

Grades					English Teacher:
Dates					Hasanboy Rasulov

Lesson 1. Introductions

The aim of the lesson:

Educational: Students are introduced to new course characters. They review giving basic information about themselves.

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

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 use learnt language; ask and answer questions related to the topic

Type of the lesson: non-standard, mixed

Method of the lesson: group work, pair work

Equipment: Guess what 3 Textbook, Workbook, the DVD of the book, flashcards

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

- Write a list of simple sentences on the board, e.g., I'm ten years old. I have two sisters. I have a cat. I don't have a dog. My favorite color is blue. I like sports.
- Read each sentence aloud. Any students who agree with the sentence stand up. Students who are sitting down say what's different about themselves, e.g., I'm nine years old.

III. Main Part

Activity 1 Listen and point.

- Say Open your books to page 6, please. Ask questions about the characters: How many children can you see? (Four.) How old are they? What animal do they have? (A dog.) Who likes roller-skating? (Students point to Lily.) Who likes art? (Students point to Tom.)
- Then ask What are their names? Stick the five character flashcards up on the board. Write the five names on a different part of the board: Max, Lily, Tom, Lucas, and Anna. Say the names aloud and ask students to guess which name is whose.
- Say Listen and point. Play the recording. Students listen and point to the different characters as they hear them talking on the recording. Check by pointing to each character and asking What's his/her name?
- Play the recording again, pausing to ask more questions: How old is (Anna)? What is (Lucas's) favorite color? What is (Lily's) favorite sport? Does Tom like (art)? Who likes soccer? Explain that Lucas is new to the neighborhood and is meeting new friends.

Activity 2 Listen, point, and repeat.

- Say Now listen, point, and repeat. Play the recording. Students listen and repeat the names while pointing to the correct characters in the picture. Then play again. Students repeat while reading the names in the vocabulary list.



CD1:03 : see Student's Book page 6

Activity 3 Listen and say the names.

- Students look at the picture again. Say Now listen and say the names. Play the recording, pausing for students to say the correct character name each time.

Key: 1 Lucas 2 Anna 3 Max 4 Lily 5 Tom

CD1:04

- 1 His favorite color is red.
- 2 She's four years old.
- 3 He likes soccer.
- 4 Her favorite sport is roller-skating.
- 5 He likes art.

Activity 4 Describe and guess who.

- Make sentences for students to guess who.

IV. Post-activity

Activity 1 Look and write the names.

- Students write the characters' names next to the numbers.

Key: 1 Lucas 2 Max 3 Lily 4 Tom 5 Anna

Activity 2 Look at activity 1. Read and write true or false.

- Students read the sentences about the characters in activity 1 and write if they are true or false.

Key: 1 true 2 false 3 true 4 false 5 true

My picture dictionary → Go to page 84: Find and write the new words.

- Students turn to the picture dictionary on page 84. They write the character names under the pictures.

Key: Anna Lily Lucas Max Tom

Ending the lesson

- Make sentences similar to those in Student's Book activity 4 about students in the class. Students guess who it is.

Deputy director on educational affairs _____

Signature _____

Grades					<i>English Teacher:</i>
Dates					

Lesson 2. Questions

The aim of the lesson:

Educational: Students review asking and answering basic questions about themselves.

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Socio-cultural: - to revise the body parts

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

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5	Homework.	- Giving homework.	5 min

The Procedure of the lesson:

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

II. Pre-Activity

• Make true and false sentences about yourself, e.g., I'm years old. I like speaking English. Base your sentences on things that students either know or could guess about you. Students listen and say True or False.

III. Main Part

Activity 5 Sing the song.



5 CD1 05 **Sing the song.**

Questions, questions,
I like asking questions.
What's your name?
How old are you?
What's your favorite color?

Questions, questions,
I like asking questions.
Do you like sports?
Do you have a pet?
Can you draw a picture of me?

Questions, questions,
I like asking questions.

• Say Open your books to page 7, please. Talk about the picture: Who's this? (It's a girl.) What's she doing? (She's writing in a notebook.) Then say What does she like doing? Listen and find out.

- Play the recording. Students listen for what the girl says she likes doing in the song (asking questions). If necessary, explain that she is writing questions in her notebook to ask people she meets. Then ask What questions does she like asking? Students find and say the questions in the song.
- Then say Sing the song. Play the recording again as often as necessary until students are singing confidently.
- Students can sing along to the version of the song with words or to the karaoke version of the song.

CD1:05: see Student's Book page 7

Activity 6 Match the questions to the answers.

- Read the list of example answers aloud with the class and check comprehension. Then say Look at the song again. What is question 1? Nominate a student to find and say the first question in the song: What's your name? Then say Find the answer. Nominate a different student to find the correct answer in the list (e – My name's Lily.)
- Students then take turns finding the other questions in the song and matching them to the correct answers. They can also do this activity in pairs.

1 What's your name?

a Yes, I do. I have a dog.

2 How old are you?

b I'm ten years old.

3 What's your favorite color?

c Yes, I do. My favorite sports are swimming and tennis.

4 Do you like sports?

d Yes, I can. I like art.

5 Do you have a pet?

e My name's Lily.

6 Can you draw a picture of me?

f My favorite color is yellow.

Key: 1 e 2 b 3 f 4 c 5 a 6 d

Activity 7 Ask and answer with a friend.

- Say What about you? Ask and answer with a friend. In pairs, students ask similar questions to find out about their partner. They use the example dialog in the speech bubbles to help them, as well as the questions and answers from activities 5 and 6. Students can write the questions down first, or just ask and answer, according to the level of your class.

IV. Post-activity

Activity 3

- Students match the questions to the correct answers.

Key: 1 c 2 a 3 b 4 e 5 f 6 d

Activity 4 Answer the questions. Then draw your picture.

- Students answer the questions about themselves.
- Students draw a picture or stick a photograph of themselves in the space provided.

Key: Answers will vary, for example: 1 My name's (Paola). 2 I'm (nine). 3 Yes, I have. 4 My favorite color's (green). 5 Yes, I do. 6 Yes, I can.

Ending the lesson

- Students take turns asking you questions. They can use additional questions they know how to ask in English as well as the ones from the lesson (though monitor this carefully to avoid rude questions). You can either answer all the questions truthfully or give a mixture of true and false answers for students to guess which are which.

Deputy director on educational affairs _____

Signature _____

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