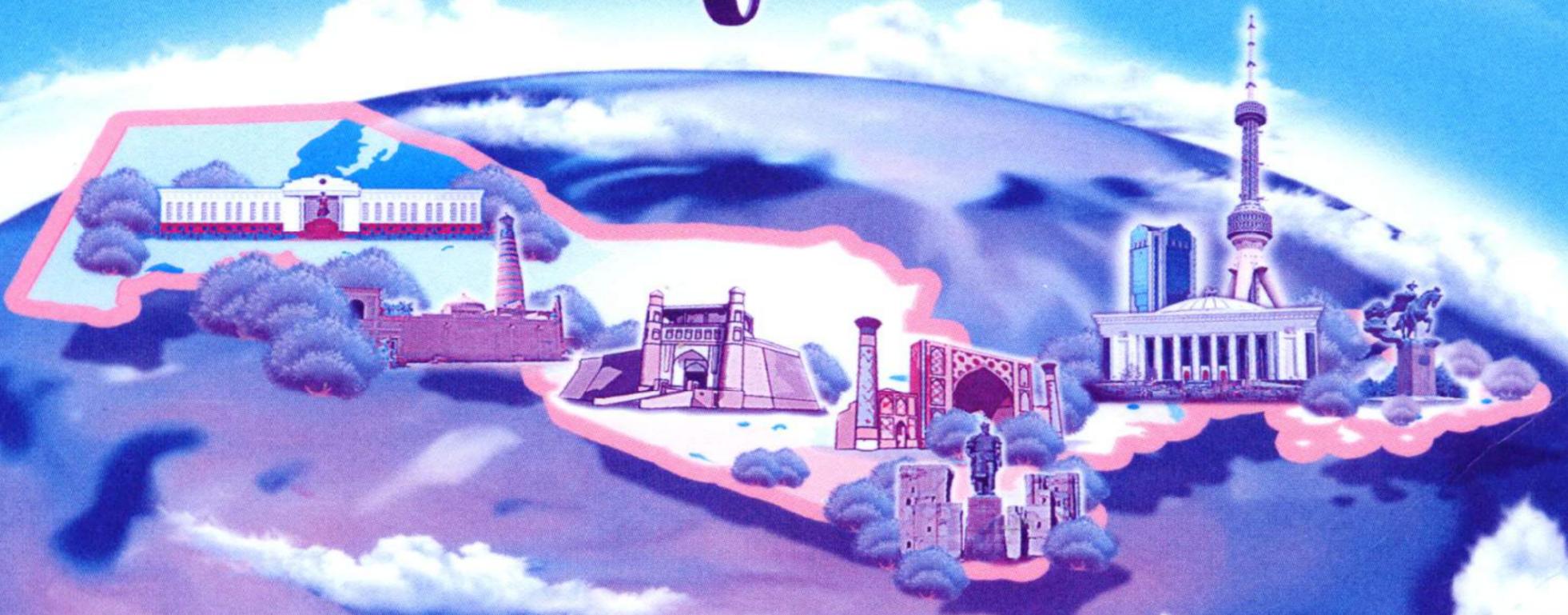


# Kids' English

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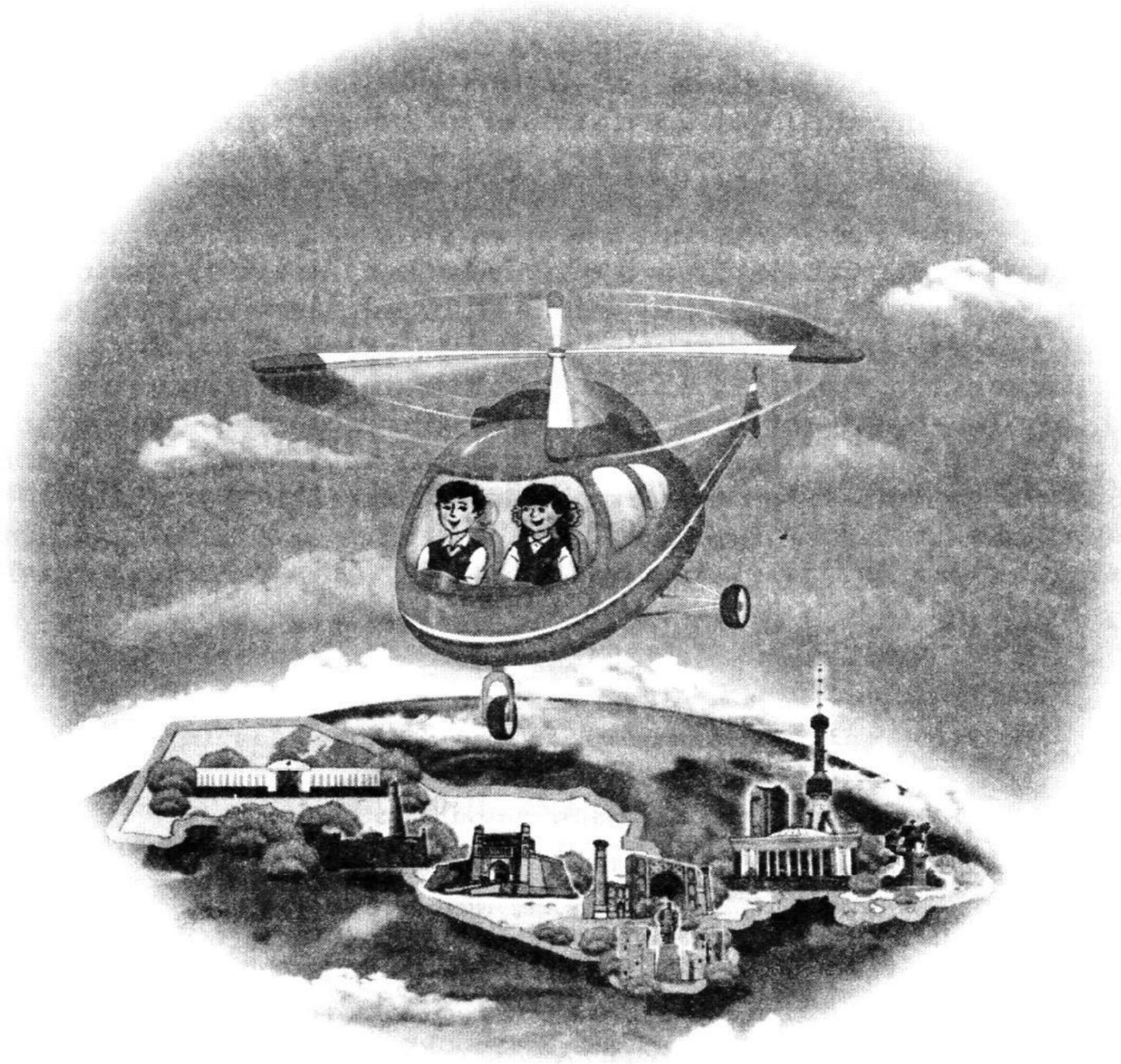
TEACHER'S BOOK



