

## Lesson 1 Hello, I'm Greg.

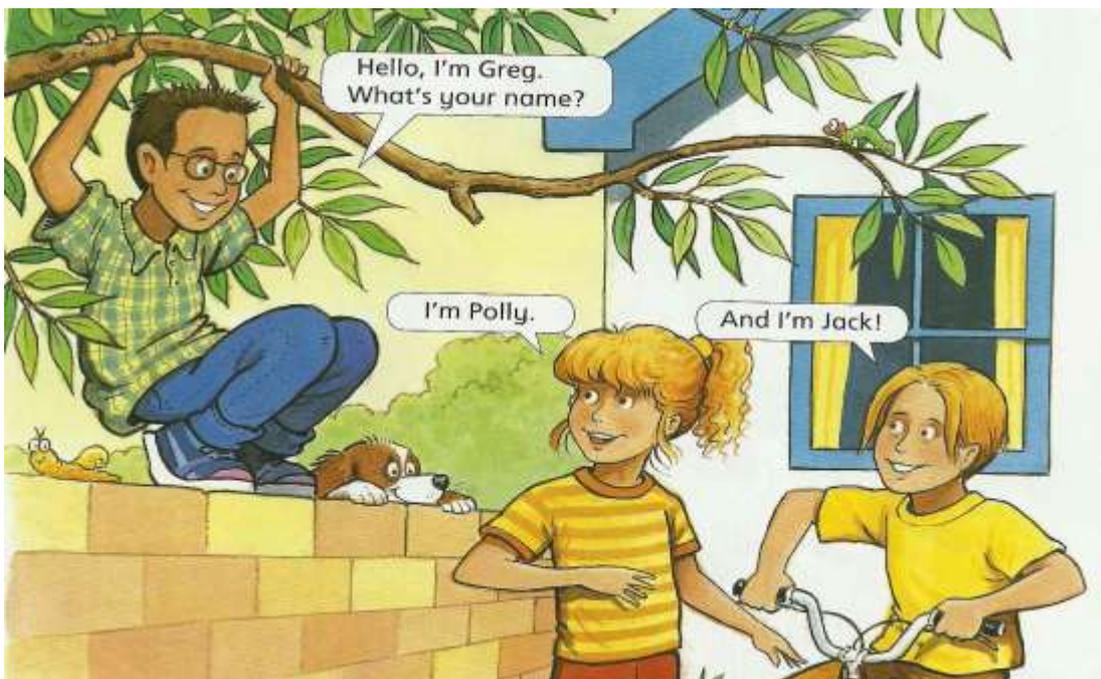
Aims	Learning outcomes	Vocabulary	Materials
Educational: To increase pupils' knowledge and skills. Developing: to develop listening and speaking skills	By the end of the lesson pupils will be able to: - Identify the <i>Happy Street</i> characters - Produce short sentences to introduce oneself and others - Participate in games and activities	<i>Polly Jack</i> <i>Greg</i> <i>Hello!</i> <i>I'm...</i> <i>What's your name ?</i>	HS Class Book HS Activity Book CD1: Listeners Flashcards: Polly Jack Greg

