

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

*Unit 1 All about me*

### Lesson 1 My favourite things

**The aim of the lesson:**

**Educational:** - to revise saying, asking and answering about each other

**Developing:** - to enable pupils to say, ask and answer questions about themselves and each other.

**Socio-cultural:** - to raise awareness of saying about favourite things.

**Competence:** SC1, FLCC and PC in talking about favourite things

**Learning outcomes:** By the end of the lesson, pupils will be able to say, ask and answer questions about other people.

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

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

**Equipment:** Pupil's book, Workbook, the DVD

#### TECHNOLOGICAL MAP OF THE LESSON:

<b>№</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>	Marking.	- To mark pupils	5 min
<b>6</b>	Homework.	- Giving homework.	

#### The Procedure of the lesson:

**I. Organizing moment:** - Greeting.

- Checking the register

- Checking homework

#### II. Pre-Activity

**Activity 1 Listen and repeat.** 5 min

**Objectives:** to introduce the unit topic; to warm up

Play the DVD. Ask the pupils to listen to and repeat the song. Ask which words they recognised.

#### III. Main part.

**Activity 2 Play “My name’s Aziz.”.** 8 min

**Objectives:** to warm up, to revise vocabulary related to greetings

Ask the pupils to stand up, mingle, shake hands, and say ‘*Hello, my name’s ....*’. First time they say own name and then the name of the previous person they’ve shaken hands with. So every time they have a different name. They have 5 minutes to find a person with their own name. Stop the activity and ask who found the person with their own name. It’s OK if only some or nobody found the person with own name.

**Activity 3a Look, read and write about Aziz.** 10 min

**Objective:** to consolidate the vocabulary related to personal information

Ask the pupils to look at Aziz and pictures around showing his hobby, favourite sport, favourite subject, favourite month, favourite season, favourite holiday and his favourite animal. Ask them to complete the sentences about

Aziz in their copy books. **Possible answers:**

His name's Aziz. His hobby's riding a bike. His favourite sport's football. His favourite subject's English. His favourite season's spring. His favourite holiday's New Year. His favourite animal's lion.

**NB:** Remind that when we speak we use contractions e.g. We write "His name is Aziz." But we say "His name's Aziz."



**Activity 3b Work in pairs. Ask and answer. 5 min**

**Objective: to revise Present Simple: questions and answers**

Ask the pupils to work in pairs and ask each other questions about Aziz's hobby, favourite sport, subject, month etc.

**Activity 3c Work in pairs. Play "Interview". 7 min**

**Objective: to consolidate Present Simple: questions and answers**

**STEP 1:** Ask the pupils to work in pairs. Say that first Pupil A is a journalist and asks questions. Then Pupil B asks questions.

**STEP 2:** Ask some pupils to report. Ask them to introduce first saying something like: *I'm Madina Bahramova, "Uzbekistan Today". This is X. S/he is .... His/her favourite ...*

**NB:** 1) Help the pupils with names of TV channels, journals, newspapers. 2) Encourage the pupils to ask also other questions like *What's your favourite colour? (day of the week, toy, transport, game) etc.* if your class is advanced.

**IV. Post-activity**

**Activity 4 Play "Two things about me." 7 min**

**Objective: to revise Present Simple and answers**

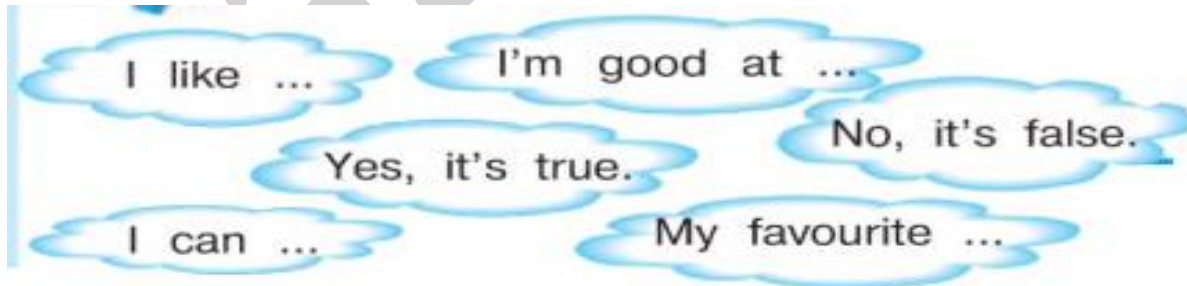
**STEP 1:** Read out two sentences about yourself and ask the class to guess which one is true and which one is false. e.g. *I like dancing. I'm good at maths.*