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**S. XAN, L. JO'RAYEV, M. OGAY**

# **Kids' English ④**



**TOSHKENT  
"O'ZBEKISTON"  
2016**

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Ilmiy maslahatchi:

**M.T. Irisqulov**

*O'zbekiston Davlat jahon tillari universiteti qoshidagi Chet tillarini o'qitishning innovatsion metodikalarini rivojlantirish Respublika ilmiy-amaliy markazi bo'lim boshlig'i, professor*

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Mualliflar „Kids' English 4“ o'quv-metodik majmuasining yaratilishida ko'rsatgan beminnat yordamlari va bergan qimmatli maslahatlari uchun Britaniya Kengashi direktori hamda Respublika ta'lim markazi mutaxassislariga o'z minnatdorchiliklarini bildiradilar.

Majmuani sinovdan o'tkazishda ishtirok etgan respublikamizning barcha maktab o'qituvchilari va o'quvchilariga, mazkur majmua bo'yicha 1-4-sinflar o'qituvchilarini tayyorlashda ishtirok etgan trenerlarga, shuningdek, Buyuk Britaniya Norvidj til o'rgatish instituti akademik direktori Rod Bolaytoga, IATEFL vakili Les Kirxemga, Britaniya Kengashi loyiha bosh menejeri Natalya Sarikovaga, ingliz tili ta'limi bo'yicha xalqaro maslahatchilar Uendi Arnold, Bern Bryuerton, Di Broton hamda barcha taqrizchilarga tashakkur izhor etadilar.

Ushbu o'quv-metodik majmua Chet tillarini o'qitishning innovatsion metodikalarini rivojlantirish Respublika ilmiy-amaliy markazi ishtirokida yaratildi.

*O'quv nashri*

**Svetlana Xan, Lutfullo Jo'rayev, Muqaddas Ogay**  
**Kids' English 4**

O'qituvchilar uchun metodik qo'llanma

Birinchi nashri

Badiiy muharrir *Sh. Xodjajev*; Muharrir *K. Inogamova*;  
Texnik muharrir: *L. Xijova*; Kichik muharrir *D. Xolmatova*;  
Kompyuterda sahifalovchi *A. Sulaymonov*

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100011, Toshkent, Navoiy ko'chasi, 30.

Telefon: (371) 244-87-55, 244-87-20. Faks: (371) 244-37-81, 244-38-10.  
*e-mail: uzbekistan@iptd-uzbekistan.uz www.iptd-uzbekistan.uz*

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## INTRODUCTION

### I What is Kids' English 4 based on?

Kids' English 4 has been created by the initiative of the Resolution No 1875 of the President of the Republic of Uzbekistan on 10 December 2012 "About the measures on further development of foreign language teaching and learning system". Kids' English 4 is based on the State Educational Standards and syllabus for foreign languages that were developed in 2013 in accordance with the abovementioned Resolution (See Chapter VI for how the Syllabus requirements are fulfilled in Kids' English 4).

### II Who are the authors of Kids' English 4?

The team of authors who worked on Kids' English 4 consists of experienced primary, secondary and specialised secondary school teachers, and methodologists from In-Service Teacher Training Institutes. All of the authors have been trained to create materials which meet the needs of pupils and teachers in Uzbekistan and conform to the national standards laid down for State secondary schools.

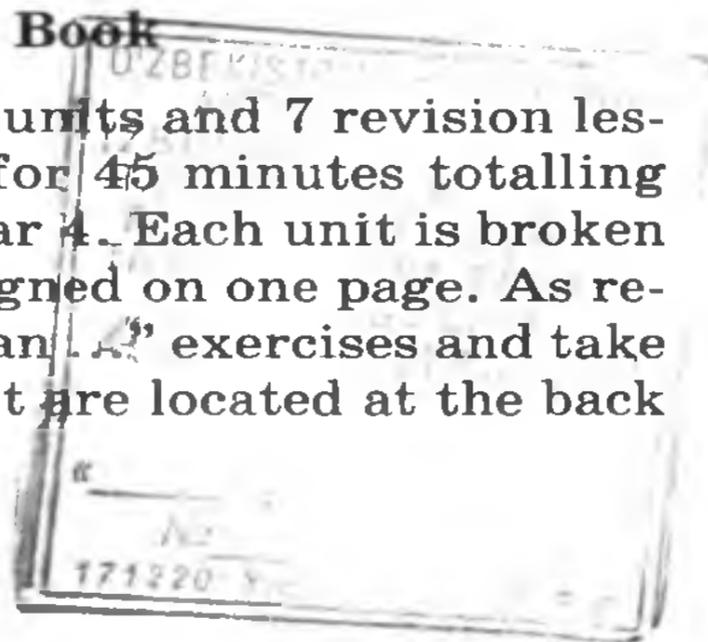
### III What does Kids' English 4 consist of?