**Procedure of the lesson:****I. Organizing moment:** Greeting.

1. Asking pupils about homework.
2. Asking pupils about new words from previous lesson.

**Main part of the lesson:****Activity 1** Introduction

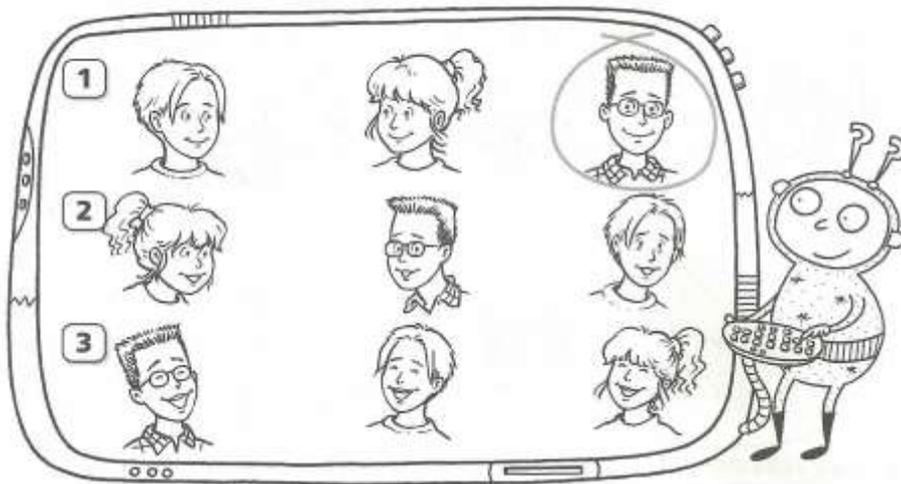
Introduce yourself to the class by saying Hello! Approach individual children around the class, say Hello! and invite them to respond with the same greeting. ® If you are new to the class, introduce yourself saying I'm... (and your name) while pointing to yourself. Ask the children individually around the class What's your name? Children reply I'm... Alternatively, if you are familiar with the class, use a flashcard and introduce yourself as one of the Happy Street characters.

**Activity 2** Song

Using the poster or Class Book pages 2-3, establish the general context of Happy Street (L1). What places do the children recognize? (e.g. shop, school, park) While the children are looking at the poster play the Happy Street song. Where do the class think we might be today? Teach the expression In the garden. \* Play the song as often as necessary to familiarize the children with the tune and rhythm.

### Activity 3 Listen and circle

1 Listen and circle.



### Activity 4 Song

- Play the dialogue followed by the song. Children listen and follow in their books. Explain new words and expressions.
- Hand out flashcards of the three children to three members of the class and ask them to stand where their classmates can see them. Children listen and point to the correct card as each character introduces him / herself.
- Repeat for children to join in with the song where they can.
- Divide the class into two groups, for instance girls and boys. The girls sing Polly's lines and the boys sing Jack's lines, while you take the part of Greg.

### Activity 5 Speaking

- \* Practise the dialogue with the class, then invite two children (a girl and a boy) to come to the front and roleplay the dialogue with you. Give each child a flashcard of either Polly or Jack. Using the flashcard of Greg as a mask, turn towards each of the children in turn and say Hello, I'm Greg. What's your name? Invite the children to respond as if they were Polly and Jack.
- Repeat with three children, each child taking the part of one of the characters.
- Practise the dialogue with groups of three children introducing themselves in the same way, but using their own names.

### Activity 6 Writing

2 Draw and write.



**Homework** Learn new words, Do exercises from Activity book

**Marking**

## Lesson 2 Who's this?

Aims	Learning outcomes	Vocabulary	Materials
Educational: practise asking and answering simple questions Developing: To develop writing skills	By the end of the lesson pupils will be able to: - Identify the <i>Happy Street</i> characters - Produce short sentences to introduce oneself and others - Read and understand a story text	<i>Who's this?</i> <i>It's...</i> <i>Daisy Otto</i> <i>Flossy</i> <i>Goodbye!</i> <i>Oh no!</i>	HS Class Book Activity Book CD1: Listeners Flashcards: Greg Polly Jack Daisy Otto Flossy

### Procedure of the lesson:

#### **I. Organizing moment:** Greeting.

1. Asking pupils about homework.
2. Asking pupils about new words from previous lesson.

#### **Main part of the lesson:**

#### **Activity 1** Introduction

Place the flashcards of Greg, Polly, and Jack on the board, and for each one ask *Who's this? Do you know?* Now hold up the flashcards of Daisy, Otto, and Flossy, and for each one ask *Who's this?* and say *It's (Daisy), etc.*

Place these flashcards on the board with the others.

#### **Activity 2** Story

Explain to the class that they are going to hear a story. With books closed play the story straight through and invite the class to tell you (L1) anything they can about it. Say to the class Open your Class Books at page 5. Hold up your book and ask *Where's this?* Remind children of the expression *In the garden.*

Play the story again while the children follow in their books. Invite members of the class to read the story with you. Take the part of Greg. Repeat with different members of the class.