**STEP 2:** Ask the pupils to write two sentences about themselves: one true and one false. *Possible structures: I like ... I can ... I'm good at ... My favourite ...*

The group whose guess is correct wins a point.

**NB:** If your class is more advanced ask them to write 4 sentences:

2 true sentences and 2 false.



**V. Homework 3 min**

Explain that the pupils should write 4 sentences about their friend.

Say they should use *She/He likes ... She/He can ... She/He's good at ... Her/ His favourite ...* Ask not to write the names.

**VI. Evaluation. Giving marks**

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

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

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

## Lesson 2 I have two sisters

### The aim of the lesson:

**Educational:** - to learn the formation of the possessive case; - to learn how to say sentences with possessive case.

**Developing:** - to enable pupils to say sentences with possessive case; - to develop the pupils' reading and speaking skills.

**Socio-cultural:** - to raise awareness of the use of the possessive case

**Competence:** SC4, FLCC and PC in talking about family

**Learning outcomes:** By the end of the lesson, pupils will be able to say sentences with possessive case; - understand the formation of the possessive case.

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

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

**Equipment:** Pupil's book, Workbook, the DVD, word cards for Activity 2

### 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

#### **II. Pre-Activity**

##### **Activity 1 Sing the song. 10 min**

##### **Objectives: to warm up by singing the song; to check homework**

**STEP 1:** Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 1 Lesson 1 Activity 1 for the DVD script. **NB:** Do not worry if the pupils cannot sing everything. It is OK if they sing some lines or even just some words. **STEP 2:** Checking homework. Ask the pupils to read their sentences to each other. Say they should listen to the sentences and guess who that person is.

#### **III. Main part.**

##### **Activity 2 Play “I have a sister. Her name’ Kamila.” 10 min**

##### **Objective: to practise talking about family members**

Ask the pupils to stand in a circle. Give out cards one by one with words: *a mother, a father, a brother, a sister, a grandad, a granny*. The pupils must look at the card and say, e.g. *I have a sister. Her name’s Kamila.* and pass

the card to another pupil. **NB:** Say that they can use imaginary people if they don’t have a sister for example.

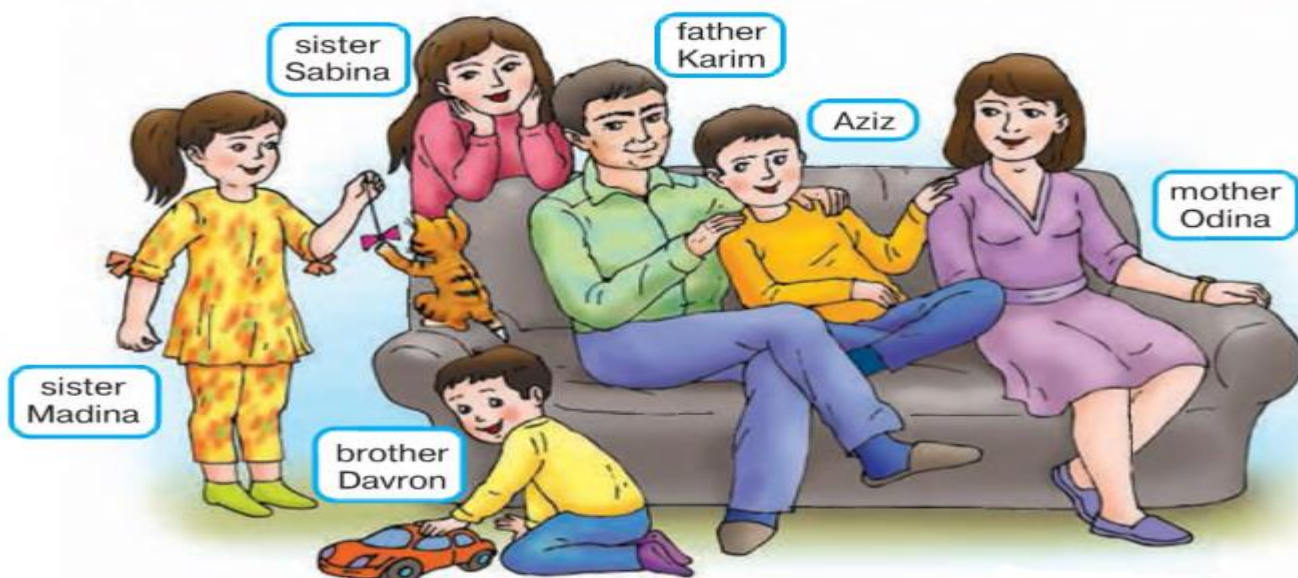
**Activity 3a Read and complete. 10 min**

