

Grades					English Teacher:
Dates					Hasanboy Rasulov

Lesson 1. Introductions

The aim of the lesson:

Educational: Students review character names, introductions, likes and dislikes, and pets. Students learn to ask and answer about someone's appearance.

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

Socio-cultural: - to teach students different cultures

Competence: SC1, SC and PC in greetings

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

Type of the lesson: non-standard, mixed

Method of the lesson: group work, pair work

Equipment: Guess What 4 Student's book, 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

- Review parts of the body by giving instructions, e.g., Stand up. Stand on one leg. Put your hands on your head. Point to your nose. Point to your eyes. Say Sit down.

III. Main Part

Activity 1 Listen and point.

- Stick the five character flashcards up on the board. Ask What are their names? Write the five names on a different part of the board: Lucas, Max, Lily, Tom, and Anna. Say the names aloud and ask students to guess which name is whose.
- Say Open your books to page 6, please. Play the recording. Students listen and point to the characters. Play the recording again, pausing to ask questions to review ages, likes and dislikes, and family relationships, e.g., How old is Lucas? What's the dog's name? What's Lily's favorite sport? How old is Tom? What does he like doing? Who's Tom's sister? What does she like?

Presentation

- Hold up flashcards 6–11 in turn and say each new word/phrase. Students repeat in chorus and individually.
- Stick the flashcards on the board and number them 1 through 6. Say a sentence about one of the flashcards, e.g., He has curly hair. Students say the correct number.

Activity 2 Listen, point, and repeat.

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

CD1:03 : see Student's Book page 6

Activity 3 Listen and say the names.

- Tell the students to listen and choose the character. Play the first sentence on the recording. Elicit the answer. Play the rest of the recording, pausing for students to answer.

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

CD1:04

- 1 She has red hair and green eyes.
- 2 He has dark hair and brown eyes.
- 3 She has long straight hair and brown eyes.
- 4 He has short fair hair.
- 5 She has glasses.

Activity 4 Describe and guess who.

- Read the questions. A volunteer reads the answers. Encourage the students to ask you questions in the same way to guess which character you're thinking about. They repeat the activity in pairs.



IV. Post-activity

Activity 1 Look and write the number.

- Students match the pictures with the correct phrases.

Key: 2 fair hair 3 curly hair 4 dark hair 5 red hair 6 straight hair

Activity 2 Look and write the words.

- Students look at the pictures and complete the sentences.

Key: 3 dark/curly 4 glasses 5 curly/dark 6 red/curly 7 glasses 8 red/curly

Activity 3 Look at activity 2. Write the words.

- Students look at the pictures in activity 2 and complete the sentences.

Key: 2 dark, red / short, long 3 glasses, glasses 4 dark, red / short, long

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 new words and phrases under the pictures.

Key: curly hair, dark hair, fair hair, glasses, red hair, straight hair

Ending the lesson

- Describe a student in the class (without looking at him/her). Students guess who you're talking about.

Deputy director on educational affairs _____

Signature _____

Grades					English Teacher:
Dates					

Lesson 2. Descriptions

The aim of the lesson:

Educational: Students ask what someone looks like and practice describing appearance.

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

Socio-cultural: - to teach students different cultures

Competence: SC1, SC and PC in greetings

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

Type of the lesson: non-standard, mixed

Method of the lesson: group work, pair work

Equipment: Guess What 4 Student's book, Workbook, the DVD of the book, flashcards

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

• Say Listen and say Yes or No. Make true and false sentences about your appearance, e.g., I have blue eyes. I have long hair. I'm wearing pants. Students respond to each sentence by saying Yes or No. They correct the false sentences. Make some of your sentences funny, e.g., I have purple hair. I'm ten years old.

III. Main Part

Activity 5 Listen and match. Then sing the song.

- 1 What does Fred look like?
He's tall, he has blue eyes,
And he has red hair.
He has short red hair.
- 2 What does Jane look like?
She's tall, she has brown eyes,
And she has straight hair.
She has long straight hair.
- 3 What does Paul look like?
He's short, he has brown eyes,
And he has dark hair.
He has short dark hair.

- Say Open your books to page 7, please. Point to person a in the picture and ask What does she look like? Don't focus on the song words. Repeat for the other two people. Encourage students to say whether each person is tall or short.
- Say Listen and match. Play the recording. Students listen, read, and match the people (a through c) to the verses (1 through 3). Ask questions, e.g., Does Fred have green eyes? Is Jane short? Does Paul have dark hair?
- 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.

Key: 1 c 2 a 3 b

CD1:05 : see Student's Book page 7

Activity 6 Look at page 6. Read and match.

- Read question 1 aloud. Say Turn to page 6, please. Where's Lucas? Students point to Lucas in the picture. Ask What does Lucas look like? Elicit sentences about his hair and eyes. Point to activity 6 on page 7 and say Now read and match. Students read and match the rest of the questions and answers, using the picture on page 6.

Key: 1 b 2 a 3 d 4 c

Activity 7 Think about your family. Ask and answer.

- Draw your family tree on the board, showing any brothers and sisters, parents, aunts and uncles, and one or two cousins. Write your family's names. Then point to, for example, your mother and say This is my ... Students say Mom. Repeat for the other family members. Tell the students to draw a similar family tree in their notebook. They should include brothers and sisters, parents, aunts and uncles, and cousins if they have them. If they have a big family, tell them to include only one side. Set a time limit of two minutes.
- Read aloud the question at the bottom of the Student's Book, page 7. Choose a volunteer to ask you about someone in your family (e.g., What does your dad look like?). Describe hair and eyes and say if the person is tall or short. Repeat with a different volunteer.
- Students work in pairs. They ask and answer questions about their family trees. They use the examples in the Remember! box to help them.

IV. Post-activity

Activity 4 Read and match.

- Students match the pictures to the correct sentences.

Key: 2 d 3 a 4 e 5 c

Activity 5 Look and complete the questions and answers.

- Students look at the pictures and complete the questions and answers.

Key: 1 He's, He has **2** she look like, She's, She has **3** he look like, He's, He has **4** she look like, She's, She has

Activity 6 Write about a person in your family.

- Students write a short description of a person in their family.

Key: Answers will vary, for example: My sister's tall. She has long fair hair. She has glasses.


Ending the lesson

- Books are closed. Divide the class into four teams. Ask each team three questions about the characters on Student's Book page 6, e.g., Who has red hair? Is Lily tall? Students discuss before they answer. Keep score.

Deputy director on educational affairs _____

Signature _____

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