

Grades					English Teacher:
Dates					Hasanboy Rasulov

Unit 1 We learn English.

Lesson 1 I can speak English.

The aim of the lesson:

Educational: - to revise the words related to family members & numbers from 1 to 20; - to learn the conjunction „and“ - to learn how to express own and others' strengths and talents

Developing: - to enable pupils to express and value own and others' strengths and talents

Socio-cultural: - to raise awareness of ways of expressing strengths and talents of people

Competence: SC5, SC and PC in speaking about language

Learning outcomes: By the end of the lesson, pupils will be able to understand and say phrases for talking about own and other's strengths and talents and use them 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 of the book

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	Marking.	- To mark pupils	5 min
6	Homework.	- Giving homework.	

The Procedure of the lesson:

I. Organizing moment: - Greeting.

- Checking the register

- Checking homework and asking words from previous lesson

II. Pre-Activity

Activity 1 Listen and repeat. 10 min

Objectives: to introduce the topic; to create a friendly atmosphere

STEP 1: Say: 'Stand up, please. Good morning, class'. Use gestures so the pupils stand up. Say: 'How are you?' Get the answers from the pupils. Say: 'Sit down, please'. Use gestures so the pupils sit down.

STEP 2: Before listening to the song, introduce the new language: kind, play the piano, I'm good at ...

Say: 'Take out your books, please'. Make sure all the children have their Pupil's Book. Say: 'Open your books to Page 6'. Check they have the correct page. Point to Activity 2a. Say: 'Look at the girl in

Activity 2a.' Help them understand what "I am good at" means. Say: 'I can speak, read and write

in English. I'm good at English.' Point to somebody who draws well and say: 'S/he can draw very well.

S/he is good at art.' Then say: 'Look, this is Anna. She's good at music. She can play the piano.' Help

the pupils understand what instrument the piano is. Ask the pupils to repeat: 'I can play the piano' if

you think it is needed.

Point to the dog and say: 'Anna loves animals. This is her dog. Anna is kind.'

STEP 3: Play the DVD. The pupils listen and repeat after the DVD.

The more we get together

The more we get together, together, together,
The more we get together, the happier we'll
be.

For your friends are my friends,

And my friends are your friends,
The more we get together, the happier we'll
be.

NB: Help the pupils understand that “love” means “like very much”. Say that “can” means ability and “good at” means ability but at higher level of proficiency/ability.

III. Main part.

Activity 2a Look and read. 7 min

Objective: to recycle the new language

Say: ‘Read the sentences the girl has written about herself.’

NB: Say that English girls love football very much. They like watching and playing football.



Activity 2b Draw and complete. 10 min

Objective: to recycle the new language

Say: ‘Draw your portrait and complete the sentences about you.’

Activity 3 Play “I’m good at ...”. 10 min

Objective: to recycle the new language

STEP 1: Drilling with the whole class Say: ‘Drawing.’ Encourage the class to say: ‘I’m good at drawing.’ etc.

STEP 2: Chain Drill. Pupil 1: ‘I’m good at drawing.’ Pupil 2: ‘I’m good at art.’ Pupil 3: ‘I’m good at playing football.’ etc.

IV. Post-activity. Activity 4 Complete the sentences. 5 min

Objective: to consolidate the new language

Say: ‘Complete the sentences about the children.’

Answer key: Anvar is good at kurash. Shahzoda is good at dancing. They are good at music.

V. Evaluation. Giving marks

VI. Homework 3 min

Explain the homework. Ask the pupils to open their Workbooks to Page 4 and look at the homework. Check that everybody understands what to do. Say: ‘Complete the sentences. Write about your relatives.’ e.g. My dad is good at driving.

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Lesson 2 She speaks English, French and German.

The aim of the lesson:

Educational: - to learn the names of six countries and the languages people there speak

Developing: - to enable pupils to talk about six countries

Socio-cultural: - to raise awareness of a similarity between the name of the country and language;
- to raise awareness of different countries and languages

Competence: SC3, FLCC and LC in saying about language learning

Learning outcomes: By the end of the lesson, pupils will be able to - understand and say the names of the six countries and languages they speak; - say the languages their friends and relatives speak.

Type of the lesson: non-standard, mixed

Method of the lesson: group work, pair work

Equipment: Pupil's book, Workbook, the DVD of the book, the map

TECHNOLOGICAL MAP OF THE LESSON:

№	Part of the lesson	Tasks	Time
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5	Marking.	- To mark pupils	5 min
6	Homework.	- Giving homework.	

The Procedure of the lesson:

I. Organizing moment: - Greeting.

- Checking the register

- Checking homework and asking words from previous lesson

II. Pre-Activity

Activity 1 Listen and repeat. 10 min

Objectives: to warm up; to check the homework

STEP 1: Say: 'Stand up, please. Good morning, class'. Use gestures so the pupils stand up. Say: 'How are you?' Get the answers from the pupils. Say: 'Take your Workbooks. Go round and read your homework to each other.'

STEP 2: Say: 'Listen and repeat the song.' Play the DVD.

Look at Unit 1 Lesson 1 Activity 1 for the DVD script.

III. Main part.

Activity 2a Look and read. 10 min

Objective: to introduce six countries and six languages

STEP 1: Use the map to show the countries and introduce the children and languages they speak.

Help the pupils notice that there is usually a similarity between the name of the country and language, e.g.

