

<b>Grades</b>					<b>English Teacher:</b>
<b>Dates</b>					<b>Hasanboy Rasulov</b>

## Lesson 1. Overview

**The aim of the lesson:**

**Educational:** to learn about personal profiles

**Developing:** - to develop listening, reading, speaking and writing skills

**Socio-cultural:** - to raise awareness of different cultures

**Competence:** SC1, SC and PC

**Learning outcomes:** By the end of the lesson, pupils will be able to use learnt language; ask and answer questions

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

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

**Equipment:** Prepare 10 Student's book, Workbook, the DVD of the book, flashcards

### TECHNOLOGICAL MAP OF THE LESSON:

<b>Nº</b>	<b>Part of the lesson</b>	<b>Tasks</b>	<b>Time</b>
<b>1</b>	Organizational Moment	-to greet pupils. - to check up the register	5 min
<b>2</b>	Repeating last lesson	- to give pupils some questions about last lesson. – to ask words from previous lesson	5 min
<b>3</b>	Explaining new theme	- to explain to pupils new vocabulary and theme	20 min
<b>4</b>	Consolidating new theme.	- to consolidate new theme and new words of the theme.	10 min
<b>5</b>	Homework.	- Giving homework.	5 min

### The Procedure of the lesson:

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

**II. Pre-Activity**

In small groups, students have 30 seconds to brainstorm a list of adjectives to describe appearance and personality. Invite different groups to read out their lists. Write the adjectives on the board and award a point for each correctly spelled answer. Draw a stick person on the board and ask students to describe it. In pairs, students draw and describe their own stick people.

**III. Main Part**

**ABOUT YOU**

Read the two questions and ask which question asks about your appearance (the first one) and what the other question asks about (your personality). Model the answers to the questions by answering them about yourself, for example 'I've got brown curly hair. I'm friendly and polite.'

**Activity 1** Elicit the fact that each of the three photos shows a different family. Tell students they are going to listen to three people describing a member of their family, who can be seen in the photo. Give students 30 seconds to look at the photos carefully before they listen. Play the recording, pausing after the first speaker. Ask who it is and encourage students to point to the right person. Then play the rest of the recording, checking answers after each speaker.

**Answers**

**1** brother (the boy in the middle)

**2** sister (the girl on the left)

**3** dad (the man on the left)

**Activity 2** Tell students to look at the first adjective in the box, attractive, and ask what it describes (looks). Drill pronunciation. Students may have difficulty with bald /bɔːld/, curly /'kɜːli/, straight /streɪt/ and thirties /'θɜːtiz/. Check the meaning of each adjective using the people in the photos in Exercise 1. Ask, for example, 'Who's got curly hair?' and get students to point to the relevant person. Students complete the exercise in pairs. Check answers.

**Answers**

Age elderly, middle-aged, teenage, in his/her (early/late) twenties/thirties

Looks attractive, good-looking, handsome, pretty Hair bald, blonde, curly, dark, fair, straight

**Activity 3** Ask two students to read out the example conversation. Using this as a model, describe another person from the photos using some of the new adjectives from Exercise 2. Students play the guessing game in pairs.

**Possible answers**

**A:** He's tall and middle-aged. He's got dark hair.

**B:** Is it Grace's dad?

**Activity 4** Explain to students they are going to find out what type of people Lucas, Alfie and Grace are. Read out the first item and ask students to give you the correct answer. Ask them how they decided (by reading the following sentence, which gives an example of a person being polite: he always says please). Students complete the exercise in pairs. Play the recording, pausing after each item. Check the answers and the meaning of the adjectives. Ask students to find other adjectives in the sentences (clever, great and lazy) and check meaning.

**Answers**

1 polite 2 funny 3 friendly 4 careless 5 miserable 6 confident

**Activity 5** Go through the adjectives in the box and drill pronunciation. In pairs, students find the opposite adjectives in Exercise 4. Check answers.

**Answers**

careful – careless cheerful – miserable rude – polite serious – funny shy – confident  
unfriendly – friendly

**Activity 6** Model the activity by describing yourself to the class. Choose a confident student and ask 'What about you?' Encourage them to use at least three adjectives. The student who answered then asks a classmate, and so on until several students have described themselves.