Kids' English 4 is the fourth book in a series of books for primary classes (1-4 classes) of English. It consists of a Pupil's Book, Workbook, Multimedia DVD and Teacher's Book, and it provides material for up to 68 hours of study, arranged in a flexible way to cater for faster and slower classes.

#### Kids' English 4 Pupil's Book

The Pupil's Book is divided mainly into 14 units and 7 revision lessons. Each lesson of the book is designed for 45 minutes totalling 68 hours of study which are enough for Year 4. Each unit is broken down into 4 lessons, and each lesson is designed on one page. As regards the revision lessons, they include "I can..." exercises and take up two pages. Parent's Corner and Wordlist are located at the back of the Pupil's Book.

The units are divided into terms as follows:



*1st TERM (18 hours): 1-4 units (16 hours) + two revision lessons (2 hours), including "I can..." exercises and two Progress checks;*  
*2nd TERM (14 hours): 5-7 units (12 hours) + one revision lesson, including "I can..." exercises (1 hour) + one Progress check (1 hour);*  
*3rd TERM (20 hours): 8-11 units (16 hours) + two revision lessons, including "I can..." exercises (2 hours) + two Progress checks (2 hours);*  
*4th TERM (16 hours): 12-14 units (12 hours) + two revision lessons, including "I can..." exercises (2 hours) + two Progress checks (2 hours)*

During the course, along with learning new language materials, pupils will also revise words and grammar structures from Classes 1 – 3. Some of the activities in the Pupil's book and Workbook marked with eight-pointed stars are optional. They are for those classes which are stronger or faster. So do not worry if you cannot do all the activities.

You will notice that the design of the book Kids' English 4 is similar to Kids' English 1 – 3. The main difference between Kids' English 1 and Kids' English 2-4 is that now pupils will work with two books: Pupil's Book and Workbook. When you see the symbol [pen], ask your pupils to open their Workbooks and find that activity. The structure of the Workbook is similar to the Pupil's Book structure: 14 Units, 4 lessons in each unit.

The order of the units and lessons progresses from simple to more complex according to the level of difficulty of themes and the sequence and consistency of grammatical structures.

The first three lessons of the units contain new vocabulary and grammatical structures. Every 4th lesson is titled "Project" and can be considered as a small recycling within the unit. During "Project" lessons, pupils consolidate the knowledge acquired in the previous lessons of the unit by preparing posters, drawing or colouring pictures, role-playing, doing different tasks, etc.

Revision lessons are designed for revising the language materials of the preceding units and do not contain new vocabulary or grammar. They are supposed to develop the attained skills through different interesting activities. "I can..." exercises within revision lessons are designed for self-assessment. Pupils can assess their knowledge, i.e. assess how well they learnt during the lessons. When there is a progress check, the pupils are asked to do the "I can..." exercises at home together with their parents. If there is no progress check, half of these exercises, especially speaking ones can be done at school and the other half, especially writing tasks at home as homework. Pupils will do the writing activities in revision lessons and "I

can..." exercises in a separate copybook as there is no place in the Workbook for them. So we ask the teachers to pay special attention to this organisational moment and ensure that every pupil has such a copybook. The teachers can title this notebook as "Revisions & I can..." or just "Revision exercises" or something they can think of. Parent's Corner pages at the back of the textbook are designed for parents to help them revise the learnt material with their children. Wordlist includes all the vocabulary the pupils learned during Years 1 – 4. The standard transcription and meanings in mother tongue are provided for each word. Pupils or parents can use this "mini-dictionary" at any time when they need to look up a word.

### **Kids' English 4 Workbook**

During Year 1 pupils did not learn the English alphabet and, as they could not write or read, there was not a separate Workbook. As for Years 2 – 4, pupils practise not only writing the letters but also writing more serious tasks and do homework, so they need a Workbook. Taking these things into account, the government has decided to provide every pupil of the republic with Workbooks on yearly bases to raise the pupils' interest in learning the language and help the teachers teach English lessons effectively.

The Workbook is divided mainly into 14 units covering 56 lessons and 7 Progress Checks. Each unit is broken down into 4 lessons. The Progress Checks are found after Units 2, 4, 7, 9, 11, 12 and 14.

The Workbook includes all the writing exercises of the lessons and homework except revision lessons, and is designed for writing in. So the pupils are welcome to write, draw or do whatever the lessons require to do in it. The teachers can check and assess the pupils' writing tasks and homework, and correct or put necessary notes for pupils where necessary with the purpose of helping them to correct their mistakes.

Progress Checks include listening, reading, writing and speaking activities built on the bases of the learnt material, so they do not have new language items. They are intentionally placed in the Workbook so that the teachers can check and assess the pupils' progress formally.

Progress Checks give pupils an opportunity to check how well they have learned the material in the units. They are an effective way of revising and developing the pupils' sense of responsibility for checking themselves.

Progress Checks are done during Revision lessons in Term 1. Some tasks, especially writing or colouring ones are done at home. In Terms 2-4, the Progress Checks are done in separate hours.

