write three questions. Draw their attention to the example: What’s your uncle’s name? and check all understand what to do.

VI. Evaluation. Giving marks

Deputy director on educational affairs: ______________ Signature: ___________
Lesson 3 Who is the youngest?

The aim of the lesson:
**Educational:** - to learn how to ask and answer the questions ‘Who is the eldest/youngest in your family?’

**Developing:** - to enable pupils to ask and answer the questions ‘Who is the eldest/youngest in your family?’; - to enable pupils to talk about their families.

**Socio-cultural:** - to raise awareness of the ways of saying who is the eldest/youngest.

**Competence:** SC4, FLCC and PC in talking about family members

**Learning outcomes:** By the end of the lesson, pupils will be able to say, ask and answer questions about other people.

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

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

**Equipment:** Pupil’s book, Workbook, the DVD

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**The Procedure of the lesson:**

**I. Organizing moment:** - Greeting.
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**II. Pre-Activity**

**Activity 1 Sing the song. 10 min**

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

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

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

**III. Main part.**

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

Objective: to revise making Past Simple negative sentences

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

**Possible sentences:**

I didn’t wash the dishes. I didn’t mop the floor. I didn’t sweep the floor. I didn’t feed the animals. I didn’t take the rubbish out.
Activity 2b: Play “My favourite toy was a car”. 8 min
Objective: to revise making Past Simple sentences
STEP 1: Ask the pupils to show their photo and make sentences. Say that sentences can be positive and negative. Say they can use the phrases from Activity 2a.
STEP 2: Ask the pupils to work in pairs or small groups.
STEP 3: Ask some pupils to report. Ask them to report about their friends. e.g. This is my friend Sobir. In this photo he’s 5 years old. He was small. He was ...
NB: Ask the pupils to use the text from 2a as a model.

Activity 3: Play “Who is the eldest in your family?” 5 min
Objectives: to revise superlatives; to practise “Who is the eldest in your family?”
STEP 1: Ask the pupils “How old are you?” and “When’s your birthday?” and establish who is the eldest in the class. Write on the board: e.g. Davron is the eldest in the class.
STEP 2: Say about own family e.g. My granny’s the eldest in our family. She’s 88 years old. Then ask one pupil: Who is the eldest in your family?
STEP 3: Play Chain Drill. A: Who is the eldest in your family? B: My grandad. He’s 95 years old.

Activity 4: Play “Who is the youngest in your family?” 5 min
Objective: to revise superlatives; to practise “Who is the youngest in your family?”
STEP 1: Establish who is the youngest in the class. Then write on the board: e.g. Madina is the youngest in the class.
STEP 2: Say about own family e.g. My daughter is the youngest in our family. She’s 4 years old. Then asks one pupil: Who is the youngest in your family?
STEP 3: Play Chain Drill. A: Who is the youngest in your family? B: My brother. He’s 3 years old.

Activity 5: Read and match. 5 min
Objective: to enable pupils to match the parts of the sentences
Ask the pupils to match the beginning and ending of the sentences as shown in the example.

IV. Post-activity
Activity 6: Write about your family. 5 min
Objective: to consolidate superlatives
Ask the pupils to write about own or imaginary families.

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

VI. Evaluation. Giving marks

Deputy director on educational affairs: ______________ Signature: __________
Ushbu 5-sinf konspektning to‘liq va fondagi yozuvlar siz variantini olish uchun
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