**Objectives:** to enable pupils to read for detailed information; to introduce possessive case

**STEP 1:** Ask the pupils to read the text about Aziz and his family and complete the sentences.

**Answer key:**

1 There are four children in the family. 2 The eldest sister's name is Sabina. 3 Sabina wants to be a nurse. 4 Davron and Madina cannot read and write. 5 They can count. 6 The cat's name is Snowball. 7 Snowball likes fish.



**STEP 2:** If necessary work on the meaning and pronunciation of the word 'kindergarten' and 'college'. Ask what other colleges they know. (Art college, Sports college, etc). To help the pupils to understand better you can write on

the board: *kindergarten – school – college.*

**STEP 3:** Write on the board the sentence: *Father's name is Karim. Mother's name is Odina.* Explain that we use -'s to show possessive case.

**STEP 4:** Ask the pupils to complete the sentences. *The youngest sister's name is \_\_\_\_\_. The brother's name is \_\_\_\_\_. The cat's name is \_\_\_\_\_.*

**Activity 3b Work in pairs. Point and say. 5 min**

**Objective:** to enable pupils to use possessive case

**STEP 1:** Write on the board: *Aziz is Karim's and Odina's son. Sabina is Karim's and Odina's daughter.*

Ask the pupils to guess what the words 'son' and 'daughter' mean.

**STEP 2:** Ask the pupils to complete the sentences: *Madina is .... Davron is ...*

**STEP 3:** Ask the pupils to work in pairs. Explain that they should point and say as in the example in turn. e.g. A: (points) B: *It's Aziz's father. His name's Karim. Aziz is Karim's son.*

**IV. Post-activity**

**Activity 4 Play "What's your friend's name?" 7 min**

**Objective:** to reinforce possessive case

It is a usual Chain Drill. e.g. A: *What's your friend's name?* B: *Samira. What's your friend's name?* C: *Davron. What's your friend's name?* D: ...

**NB:** If you have time, you can play with other structures like *What's your uncle's name? etc.*

**V. Homework 3 min**

1) Explain that the pupils should complete the sentences using the words: *uncle, cousin, grandad and granny.* Draw their attention to the example: *My father's sister is my aunt,* and check all understand what to do.

2) Explain that the pupils must write three questions. Draw their attention to the example: *What's your uncle's name?* and check all understand what to do.

**VI. Evaluation. Giving marks**

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

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

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<b>Dates</b>					<b>Hasanboy Rasulov</b>

### Lesson 3 Who is the youngest?

**The aim of the lesson:**

**Educational:** - to learn how to ask and answer the questions ‘Who is the eldest/youngest in your family?’

**Developing:** - to enable pupils to ask and answer the questions ‘Who is the eldest/youngest in your family?’; - to enable pupils to talk about their families.

**Socio-cultural:** - to raise awareness of the ways of saying who is the eldest/ youngest.

**Competence:** SC4, FLCC and PC in talking about family members

**Learning outcomes:** By the end of the lesson, pupils will be able to say, ask and answer questions about other people.