Progress Checks can be done with the Pupil's Book open during the lesson, or, for slower classes the Progress Check may be divided, with pupils doing one part in class and some more at home.

Progress checks are based entirely on the learnt material so a pupil who has attended classes and completed all class activities and exercises as well as homework tasks should do well.

### **Kids' English 4 Multimedia DVD**

The Multimedia DVD contains recordings of texts, dialogues, videos, etc. performed by kids, native speakers of English and by good Uzbek speakers of English. It includes all the material needed for the listening activities in the Pupil's Book and Workbook.

If teachers do not have the Multimedia DVD or cannot use it for some reasons, they can read out the DVD scripts themselves. All DVD scripts are included in the Teacher's Book. The Multimedia DVD is designed for using during the lesson. However, if parents also want to use it at home or revise the material in it with their children, they are welcome to copy it as there is no copyright for such purposes.

### **Kids' English 4 Teacher's Book**

The Teacher's Book is an essential part of the Kids' English 4 package. Teachers must have and use it in order to conduct their classes effectively. The Teacher's Book contains:

- aims and objectives of every lesson and activity;
- clear explanations for teachers on how to organise the activities in the Pupil's Book and suggestions for faster/slower classes/pupils;
- language and culture notes to assist teachers with explanations, answer keys for the activities;
- DVD scripts for the Multimedia DVD.

**NOTE:** The first two units (Units 1 and 2) are given in more detail to show teachers how to prepare their lesson plans for the rest 12 units. The authors have tried to enter all necessary elements while developing the lessons so that the teachers could use these lessons to prepare their lesson plans.

## **IV What is Kids' English 4 Approach?**

At the primary level, learning another language must be as close to a natural way of learning mother tongue as possible. More than that

learning a foreign language in Years 2 – 4 is very different from the rest of schooling because during this period children start learning the ABC, reading and writing. If Year 1 children practised the language through actions, role plays, listening to stories, songs, poems and various language games, Year 2 – 4 pupils perform it through ABC, reading, writing, listening and speaking accordingly in addition to all those activities used in Year 1. Multimedia technologies play a very important role in achieving the goals.

Kids' English 4 aims to help pupils develop the four Language Skills: listening, speaking, reading and writing. There is an emphasis on teaching Modern English for Communication so special attention is paid to speaking and listening, which in the past have often been neglected. Of course young learners also need a good foundation in Vocabulary, Grammar and Pronunciation so these are also developed systematically. The vocabulary in the textbook has been chosen and organised according to topics, and grammar is learnt as an integral part of communication.

Kids' English 4 encourages a learner-centred approach to teaching. What does this mean? We feel that in the past there has been too much focus on the role of the teacher in the learning process and not enough on the learners themselves. Of course teachers are very important, too but research has shown that pupils learn to communicate more effectively if they are given frequent opportunities to practise and experiment with new language. So the learner-centred methodology used in Kids' English 4 aims to put the pupils – the learners – at the centre of most things that happen in the classroom. For this reason, Kids' English 4 contains many activities, exercises and games, which encourage pupils to use the new language naturally through working in pairs or in small groups.

Of course teachers will still need to present new vocabulary and structures to their pupils, but in the learner-centred classroom they will also spend a lot of time organising and monitoring pair and group work.

### **Organising the Learner-Centred Classroom**

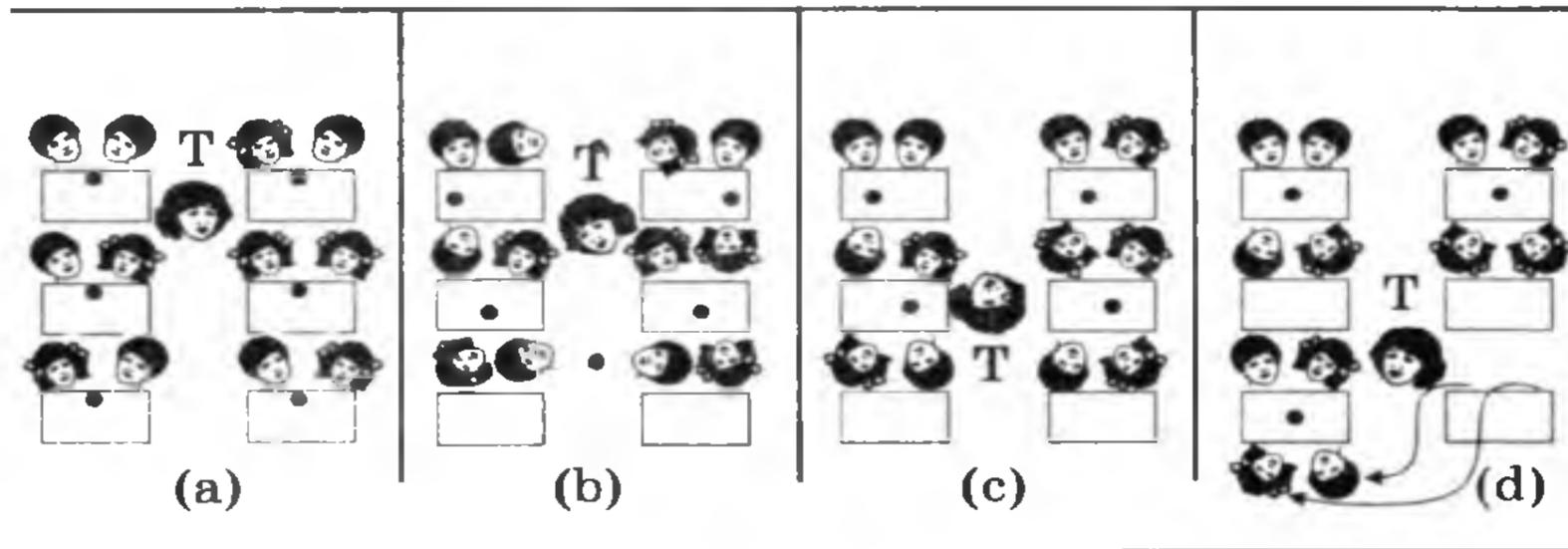
Here are some suggestions for making pairs, threes and fours for a classroom with fixed furniture. In the diagrams below the pupils are shown as  or  and the teacher as .

