

Grades					English Teacher:
Dates					Hasanboy Rasulov

Lesson 1. Introductions

The aim of the lesson:

Educational: - students review introducing themselves and saying how old they are. They review character names and are introduced to a new character.

Developing: - saying the letters of the alphabet and spelling their name

Socio-cultural: - to revise introductions

Competence: SC1, SC and PC in greetings

Learning outcomes: By the end of the lesson, pupils will be able to introduce themselves; introducing their friends and family

Type of the lesson: non-standard, mixed

Method of the lesson: group work, pair work

Equipment: Guess What 2 Textbook, Workbook, the DVD of the book, teaching materials

TECHNOLOGICAL MAP OF THE LESSON:

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

The Procedure of the lesson:

I. Organizing moment: - Greeting.

- Checking the register

II. Pre-Activity

- Point to a student and ask his/her neighbor Who's this? Encourage the second student to reply with a sentence, e.g., It's Rosa. Repeat for different students. Use What's his/her name? sometimes.
- Ask students if they remember the names of the characters from Level 1. Show the character flashcards and ask about each character What's his/her name?

III. Main Part

Activity 1. Listen. Who's speaking?

- Say Open your books to page 6, please. Ask Who can you see? (Olivia, Tina, David, Leo) Are they at home? (No, at school.)
- Ask What are they saying? Demonstrate waving your hand in greeting and elicit Hello! Point to the new character and ask What are they saying to this boy? (What's your name? / Nice to meet you!) Say Let's listen to the children. Who's speaking? Play the recording.

Students listen and point to the characters as they speak.

- Play the recording again, pausing to elicit each character's name and that of the new boy, Ben. Ask Is David Olivia's friend? (No, brother.) How old is Leo? (Two.)
- Point to iPal (on Olivia's backpack) and ask Who's this?

Remind students/Elicit that this is iPal and that he is a magic robot.

- If time, ask about the other items in the picture What's this? / What can you see? / What color is it? (a yellow book, a blue bike, a ball).



Activity 2. Listen, point, and say.

- Show the character flashcards in the same order as they appear in the picture. Ask Who's this? (Ben). Repeat for the other characters.
- Say Now listen, point, and say. Play the recording.

Students listen and point to the numbered characters in the picture as they hear them mentioned in the recording. Then play again. Students listen and say the characters' names.

CD1:04

1 Olivia 2 David 3 Tina 4 Leo

Activity 3. Listen and find.

Say Now listen and find. Play the recording, pausing for students to find and point to the correct character, (the character who is named, not the speaker). Students can also say the correct number.

Key: Ben (1) Olivia (2) Tina (4) Leo (5) David (3)

CD1:05

Ben: Hello. My name's Ben.

David: This is my sister. Her name's Olivia.

Tina: I'm Tina.

David: This is Leo. He's two.

Tina: This is my friend. His name's David.

Find Leo.

- Point to the Find Leo icon at the bottom of the page. Ask What's his name? (Leo.) Say Now find Leo. Students find and point to Leo in the picture (David is holding him).

IV. Post-activity

1 Order the letters. Look and draw lines.

- Students solve the anagrams to make names. They match the names to the picture by drawing lines.

Key: 2 David 3 Ben 4 Olivia 5 Tina

2 Look at Activity 1 and put a check ✓.

- Students read the sentences and look at the picture in activity 1. They check the yes or no box for each sentence.

Key: 2 yes 3 no 4 yes 5 yes

Ending the lesson

- Ask students to look at the picture in the Student's Book. Make true or false sentences about each character, e.g., point to David and say This is Ben. or point to Leo and say He's two. Students make a thumbs-up for true and a thumbs-down for false.

Deputy director on educational affairs _____

Signature _____

Grades					English Teacher:
Dates					

Lesson 2. Family

The aim of the lesson:

Educational: - to introduce family and friends and ask about someone's age.

Developing: - to give general explanation of 5 senses

Socio-cultural: - to revise the body parts

Competence: SC1, SC and PC in greetings

Learning outcomes: By the end of the lesson, pupils will be able to introduce five senses; to revise the body parts

Type of the lesson: non-standard, mixed

Method of the lesson: group work, pair work

Equipment: Guess What 2 Textbook, Workbook, the DVD of the book, teaching materials

TECHNOLOGICAL MAP OF THE LESSON:

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

The Procedure of the lesson:

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

II. Pre-Activity

- Practice counting from 1 through 10 in chorus. Repeat several times. Then practice counting in reverse from 10 through 1.
- Write the numbers 1–10 on the board or show the number flashcards and point to them. Students say each number in chorus, then, when they are confident, individually.

III. Main Part

Activity 4. Say the chant.



brother



friend



friend

- Say Open your books to page 7, please. Point to each character and ask What's his/her name? How old is he/she? Make sure students realize the numbers in the orange circles are the characters' ages. Point to the labels brother and sister and elicit the meaning.
- Say Listen to the chant. Play the recording. Students listen and point to the pictures in turn.

- Then say Now listen and say the chant. Play the recording again. Students can clap along to the rhythm at first, joining in with as many words as they can. Then repeat as often as necessary until students are chanting confidently.

CD1:06

David: This is my sister. Her name's Olivia.

Ben: How old is she?

David: She's eight.

Olivia: This is my brother.

His name's David.

Ben: How old is he?

Olivia: He's seven.

David: This is my friend. Her name's Tina.

Ben: How old is she?

David: She's seven.

Olivia: This is my friend. His name's Ben.

Tina: How old is he?

Olivia: He's eight.

Activity 5 Find the mistakes and say.

- Point to the first card and read the information. Ask Is that correct? (No.) Say No. There are mistakes. Read the example speech bubble, emphasizing the corrected information (Ben, eight).
- Say Find the mistakes and say. Students work in pairs. They read the cards and practice correcting the information, using activity 4 and the example speech bubble to help them.
- Elicit answers from different pairs. Write them on the board, if necessary. Make sure students are choosing his/her and he/she as appropriate.

Key: Number 2. Her name's Olivia. She's eight. Number 3. His name's David. He's seven. Number 4. Her name's Tina. She's seven.

IV. Post-activity

Activity 3 Listen and stick.

- Students will need the Hello again! unit stickers from the back of the Workbook.
- Play the recording. Students listen and stick the stickers into the correct position.

CD1:07

1 David: Hello. My name's David.

2 Ben: Hi, I'm Ben.

3 David: This is my sister, Olivia.

4 David: This is my friend. Her name is Tina.

5 David: And this is Leo. He's two.

Activity 4 Look, read, and match.

Students read and match the sentence halves.

Key: 1 Her name's Sue. She's nine. 2 This is my brother. He's eight. His name's Dan.

My picture dictionary → Go to page 84. Check the words you know and trace.

- Before students do the picture dictionary activity, introduce the number words using the word cards. Hold up each word card and read it aloud with the class.
- Students then turn to page 84 and look at the numbers. They check the number words they know. They then trace over the number words.

Ending the lesson

- Stand next to a confident student and ask about the person sitting next to him/her. Say, e.g., Who's this? Is this your brother? The student replies This is my friend. Encourage the student to continue, saying the friend's name and age, e.g., His name's David. He's eight. Repeat with different students. If time, students repeat the activity in groups of four.

Deputy director on educational affairs _____

Signature _____

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