

Grades					English Teacher:
Dates					Hasanboy Rasulov

Lesson 1. Things in the classroom

The aim of the lesson:

Educational: to learn things in the classroom

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

Socio-cultural: - to learn different cultures

Competence: SC1, SC and PC

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

Type of the lesson: non-standard, mixed

Method of the lesson: group work, pair work

Equipment: Prepare 7 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

Divide the class into small groups. Appoint a secretary for each group and give them a few minutes to write down as many things in the classroom as they can, e.g. desk, board. Don't go through the lists with them yet. Collect in the lists and check them while the students are doing

Exercise 1. Award points for correctly spelled words.

III. Main Part

Activity 1 Ask the students to look at the photo first and to say what they can see. Then, ask them to look at the words. Check that they can pronounce them correctly; in particular remind them that board /bɔ:d/ and coat /kəʊt/ are one syllable. Then, ask the students to match the words to the lettered objects in the photo. If you did the Warmer activity, give the lists back and ask them to compare their lists with the words in the book. If they enjoy competition, award extra points for every word they have written which is not in the book.

Answers

The answers are recorded for the students to check and then repeat.

A board **B** map **C** poster **D** door **E** teacher **F** window **G** computer **H** bag **I** coat **J** chair **K** textbook **L** pen **M** pencil case **N** ruler **O** rubber **P** exercise book

Verb be

Activity 1 First, revise the names of the colours by pointing to things in the classroom and inviting volunteers to name the colours. Write them on the board. Remind students that with the verb be, we use is for singular objects and are for plural objects. If necessary, remind the students of the question

and short answer form. Ask the students to write at least five sentences about the objects in the photo using It's / They're + colour, e.g. It's green and white (the rubber), it's blue (the chair). Then, demonstrate the pairwork activity by inviting a student to read out one of their sentences, e.g.:

Student: It's red and black.

Teacher: Is it a pencil case?

Teacher: Is it a coat?

Student: Yes, it is.

Student: No, it isn't.

Answers

Students' own answers

there is / there are

Activity 2 Read the first sentence as a class and encourage the students to look at the photo and to say if the sentence is correct (yes) or incorrect (no). They then do the exercise on their own.

Answers

1 no **2** yes **3** no **4** no **5** yes **6** yes

Activity 3 Draw the table onto the board. Play the recording and stop it after the first question. Ask the students to repeat the question, then look at the photo and say the answer. Invite a volunteer to put a tick in the correct space on the table on the board. Play the rest of the recording for the students to complete the table in their books or notebooks. With a stronger class, play the recording again and ask the students to say the complete correct answer, e.g. Yes, there is.

MIXED ABILITY

Stop the recording after each question, ask the class to repeat the question, and if necessary write it on the board. Give them time to look at the photo, compare their ideas with a partner and then put up their hand when they think they know the correct answer.

Answers

Ticks should be under:

1 Yes, there are.

4 No, there isn't.

2 Yes, there is.

5 No, there aren't.

3 Yes, there are.

IV. Post-activity

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Activity 4 Play questions 1 and 2 from the recording in Exercise 3 again and invite volunteers to write the two questions on the board. Remind the students that we use Are there any... ? with plural things and Is there a ... ? with singular things. If necessary, revise my and your. They should take turns to close their eyes while their partner asks at least three questions.

Answers

Students' own answers

Deputy director on educational affairs _____

Signature _____

Grades					English Teacher:
Dates					

Lesson 2. My bag

The aim of the lesson:

Educational: to learn things in the bag

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

Socio-cultural: - to learn different cultures

Competence: SC1, SC and PC

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

Type of the lesson: non-standard, mixed

Method of the lesson: group work, pair work

Equipment: Prepare 7 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
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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

have got

Activity 5 In pairs, ask the students to look at things (A–H) and say what they are. Then, ask them to read about Simon's bag and tick the things in his bag.

Answers

B textbooks **G** exercise books **F** pencil case **C** bottle of water **E** sandwich **H** money

III. Main Part

Activity 6 On the board, write: What have you got in your bag today? Have you got a/an/any ... in your bag today? Remind students that we use a/an with singular things (an before a vowel sound) and any with plural things. Encourage them to ask you questions about your bag first. Then, in pairs, they ask and answer about their bags. They will need to remember their partner's answer because they will have to write some sentences about their partner's bag. Allow them some time to ask and answer their questions, then challenge volunteers to come to the board to write some sentences, both positive and negative, about your bag, e.g. Mrs Fulton has got a bottle of water in her bag. She hasn't got a football. They must write at least five sentences about their partner's bag.

Answers

Students' own answers

Activity 1 Play the recording and ask the students to listen and repeat the letters of the alphabet. If necessary, write some groups of letters on the board that students often confuse, e.g. the vowels A E I O U, and consonants G/J, B/V/W.

Audioscript

The alphabet is recorded for the students to listen and repeat.

Activity 2 Ask the students to look at the table in their books and ask ‘Why is H under A, and why is C under B?’ (because they have the same vowel sound) Ask the students to write the letters of the alphabet in the right column, according to the vowel sound. Play the recording again (or say the letters yourself) if the students need help.

Answers

The answers are recorded for students to listen and check.

A: H J K

B: C D E G P T V

F: L M N S X Z

I: Y

O:

U: Q W

R:

IV. Post-activity

Activity 3 Tell the students to complete the questions (1–6) before they match them to their answers (a–f). If time allows, ask them in pairs to take turns to ask and answer the questions.

FAST FINISHERS

In pairs, fast finishers ask each other variations on these questions, e.g. How do you say ‘pizarra’ in English? How do you spell ‘pencil case’?

Answers

1 repeat – d 2 say – f 3 page – e 4 spell – a 5 borrow – b 6 mean – c

COOLER

Have a spelling race. Divide the class into teams of four or five. Choose a word from this unit and spell it out quickly. The first team to put up their hand, say the word and spell it correctly gets a point. With a stronger class, the students can continue playing in groups.

Deputy director on educational affairs _____ *Signature* _____

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