**a** Here are the twelve pupils doing work with the teacher listening. The dots show where each pair is focusing.

**b** Here are the same twelve pupils doing pair work, but pairing with a new partner this time, although they are each sitting in their original places. The teacher is helping.

**c** Here are the same twelve pupils working in threes. They still have not changed seats. The teacher is listening to one group of three.

**d** In these fours, the pupils can work in twos with the person opposite.



Pupils will often work in pairs, threes and fours, so it is worth working out in advance of the lesson, how the teacher will organise these groupings. Once pupils have made their groupings a few times, they will remember them and make groups quickly.

### The Role of the Teacher in the Learner-Centred Classroom

One of the reasons that pupils are often unsuccessful in real-life communication is that the types of interaction they are most used to are as follows:

**a** The teacher lectures a class. The interaction is all to the teacher or through the teacher.

**b** The teacher asks one of the pupils to come to the front of the class and either listens to her/him or talks with her/him.

**c** The teacher listens to or talks with one of the pupils, who remains at her/his desk.

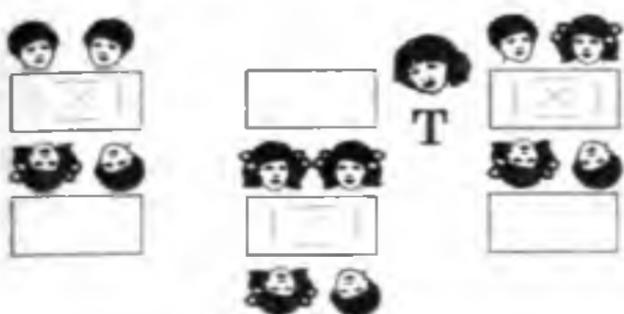
**d** The teacher asks two pupils to speak to each other (e.g. present a dialogue they have learnt by heart).

**e** If pupils are asked to speak to each other, they usually take turns in speaking rather than communicating naturally. Moreover, the teacher is at hand, listening to everything that is being said.

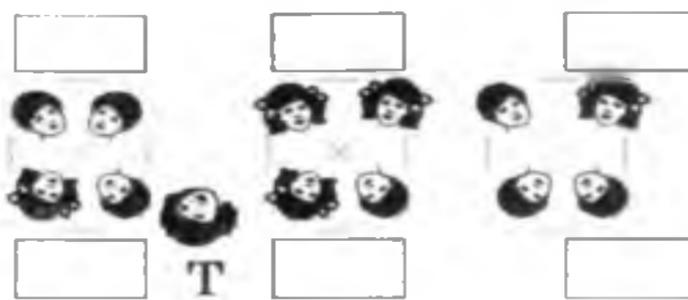
The following illustrations of some types of classroom interaction should help to show that in most cases only one interaction at a time takes place in the classroom and that the teacher is usually one of the speakers.

Here we see the type of interaction that is appropriate for the group-work activities in Kids' English.

## A communicative activity in a learner-centred class



With desks fixed



With desks moved

As can be seen, the teacher is free to listen, monitor, think ahead, re-plan the next stages and hear her pupils teaching one another the vocabulary and grammar they know.

While communicative activities are in progress, the teacher no longer “teaches”, she/he organises, sets up activities and ‘monitors’ them discreetly, that is she/he listens to the pupils and makes sure that everything is in order. The teacher should help only if she/he is quite certain that his/her pupils cannot manage on their own. The teacher should be like the conductor of an orchestra: conduct but not play.

At first teachers may find some of these activities a little difficult to organise but they will soon get used to them. We are sure that pupils will find them so motivating and enjoyable that they will help their teacher.

## Dealing with errors in spoken English

Many teachers nowadays find it difficult to decide whether they should or should not correct every error their pupils make. In the traditional classroom the emphasis is usually put on accuracy and all mistakes are corrected immediately. The problem with this is that a lot of pupils will be reluctant to speak for fear of making mistakes and being corrected.

In the learner-centred classroom, where pupils are being encouraged to use English in real communication, fluency is just as important as accuracy. We are not suggesting that correction should be abandoned, but that it can be postponed until after the communication activities. If teachers do this, then they will not be constantly interrupting their pupils. Of course they will need to remember the mistakes their pupils make so we suggest teachers note them down as they walk around the classroom. At the end of the activity they can point out some of the common or more important mistakes they noted.

## **Noise**

In a learner-centred classroom noise is inevitable and should be seen as a good thing provided it is controlled and constructive. Teachers should train their pupils to speak quietly and politely during pair and group work and be ready with additional tasks for those who finish their work early. If teachers give clear instructions before an activity, they will find that pupils will be able to do the tasks without confusion and unnecessary noise. Therefore, teachers should set clear rules on how they expect pupils to talk to them and to one another.

## **Using Mother Tongue**

The authors of Kids' English believe that English is best learned through English so we expect the teacher to use English as much as possible in the classroom.

Of course there are some instances where pupils will need explanation or clarification in their mother tongue. However, we hope that teachers will try to resist the temptation to translate everything. Research has shown that pupils learn more effectively if they are encouraged to work out meaning for themselves.