Divide the class into groups of six, each child reading a different part. Allow enough time for children to swap roles so that everyone gets an opportunity to read all the text.

Invite groups to come and act out the story at the front of the class.

#### **Activity 3** Listening

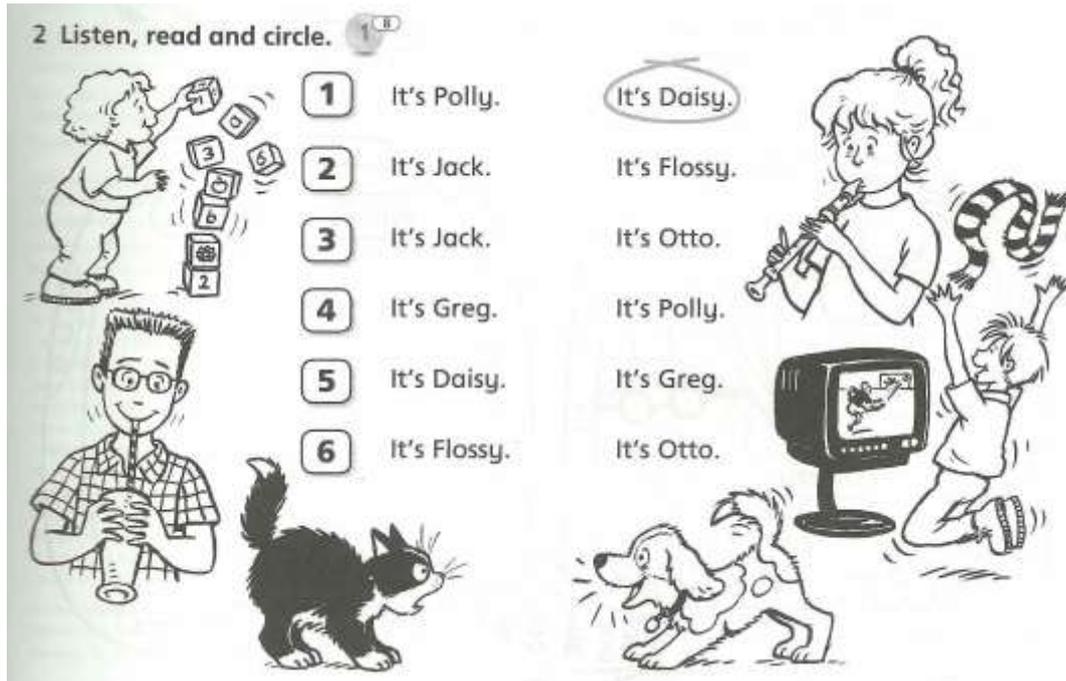
Say to the class Open your Activity Books at page 4. Hold up your own book. Point to picture 1 in the first activity and ask *Who's this?* When the class answer *It's Otto*, use your finger to trace over the line leading to the picture of Otto below and say *Yes. It's Otto.* Do the same for picture 2, but this time children will have to guess who they think it is. Explain that the top row of pictures show the characters as babies, and that to find out who the babies are they must listen to the audio. Say *Listen!* (reinforce your instruction by putting your hand to your ear) and do the first example with the class. With pencils down, play the rest of the audio for children to match the 'photos' and the pictures by pointing only.



#### Activity 4 Speaking

Go round the class pointing to different children and asking *Who's this?* Children answer *It's...* Invite volunteers to ask their classmates the same question.

2 Listen, read and circle. 1 CD



1 It's Polly.      It's Daisy.

2 It's Jack.      It's Flossy.

3 It's Jack.      It's Otto.

4 It's Greg.      It's Polly.

5 It's Daisy.      It's Greg.

6 It's Flossy.      It's Otto.

#### Activity 5 Listening

Hold up your Activity Book at page 4. Say Look at activity 2. Point to each of the pictures and invite the class to tell you (L1) what each character is doing. Explain that each of these activities makes a distinctive noise. Ask the children to make the noises they think the characters are making. Point to the text. Explain to the class that they are going to hear a noise on the CD and they must decide who is making the noise in order to circle the correct words. Do the first example with the class. Children continue the activity on their own. Repeat the audio as necessary.