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

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

**Equipment:** Pupil’s book, Workbook, the DVD

#### TECHNOLOGICAL MAP OF THE LESSON:

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<b>5</b>	Marking.	- To mark pupils	5 min
<b>6</b>	Homework.	- Giving homework.	

#### The Procedure of the lesson:

**I. Organizing moment:** - Greeting.

- Checking the register

- Checking homework

#### II. Pre-Activity

**Activity 1 Sing the song. 10 min**

**Objectives: to warm up by singing the song; to check homework**

**STEP 1:** Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 1 Lesson 1 Activity 1 for script.

**STEP 2:** Checking homework. Ask the pupils mingle and ask the questions from homework Task 2. Stop the class after 4 minutes and ask to report e.g.

#### III. Main part.

**Activity 2a Look, read and continue. 5 min**

**Objective: to revise making Past Simple negative sentences**

Ask the pupils to look at the pictures, read the text and continue it using the phrases from the cloud.

**Possible sentences:**

I didn’t wash the dishes. I didn’t mop the floor. I didn’t sweep the floor. I didn’t feed the animals. I didn’t take the rubbish out.





In this photo I'm 2 years old. I was small. I was happy. My favourite toys were a train and a teddy bear. I didn't go to school. I didn't do my homework. I didn't clean my room. I didn't ...

wash the dishes, sweep the floor, mop the floor, feed the animals, take the rubbish out

#### Activity 2b Play “My favourite toy was a car”. 8 min

**Objective:** to revise making Past Simple sentences

**STEP 1:** Ask the pupils to show their photo and make sentences. Say that sentences can be positive and negative. Say they can use the phrases from Activity 2a.

**STEP 2:** Ask the pupils to work in pairs or small groups.

**STEP 3:** Ask some pupils to report. Ask them to report about their friends. e.g. *This is my friend Sobir. In this photo he's 5 years old. He was small. He was ...*

**NB:** Ask the pupils to use the text from 2a as a model.

#### Activity 3 Play “Who is the eldest in your family?” 5 min

**Objectives:** to revise superlatives; to practise “Who is the eldest in your family?”

**STEP 1:** Ask the pupils “How old are you?” and “When's your birthday?” and establish who is the eldest in the class. Write on the board: e.g. *Davron is the eldest in the class.*

**STEP 2:** Say about own family e.g. *My granny's the eldest in our family. She's 88 years old.* Then ask one pupil: *Who is the eldest in your family?*

**STEP 3:** Play Chain Drill. **A:** *Who is the eldest in your family?* **B:** *My grandad. He's 95 years old.*

#### Activity 4 Play “Who is the youngest in your family?” 5 min

**Objectives:** to revise superlatives; to practise “Who is the youngest in your family?”

**STEP 1:** Establish who is the youngest in the class. Then write on the board: e.g. *Madina is the youngest in the class.*

**STEP 2:** Say about own family e.g. *My daughter is the youngest in our family. She's 4 years old.* Then asks one pupil: *Who is the youngest in your family?*

**STEP 3:** Play Chain Drill. **A:** *Who is the youngest in your family?* **B:** *My brother. He's 3 years old.*

#### Activity 5 Read and match. 5 min

**Objective:** to enable pupils to match the parts of the sentences

Ask the pupils to match the beginning and ending of the sentences as shown in the example.

#### IV. Post-activity

##### Activity 6 Write about your family. 5 min

**Objective:** to consolidate superlatives

Ask the pupils to write about own or imaginary families.

#### V. Homework 2 min

Ask the pupils to open their Workbooks to Page 92 and look at Homework 1. Check that everybody understands what to do. If necessary, explain that in Homework 1 they must write the questions. Then ask the pupils to look at Homework 2 on Page 93. Explain that they must read the answers and write the questions to them. Give one example. 1) *What's your name? My name's Tom.*

#### VI. Evaluation. Giving marks

Deputy director on educational affairs: \_\_\_\_\_

Signature: \_\_\_\_\_

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