## **V What are the General Principles of Kids' English?**

The following principles must be taken into consideration as general principles of Kids' English: i) immersion; ii) listening precedes speaking; iii) learning through actions; iv) constructing reality.

### **Principle 1 Immersion**

The main principle is immersing children into the target language. Immersion can be done through use of multi-sensory channels: auditory, visual, kinaesthetic. Children must be actively involved in all activities which will ensure left and right sides of the brain involvement.

### **Principle 2 Listening precedes speaking**

Speaking should not be forced. Children must go through natural way of learning the target language: first they listen and internalize the language. As they internalize a cognitive map of the target language through understanding what is heard, there will be a readiness to speak. The children will start spontaneously produce utterances.

The transactions from listening to speaking will have several steps of development. First the child will listen and respond exclusively with physical actions and later with simple one-word utterances such as “yes” or “no”. After these steps of cognitive brain work, readiness to speak will arise.

### **Principle 3 Learning through actions**

Understanding must be developed through movements of the learner’s body. Researchers found out that most grammatical structures of the target language and hundreds of vocabulary items can be learned through the skilful use of the imperative by the teacher. (G.J. Asher, Total Physical Response).

This method was successfully adopted in many countries across the world and got enormous feedback. Huge amount of scientific researches were done, lots of books and articles published, as well as films showing impressive results of learners.

A child learns own language by exposure to the language and through actions which follow language utterances. Language input followed by a body movement allows a learner to decipher the meaning immediately at many levels of awareness including phonology, morphology, syntax and semantics. A few exposures to a language sample in the context of body movement ensures: a) the comprehension of novel sentences (ones they have never heard before); b) unusually long-term retention (similar to capability to ride a bicycle); and c) the linguistic achievement was accomplished seemingly without effort – in a stress-free activity.

### **Principle 4 Constructing reality**

Children cannot learn if someone will just tell or explain reality to them. They must construct reality through first-hand experience. The world-famous Swiss psychologist Jean Piaget called this process of language acquisition constructing reality.

The approach must simulate a natural way of acquiring the first language. Children are not interested in how the language works but they are very interested in understanding and expressing themselves in the target language.

Before the children begin to speak, they go through a long way of the process in which language was imprinted upon body movements. Children can decode the language through the medium of body movements such as looking, pointing, touching, walking and others. They can express themselves by the same medium until readiness to speak in the target language takes place.

## VI Syllabus for foreign languages

The authors have tried to do their best in Kids' English 4 to meet the requirements prescribed in the syllabus for foreign languages. The fulfilment of these requirements in Kids' English 4 can be found in the following tables where one can see a requirement and the unit/lesson it was first used.

### Requirements for learning a foreign language

Syllabus	Kids' English 4
... The basics of language skills are formed during A1 level of teaching foreign languages, i.e. in Grades 1–4.	Units 1–14
... Starting from Grade 2, listening, speaking, reading and writing are practised.	Units 1–14
Work on pronunciation, especially, on intonation are practised.	Units 1–14

**At the end of Grade 4 pupils must acquire the following skills:**

### Listening

Syllabus	Kids' English 4
- understanding the questions and information given about the topics	Units 1–14
- listening to check certain information	Units 5, 7, 14
- understanding recorded dialogues and monologues consisting of 80 words	Units 3, 5–14
- distinguishing the sounds in audio texts	Units 1–14
- understanding classroom language	Units 1–14
- extracting the needed information from short texts	Units 3, 5–14
- understanding simple advertisements and messages	Units 1–14

### Speaking

Syllabus	Kids' English 4
- being able to describe the address of residence*	
- being able to speak, ask and answer the questions about sports	Units 1, 2, 10
- being able to address with request	Units 2, 6, 8, 9, 13
- being able to participate in micro conversations (dialogues and monologues) on familiar topics	Units 1–14

**Note:** \* Describing the address of residence will be practised in upper classes.

- answering the questions on reading and listening texts and retelling the context	Units 1-14
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## Reading

Syllabus	Kids' English 4
- being able to use the Wordlist of the textbook and picture dictionaries to understand the meaning of new words	Unit 14
- being able to read to extract the needed information from the text	Units 1-14
- being able to read correctly the letters and letter combinations	Units 1-14
- being able to understand certain words in familiar context	Units 1-14
- showing the understanding of short phrases	Units 1-14
- being able to read a short text and understand the context	Units 1-14
- recognising the written sounds through reading the words aloud	Units 1-14
- being able to read advertisements and letters	Units 1-13
- being able to read 40-50 words in a minute*	

**Note:** \*Teachers can check this requirement with pupils at the end of the school year as a test.

## Writing

Syllabus	Kids' English 4
- being able to write the learnt words in alphabetical order	Unit 14
- being able to copy simple sentences	Units 1-14
- being able to use the capital letters and punctuation marks correctly in writing	Units 1-14
- being able to make sentences using the learnt grammar structures	Units 1-14
- being able to write the words correctly from memory	Units 1-14
- being able to describe pictures in written form	Units 13, 14

**The amount of lexical units the pupils must acquire in a foreign language in Grade 4**

Lexical units			
Active	Passive	Potential	Total
100	-	+	500

There are 100 lexical units, 15 structures and phrases, 1 conjunction, 6 prepositions, 14 numbers, 18 geographic names and 13 past forms of irregular verbs and 10 potential words used in Kids' English 4.