#### Activity 6 Class game

Hold up each of the character flashcards and ask *Who's this?* Children answer *It's...* After asking each question, place the cards on the board face down. Point to the cards in random order and ask the question again. This time the children try to remember which is the flashcard for each character. Divide the class into two teams. Six members of one team come to the front and hold up the flashcards for the class to try to remember. Tell them to turn over the cards and stand in a different order. Each child asks a member of the other team *Who's this?* if the child from the other team answers correctly he / she wins a point for that team, if not, a point is gained by the team asking the questions.

#### Activity 7 Writing

- Hold up your Activity Book at page 5 and point to the picture of Daisy on Quizzy's computer screen in the third activity. Read the question *Who's this?* and invite the class to read out the answer.
- Go through the second two examples orally with the children before they write in their books.
- On the final computer screen, children draw another Happy Street character or a friend in the class and write the answer to Quizzy's question.



**Homework** Learn new words, Do exercises from Activity book

#### Marking

## Lesson 3 Numbers

Aims	Learning outcomes	Vocabulary	Materials
Educational: - review numbers one to ten - recognize and read number words Developing: develop writing skills - play Bingo	* use numbers 1-10 * sing a song * Read and understand a story text * read and understand a short story	one two three four five six seven eight nine ten gome ball skittles	Class Book page Activity Book CD1: Listenings Flashcards: numbers 1-10

**Procedure of the lesson:**

**1. Organizing moment:** Greeting.

1. Asking pupils about homework.
2. Asking pupils about new words from previous lesson.

**Main part of the lesson:**

**Activity 1** Presentation

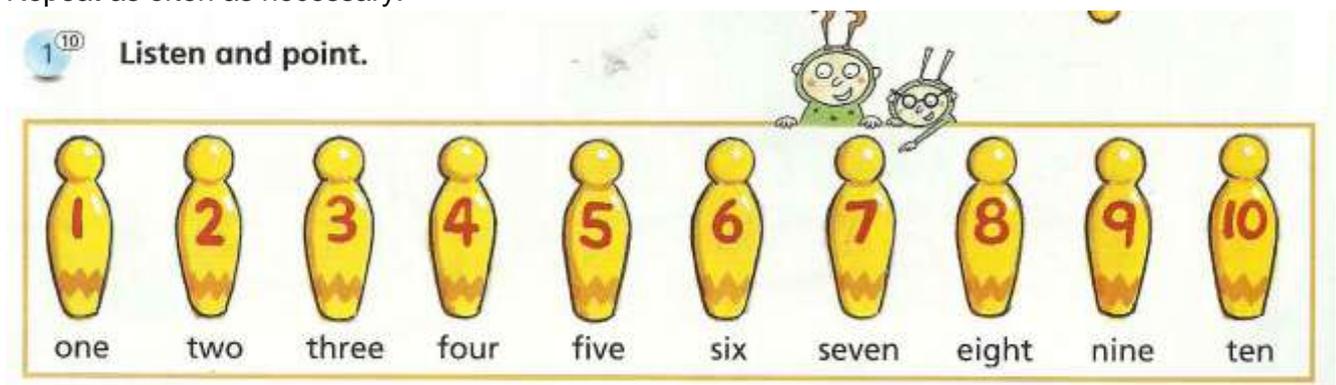
- Hold up the flashcard of number '1' and put it on the board. Point to the card and say *one*. Do the same with '2'. Then look around you as if you have lost something and, with a puzzled expression, ask *Where's three?* Look around the room and invite the class to help you. Say *Ah, three. Thank you!* to the child who brings you number three. Repeat for the rest of the numbers up to 10.
- Point to each of the numbers, first in order then at random, and invite the children to say each number as you point to it. Do this with the whole class and then with individual children.