**Answers**

Students' own answers

**IV. Post-activity**

**Activity 7** Model the activity by describing someone in the class, adapting the example. Students work in pairs to describe and guess their classmates.

**Answers**

Students' own answers

*Deputy director on educational affairs* \_\_\_\_\_

*Signature* \_\_\_\_\_

<b>Grades</b>					<b>English Teacher:</b>
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## Lesson 2. All about me

### The aim of the lesson:

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### The Procedure of the lesson:

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

**Activity 1** Ask students to read the information and help them with any new vocabulary. They discuss the questions in pairs. Ask for feedback and then hold a short class discussion about question 2.

#### Answers

Students' own answers

### III. Main Part

**Activity 2** Divide the students into three groups (A, B and C) and give them each a different profile to read. Tell group C not to worry about the missing words in their text about Alfie. Ask each group to match their profile to one of the activities in the box. Then put students into groups of three, with one student from each group A, B and C. Each student tells their group about the person whose profile they read. Students then read all three profiles and check that the people and activities are correctly matched. Check answers.

#### Answers

Lucas – technology

Grace – fitness

Alfie – going to the cinema

The Reading text is recorded for students to listen, read and check their answers.

**Activity 3** Explain to students that they have to complete each gap in Alfie's profile with one word. They should look at the words before and after the gap and think of one word which fits the gap. Look at the first gap together and ask students what sort of word goes after a subject and before a

base form (an auxiliary or a modal verb). Ask them to complete the exercise and compare their answers with a partner before checking answers with the class. With the students, name the parts of speech used. Explain that these parts of speech are very typical of the words used in this kind of exercise.

### **MIXED ABILITY**

For weaker students, monitor and help them to identify the correct part of speech for each gap. For example, we do not use the auxiliary do with the verb to be so they need a modal verb to fill the gap. Ask them to think about whether it will be positive or negative.

#### **Answers**

- |                    |                               |
|--------------------|-------------------------------|
| 1 can (modal verb) | 4 in (preposition)            |
| 2 of (preposition) | 5 one (pronoun)               |
| 3 them (pronoun)   | 6 to (part of the infinitive) |

**Activity 4** Set a short time limit for students to read the profiles again and answer the questions. They compare their answers with a partner before checking answers as a class. Check understanding of any new words in the text. Encourage students to work out the meaning with a partner before confirming their ideas. New words may include properly (correctly) and keen on (very interested in or enthusiastic about).

#### **Answers**

- 1 Alfie 2 Grace 3 Lucas 4 Grace 5 Alfie 6 Lucas

**Activity 5** Read the instructions. In pairs, students match the highlighted words and phrases with their meanings. Check answers and ask students to read out the sentences that contain the words and phrases.

#### **Answers**

- |   |  |
|---|--|
| 1 take part (taking part in the text)         | 4 code                                       |
| 2 make progress (making progress in the text) | 5 be into (something) (I'm into in the text) |
| 3 only child                                  | 6 patient                                    |

### **FAST FINISHERS**

Ask fast finishers to choose three of the words and phrases in Exercise 5 and write a sentence for each. Nominate students to read out their sentences. The class should decide whether they have used the word or phrase correctly.

### **IV. Post-activity**

#### **TALKING POINTS**

For the first question, take a class vote to find out who the class would most like to spend time with. Invite different students to explain why. Students discuss the second question in small groups. Monitor the discussions, giving positive feedback for interesting ideas.

#### **COOLER**

Ask students to find three sentences using right in the profiles:

- Right now, I'm taking part in a competition for young game designers.
- My friends and family say I'm a cheerful person. And they're right.
- I live ... right opposite the school.

Ask students to work in pairs and discuss the meaning of right in each sentence. Listen to feedback as a class (right now means at the present moment; they're right means they are correct; right opposite means directly opposite). In small groups, students write another sentence for each of the meanings. Invite them to read their sentences out.

*Deputy director on educational affairs* \_\_\_\_\_

*Signature* \_\_\_\_\_


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