## Grammatical minimum of English in Grade 4

Syllabus	Kids' English 4
- comparative and superlative degrees of adjectives: long – longer – the longest; beautiful – more beautiful – the most beautiful	Unit 13
- the phrase: I want to be...	Units 4, 10
- past forms of the verb “to be”: was/were	Units 4, 5
- Past Simple Tense: go – went , write – wrote <sup>1</sup>	Units 3–14
- the phrase: How much ...?	Unit 9
- the verb “should” (for advice): You should go to the doctor. <sup>2</sup>	
- the phrase “Would like”: I would (=I'd) like... . Would you like...?	Units 6, 8, 9
- countable and uncountable nouns <sup>3</sup>	
- the phrases: - Please pass me some bread. – Here you are. – Thank you, it's (=it is) very nice. <sup>4</sup>	Units 6, 8, 9
- to be going to: I'm (= I am) going to visit Samarkand. <sup>5</sup>	Units 5, 12, 13
- possessive case of nouns: My sister's dress is red. <sup>6</sup>	
- adverbs of frequency: always, never	Units 2, 3, 5
- imperative mood: Help me, please.	Units 2,6, 8, 9, 13

### Note:

<sup>1</sup> The past form of the verb “write” will be taught in upper classes.

<sup>2</sup> The modal verb “should” (for advice) will be taught in upper classes.

<sup>3</sup> Countable and uncountable nouns will be taught in upper classes.

<sup>4</sup> The phrases “Please pass me some bread” and “it's (=it is) very nice” will be taught in upper classes.

<sup>5</sup> Kids' English 4 teaches the phrase “to be going to + noun” for future. The phrase “to be going to + verb” for future will be taught in upper classes.

<sup>6</sup> Possessive case of nouns will be taught in upper classes.

## Topics to be learnt in Grade 4

No	Topics and subtopics	Kids' English 4
1.	<b>We learn English.</b>	Unit 1 Lessons 1-4
2.	<b>My day</b> - one's daily routine - days of the week - free time	Units 2 Lessons 1-4 and Revision 1
3.	<b>Household chores</b> - types of household chores - my duties at home	Unit 3 Lessons 1-4

4.	<b>Professions</b> - names of professions - parents' professions - one's dream profession	Units 4 Lessons 1-4 and Revisions 2
5.	<b>Uzbekistan (general information)</b> - Uzbekistan's geographic location, its capital - map of Uzbekistan - its nature and climate - names of provinces/regions, rivers and lakes	Unit 5 Lessons 1-4
6.	<sup>1</sup> <b>Being on a visit to smb.</b> - the etiquette of being on a visit to smb. - laying/setting the table - eating habits - table manners - saying thank you, gratitude - saying goodbye, parting	Unit 6 Lessons 1-4 and Revision 3
7.	<b>Holidays in Uzbekistan and Great Britain</b> - holidays - favourite holiday - poems, songs and small theatrical acts about holidays	Unit 7 Lessons 1-4
8.	<b>At the shop and market</b> - shop and its types - talk with the shop assistant - product or food to be purchased - numbers - quantitative units	Units 8-9 Lessons 1-4 and Revision 4
9.	<b>Sport</b> - general and national sports types - interest in sport - sports competitions held at school - my favourite sport	Unit 10 Lessons 1-4
10.	<sup>2</sup> <b>At the doctor</b> - telling the doctor about one's health - doctor's advice - chemist's	Unit 11 Lessons 1-4 and Revision 5
11.	<b>Travelling</b> - travelling to a city - travelling out in the country - sights - museums	Unit 12 Lessons 1-4

**Note:**

<sup>1</sup> The etiquette of being on a visit to smb., laying/setting the table, eating habits and table manners will be covered in upper classes.

<sup>2</sup> The topic "At the chemist's" will be covered in upper classes.

12	<b><sup>3</sup>Great Britain (general information)</b> - Great Britain's geographic location, its capital - map of Great Britain - its nature and climate - names of rivers, lakes and oceans	Unit 13 Lessons 1-4
13	<b>The world of fairy tales</b> - national and world's fairy tales - characters of fairy tales and cartoons - attitude towards characters	Unit 14 Lessons 1-4 and Revision 6

<sup>3</sup> Great Britain's nature and climate, and oceans will be covered in upper classes.

## VII What are Kids' English 4 Key Features?

### **Titles of the lessons and units**

They focus on the new vocabulary, phrases or grammar structure to be introduced in the lesson. They are designed to help teachers understand what the lesson will be about. Where possible the title includes the vocabulary or language point of the lesson. They are designed to help pupils understand what the lesson will be about, and remember it.

### **Use of pictures**

In Kids' English 4 all pictures serve a language learning function. There are no pictures just for decoration. The pictures must be used actively during the lessons both by teachers and pupils. Misusing or neglecting the pictures will reduce the effectiveness of teaching and learning.

### **Songs**

At this age songs are a very effective way or means of learning English. They help them memorise the vocabulary or structures very easily although they just start learning how to read or write. For this reason nearly all the lessons in Kids' English start with songs where pupils sing and at the same time learn. Topical songs can be met nearly in all lessons through the Pupil's Book. First pupils listen to and repeat a song during two lessons. During the next two lessons pupils will listen to and sing the song themselves.

**NOTE:** Do not worry if the pupils cannot sing the whole song. It is OK if they sing some lines or even just some words.

### **Look /watch and do**

Look /watch and do activities are carried out through imitating the teacher's actions or watching the videos in the DVD. It is really use-

ful both for the teacher and pupils to watch the videos in the DVD before doing such activities because they will help them understand and perform the activity correctly.