**Activity 2** Song

- Say Open your Class Books at page 6. Point to each of the characters and ask *Who's this?* Then ask *Where's this?* See if the class can remember *In the garden*. Invite the class to tell you (L1) what the children are doing. Explain that in English this game is called *skittles* and you play it with a ball and ten *skittles*. Invite the class to count the *skittles* with you.
- Close books and play the song. Invite the children to listen and raise their hands every time they hear a number. Repeat. This time children hold up the correct number of fingers when they hear each number word.

**Activity 3** Listening

- Tell the children to point to the *skittles* at the bottom of the page, and demonstrate by holding up your own book. Explain to the class that they must listen to the CD and point to the correct *skittles* in their books as they hear the numbers on the audio.
- Play the first line of the audio for the children to point to the correct *skittles* in their books.
- When you are sure that all the children have understood the activity, play the rest of the audio. Repeat as often as necessary.

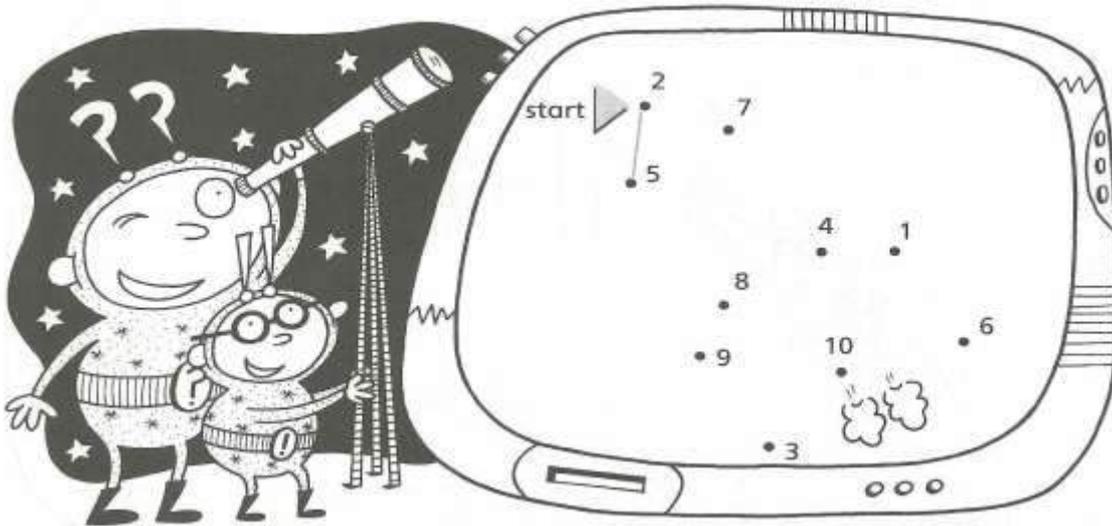


**Activity 4** Listening

- Say Open your Activity Books at page 6. Hold up your own book and point to Quizzy in the first activity. Ask Who's this? In L1, ask the class if they have ever done this type of puzzle. Can anyone explain what they have to do? (Join the dots to reveal an object.) Can anyone guess what the object is going to be? Explain that they must listen to the CD, and join the numbers in the order they hear them.

Play the audio while children join the numbers to reveal Quizzy's rocket. Repeat as necessary (the text is repeated once on the audio).

1 Listen and join the dots.



### Activity 5 Reading

Demonstrate the second activity with the class by doing the first example together. Hold up your book. Point to each of the skittles and as you do so invite the class to say the numbers. Use the model answer to demonstrate how they should draw a line from the number word to the correct skittle. Children continue the activity on their own, using the Class Book to help them identify the words if necessary.

### Activity 6 Class game

- Play this game with two sets of word and number cards, 1-5 and 6-10. Hold up each of the word cards for numbers one to five and invite the class to read the words. Now show the number flashcards 1-5 in random order, and invite the class to call out the numbers. Divide the class into two groups, for instance boys and girls. Hand out the word cards to five girls and the number flashcards to five boys. Explain to the class that you are going to play a game in which it is the class against you, the teacher.
- Demonstrate the game. Call out the name of one boy and one girl. Both children must hold up their cards and say the number. If the two numbers match, those cards are out of the game and you win a point. If they don't match, the class wins a point. Continue until all the first set of word / number pairs have been found, then play with the second set. Add up the scores to decide the winner.