Uzbekistan **Uzbek**
Russia **Russian**
England **English**
Turkmenistan **Turkmen**
France **French**
Germany **German**

STEP 2: Play the DVD and ask the pupils to listen and repeat.

STEP 3: Write on the board and drill with the class:

Uzbekistan – Uzbek



Activity 2b Complete the sentences. 5 min

Objective: to develop writing

Say: 'Complete the sentences about you and your friends.'

Activity 2c Match, read and colour. 10 min

Objective: to introduce the flags of the five countries

Say: 'Look at the flags. Read the descriptions and colour the flags.'

IV. Post-activity.

Activity 2d Work in pairs. Play "Listen and guess". 7 min

Objective: to develop speaking and listening for detail

Say: 'Work in pairs. A chooses and describes the flag. B listens and guesses.'

e.g. A: This flag is blue, white, green and red.

B: 'Uzbekistan.'

V. Evaluation. Giving marks

VI. Homework 5 min

Ask the pupils to open their Workbooks to Page 5 and look at the homework. Explain what to do. Point at Activity 1 and say: 'Write about your dad, mum, sisters and brothers. e.g. My dad speaks Uzbek and Russian.'

In Activity 2, the pupils must complete the names of the countries: Uzbekistan, England, Germany,

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Lesson 3 What do you do after school?

The aim of the lesson:

Educational: - to learn what the British children do after school

Developing: - to develop the pupils' ability to understand and transfer information from the text into a graph; - to develop the pupils' ability to make a class graph using the information collected together

Socio-cultural: - to raise awareness of what the British children do after school

Competence: SC4, FLCC and LC in dialogue

Learning outcomes: By the end of the lesson, pupils will be able to understand and say phrases for talking about own and other's strengths and talents and use them 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 of the book

TECHNOLOGICAL MAP OF THE LESSON:

№	Part of the lesson	Tasks	Time
1	Organizational Moment	-to greet pupils. - to check up the register	5 min
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4	Consolidating new theme.	- to consolidate new theme and new words of the theme.	10 min
5	Marking.	- To mark pupils	5 min
6	Homework.	- Giving homework.	

The Procedure of the lesson:

I. Organizing moment: - Greeting.

- Checking the register

- Checking homework and asking words from previous lesson

II. Pre-Activity

Activity 1 Listen and sing. 10 min

Objectives: to warm up; to check the homework

STEP 1: Say: 'Stand up, please. Good morning, class'. Use gestures so the pupils stand up. Say: 'How are you?' Get the answers from the pupils. Say: 'Take your Workbooks. Go round and read your homework to each other.'

STEP 2: Say: 'Listen and sing the song.' Play the DVD. Look at Unit 1 Lesson 1 Activity 1 for the DVD script.

III. Main part.

Activity 2a Look, read and complete. 10 min

Objective: to develop reading for detail

STEP 1: Point to the text and say: 'Read the text and answer the questions.'

1) What's the boy's name? 2) Where does he live? 3) What's the teacher's name?

STEP 2: Say: 'Read again and find the words: strict, friendly, classmate, after.' Write on the board and help them understand the meaning of the words.

1) friend – friendly 2) class – classmate 3) strict 4) after school

STEP 3: Drill with the class the new words: 1) the whole class; 2) 50/50; 3) in rows and in pairs.

Answer key: 30 pupils do homework after school. 24 pupils read books after school.

18 pupils watch TV after school. 30 pupils play football after school.

20 pupils play computer games after school. 20 pupils have music lessons after school.

STEP 4: Prepare slips of paper with the new words: one word per paper. Put the papers on your table.

Say: „X (name) come to my table and take one paper. Read the word and make a sentence. e.g. My teacher is strict.“ Ask other pupils to say their sentences.

Then invite another pupil to your table.

STEP 5: Say: „Open your Workbooks. Look at the graph and complete the sentences.“

Answer key:

30 pupils do homework after school.

24 pupils read books after school.

18 pupils watch TV after school.

30 pupils play football after school.

20 pupils play computer games after school.

20 pupils have music lessons after school.

Activity 3a Play “What do you do after school?” 10 min

Objectives: to revise the vocabulary learnt in Classes 2 and 3; to practise the question “What do you do after school?”

STEP 1: Brainstorm different hobbies and things the pupils do after school. Say: 'What do you do after school?' Write ideas on the board. Use the ideas given by the pupils for making a table to play Find Someone Who ... e.g.

		Name
1	... play football after school	
...		

STEP 2: Say: 'Complete the sentences about you and your friends.' This is a usual Find Someone Who ...

Say: 'Work in groups of 4 and ask each other questions: “Do you do homework after school? Do you watch TV after school?”' If a class is weak, drill the questions before asking the pupils to work in groups.

IV. Post-activity.

Activity 3b Make a class graph. 13 min

Objective: to make a class graph following the model given

Say: 'Look at the graph. Let's make our class graph.'

Draw a graph on the board. Use the information the groups give you to draw according to the number of pupils per activity.



in the evening
in the afternoon
school/dinner
my sister/brother
bedroom/kitchen
living room
garden

V. Evaluation. Giving marks

VI. Homework 2 min

Ask the pupils to open their Workbooks to Page 6 and look at the homework. Explain what to do.

Say: 'Write about you, how, where and with whom you do your homework. e.g. I usually do my homework in the evening. Use the words from the box.'

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