

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

## Lesson 1. Countries around the world

### The aim of the lesson:

**Educational:** Students learn the names of and talk about countries around the world.

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

**Socio-cultural:** - to teach students different cultures

**Competence:** SC1, SC and PC

**Learning outcomes:** By the end of the lesson, pupils will be able to use learnt vocabulary in practice, ask and answer the questions

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

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

**Equipment:** Guess What 5 Textbook, Workbook, the DVD of the book, flashcards.

### TECHNOLOGICAL MAP OF THE LESSON:

N <sup>o</sup>	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

- Use a world map to preteach the countries of the lesson and also the students' own country.

### III. Main Part

#### Activity 1 Listen and look.

- Use the flags to introduce the countries, asking What country is this? (Russia.) Students repeat the words.
- Write the names Emma, Pedro, Alex, and Carla on the board. Ask Do these children like traveling? Listen and look. Play the recording. Students point to the flags of the countries in the order they hear them.
- Play the recording again, pausing to ask more questions.

#### Activity 2 Listen and repeat. Then match.



- Play the recording. Students repeat and point to the flags.
- Play the recording again. Students match the words.
- Point out capital letters are used for countries.

**Key:** 1 i 2 f 3 c 4 a 5 j 6 d 7 e 8 h 9 g 10 b

**CD1:03**

1 the United Kingdom 2 Mexico 3 Colombia 4 Brazil 5 the United States 6 France 7 Italy 8 Spain 9 Russia 10 China

**Activity 3 Listen and answer the questions. Then practice with a friend.**

- Say Listen and answer the questions. Play the recording, pausing for students to answer.
- Students then ask and answer in pairs, using the example speech bubbles to help.

**Key:** 2 China 3 Spain 4 Brazil 5 Mexico and Italy 6 Mexico 7 the United Kingdom, the United States, France, Russia 8 the United States

**CD1:04**

- 1 Which country has a yellow, blue, and red flag?
- 2 Which country has a red flag with yellow stars?
- 3 Which other country has a red and yellow flag?
- 4 Which country has a green and yellow flag with a blue circle?
- 5 Which two countries have a green, white, and red flag?
- 6 Which country has a flag with an eagle and a snake on it?
- 7 Which four countries have a red, white, and blue flag?
- 8 Which country has a flag with 50 stars on it?

**Activity 4 Which countries do you want to visit? Ask and answer.**

- Students ask each other in pairs or groups. This could be done as a Class survey (see pages xiv–xv).

**IV. Post-activity**

**Activity 1 Look and write the words on the map.**

- Students solve the anagrams and label the countries on the map.

**Key:** China, Brazil, the United States, Russia, Colombia, Mexico, Italy, France, Spain

**Activity 2 Look at activity 1. Answer the questions.**

- Students answer the questions, using the flags in activity 1.

**Key:** 1 Brazil 2 Italy and Mexico 3 Spain and China 4 Russia, France, the United States, the United Kingdom

**My picture dictionary → Go to page 84. Write the new words.**

- Students label the countries.

**Key:** Brazil, China, Colombia, France, Italy, Mexico, Russia, Spain, the United Kingdom, the United States

**Ending the lesson**

- Play True or false? (see page xvii), with sentences about countries, e.g., We live in Spain.

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

<b>Grades</b>					<b>English Teacher:</b>
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## Lesson 2. Where are you from?

### The aim of the lesson:

**Educational:** Students talk about where they and other people are from.

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

**Socio-cultural:** - to teach students different cultures

**Competence:** SC1, SC and PC

**Learning outcomes:** By the end of the lesson, pupils will be able to use learnt vocabulary in practice, ask and answer the questions

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

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

**Equipment:** Guess What 5 Textbook, Workbook, the DVD of the book, flashcards.

### TECHNOLOGICAL MAP OF THE LESSON:

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1	Organizational Moment	-to greet pupils. - to check up the register	5 min
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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 the countries using the world map or globe. Then describe a country's flag using its colors and other features, e.g., This country's flag is red and yellow. It has stars on it. Students listen and guess the country: It's China.

### Presentation

- Using the map or globe, point to the country you are from and say to students I'm from (the United Kingdom). Ask a student Where are you from? Elicit I'm from and the country. Students repeat in chorus and individually.

- Then ask about different students: Where is he/she from? Is he/she from (Mexico)? Help students answer as necessary, using different forms of I'm/He's/She's from (country) and Yes, I am / he is / she is and No, I'm not / he isn't / she isn't.

### III. Main Part

#### Activity 5 Read and listen.

- Talk about the children in the photographs: What are their names? Then say Where are they from? Listen and find out.

- Play the recording. Students read and follow the text. Then say Now listen and repeat. Play the recording again, pausing for students to listen and repeat.

- Then ask questions about each of the children: Where are Jules and Denis from? (They're from France.) Is Rosa from Spain? (No, she isn't.)



**Activity 6 Match the questions and answers. Then ask and answer.**

- Students read the questions about the children in activity 5 and match them to the correct answers. Check the activity by asking students to read the questions and answers aloud.
- Students then ask and answer about the children in pairs, using the questions on the page and other questions they can think of. They use the example speech bubbles and the Focus! box to help.

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

**Activity 7 Answer the questions. Then ask a friend.**

- Say What about you? Read the questions aloud and nominate students to answer them. Students then ask and answer in pairs.
- Students can then report back to the class, comparing their heritage with that of their friends, e.g., My parents are from Spain, but Ana's parents are from Mexico. Her grandmother is from Mexico, too.

**Activity 8 Go to page 102. Listen and repeat the chant.**

- Say Go to page 102. Listen and repeat. Play the recording. Students listen and repeat the grammar chant, following the text on page 102. Repeat, with students changing roles, until they are chanting confidently.
- If time, students can then substitute the country words in the chant to make and chant their own version of it.

**IV. Post-activity**

**Activity 3 Complete the questions and answers. Use the words in parentheses.**

- Students complete the question and answer about the child/children in each photograph.

**Key:** 2 Where's she from? She's from Italy. 3 Where are they from? They're from China. 4 Where's Oliver's father from? He's from Colombia.

**Activity 4 Look at activity 3. Write the questions and answers.**

- Students complete the questions and write the answers, referring back to the photographs in activity 3.
- Key:** 2 Are Bo and Hai from China? Yes, they are. 3 Is Juan from Mexico? Yes, he is. 4 Is Maria from Colombia? No, she isn't. 5 Is Oliver's father from Colombia? Yes, he is.

**Activity 5 Write the questions and answers.**

- Students complete the questions and answer about where their English teacher, their favorite singer, and their favorite food are from. Point out, if necessary, the use of It's for the answer about their favorite food.
- Key:** Answers will vary, for example: 3 Where is your favorite singer from? He's from Brazil. 4 Where is your favorite food from? It's from China.


**Ending the lesson**

- Play a memory game, using the information about students' families from activity 7 in the Student's Book. Ask, e.g., Whose grandmother is from (Mexico)? (Ana's.) Alternatively, you can play this game using the children from Student's Book activity 5, rather than students in the class.

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

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

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