### Activity 7 Writing

Say to the class Look at Activity Book page 7. Point to the third activity and invite a member of the class to tell you what sort of puzzle this is and suggest how to solve it (L1). Refer the class back to activity 2, page 6, to check the spelling of each number before completing the crossword. While the children are completing the puzzle, monitor and help as necessary. Use this opportunity to work with individual children, giving extra help where it is needed.

**Homework** Learn new words, Do exercises from Activity book

**Marking**

## Lesson 4 How are you?

Aims	Learning outcomes	Vocabulary	Materials
Educational: - meet Sophie and her friend George Developing: To develop writing skills Socio-cultural: learn about British culture	By the end of the lesson pupils will be able to: - read words and short phrases of greeting - practise exchanging greetings	<i>Hi! Bye!</i> <i>How are you?</i> <i>Fine, thanks.</i> <i>See you tomorrow!</i>	Class Book Activity Book CD1: Listenings

### Procedure of the lesson:

#### **1. Organizing moment:** Greeting.

1. Asking pupils about homework.
2. Asking pupils about new words from previous lesson.

#### **Main part of the lesson:**

#### **Activity 1** Presentation

Tell the class they are going to read about some new friends. Ask the children to open their Class Books at page 7, and to look at the photographs. What do they see? Where are the children? Who is meeting them?

Play the audio straight through while the children listen. Point to the photographs in the Class Book and ask *Who's this?* in order and at random, for the children to give you the names of the characters. Play the audio again while the children follow in their Class Books.



#### **Activity 2** Reading

Read out each exchange and invite the class to repeat after you.

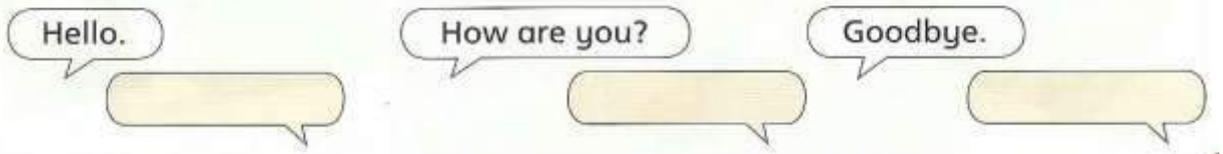
Invite the class to tell you what you say when you meet someone, and what you say when you're leaving them.

Invite individual children to read out the exchanges. Divide the class into groups of four to practise the dialogues, changing roles each time. Monitor and listen to individual groups, helping particularly with pronunciation and intonation. Encourage the children to 'act' the dialogues not simply 'say' them, by using intonation and actions suited to the words on the page. Invite volunteers to come to the front and act out the dialogues for the whole class.

#### **Activity 3** Speaking

- Invite four children to come to the front of the class and practise the exchanges, using their own names. Children do the same in their groups, swapping roles to give all the children a chance to become familiar with these key phrases for social interaction.

 **Practise with a friend.**



**Activity 4 Writing**

- Say Open your Activity Books at page 8. Point to the instruction and invite a volunteer to read it out for the class. Can anyone explain what they have to do? Point to the words in the box at the top of the page and invite another volunteer to read them out to the class. Do the first example together with the class. Ask Who's this? Is it George? (No, it's Sophie). Explain that they should fill in the missing word on the line.

Run through the rest of the activity orally before the children work on their own to complete the speech bubbles in their books. Check answers as a class.

**1 Choose and write.**

Hi      George      I'm      Sophie

**Activity 5 Writing**

- Ask the children to look at the second activity. Point to the speech bubbles and ask What is she saying? For each. Run through the exercise orally before inviting the children to write the missing words in the speech bubbles. Monitor and help where necessary.
- Check answers as a class.

**Homework** Learn new words, Do exercises from Activity book

**Marking**

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*To'garak konspekti bilan birga Happy Street Class book, Activity book, Audio materiallar, test va tarqatma materiallar ham tashlab beriladi.*