### **Matching activities**

In this kind of activities pupils match the pictures and the new words by guessing the meaning. When they finish, they should check their answers with you or with their partners to find out whether they guessed right or wrong. This activity is much more fun than the traditional method in which the teacher gives the meaning of the new words. It also helps develop the pupils' cognitive skills, e.g. by comparing the English word to any other languages they know and seeing if they can find the meaning in this way. Using one language to learn another is an important skill in foreign language learning. (It does not matter if your pupils cannot guess, or guess wrong. You will tell them the meaning of words if necessary.)

### **Listen and repeat**

Listen and Repeat activities are mostly done after pupils know the meaning of the words or structures. Research shows that we memorise better if new words or structures are listened and repeated once pupils know the meaning, rather than listening and repeating without knowing the meaning of the new words or structures.

### **Chain Drill**

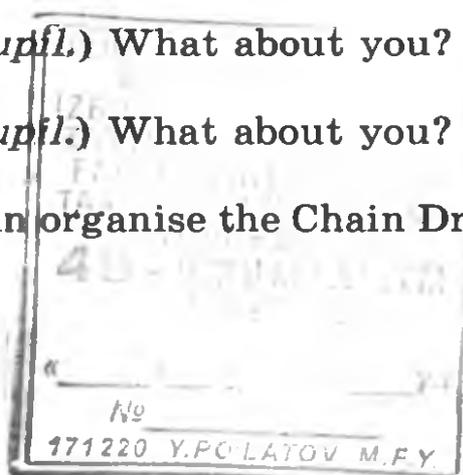
This activity is used frequently. Chain Drills are a good way of dealing with new material. Chain Drills give every pupil a chance to practise the new language or structure. They can be done very quickly. Chain Drills are a class activity. The teacher introduces the new material. For example: I like apples. The teacher practises this with one pupil. S/he says: I like apples. What about you? or And you? The pupil answers for him/herself and asks the question (What about you? or And you?). The teacher answers for him/herself and practises this structure with this pupil again, the other pupils watch and listen to him/her. After that the teacher can ask the pupils to do the same procedure like this:

P1: I like apples. (*Turns to the next pupil.*) What about you? or And you?

P2: I like bananas. (*Turns to the next pupil.*) What about you? or And you?

P3: I like oranges. (*Turns to the next pupil.*) What about you? or And you? and so on.

To make the process faster, the teacher can organise the Chain Drill in rows.



### **Point and Say**

This activity is used to practise new words. It helps pupils memorise the new vocabulary in a practical way rather than learning the new words by heart.

Point and Say is pair work which is done with the help of pictures. Pupil A points to a thing in the picture, Pupil B says the word. After that they take turns.

### **Games**

Game activities are used in Kids' English 4 for three purposes: to warm up the class at the beginning of the lesson, to practise language or a structure which is being studied in the lesson and to recycle the learnt material. These activities make lessons interesting and fun and often also offer the opportunity to drill language thoroughly. They increase the pupils' interest and encourage them to learn more.

### **Drawing**

Some activities in the book require pupils to draw or colour. We have noticed that most pupils of this age do it willingly as it adds fun and variety to a lesson. If however some pupils are reluctant, you should explain that it is not necessary to be a good artist to make quick, simple drawings. When pupils need to be more artistic, you should give them more time and encourage them to think hard about their design. Also try to make sure that there is at least one pupil with a talent for drawing in each group.

### **Pronunciation**

At this stage, pronunciation is basically done after pupils have learnt the meanings of words through repeating after the DVD or the teacher. Research shows that it is effective and easier to learn how to pronounce words when pupils know their meaning.

It is not recommended to introduce transcription to pupils.

### **Study Skills**

In Kids' English 4 the authors tried to introduce more and more activities to develop Study Skills. Study skills work is varied. It includes dictionary tasks such as the use of the Wordlist, using tables, note taking, applying spelling rules, etc. Study Skills teach pupils how to work practically and prepare them to work independently.

### **Remember boxes**

These are sometimes seen at the bottom of the page in the Pupil's Book and highlight the new language material. They are convenient for teachers and pupils to focus clearly on the language focus of the lesson very quickly. While, or after, introducing the new structure

or language, teachers are recommended to draw pupils' attention to the examples in the Remember boxes.

### **Project Work**

Unlike Kids' English 1 and 2, Kids' English 3–4 contain Project Work lessons. Project Work is an essential part of these courses. It is the final activity in each unit. It is based on all the work covered in the previous three lessons. It gives pupils an opportunity to use what they have learnt in these lessons in an unconscious, freer and more personal way with less control by the teacher.

Project Work provides an opportunity for all pupils to work at their own level; strong pupils will produce longer, more complex work as they fulfil the task, weaker pupils will produce shorter, simpler work. Project Work gives pupils an opportunity to be proud of their work, their knowledge and their creativity. For this reason it is very important to display the posters and pictures produced in Project Work around the classroom so that pupils have the chance to look at each other's work.

Pupils can also be asked to assess the work of other pupils. During Project Work pupils are introduced to the writing process when they write ideas and some notes about the topic. Then they use their notes to write descriptions, articles, letters, stories and poems, make posters and programmes. They cut out and draw pictures, maps, graphs, organise interviews, etc. For this purpose it is useful for the teacher to have a box with materials, scissors, rulers, paper, glue, paper clips, etc. Or before the Project Work lesson the teacher could ask pupils to bring these things. Another very important point is the choice of the Project. From the very beginning Project Work must not be difficult and it is better to divide it into several parts or steps. It is better to organise Project Work in the same groups because pupils cooperate with each other continuously. Further detailed methodological help for each Project lesson is given in the Teacher's Book.

Note that Project Work posters could be used to show parents their children's progress in English.

### **Timing**

Note that timing is given approximately for lessons except revision lessons. Teachers can change it according to their pupils' needs and abilities.

## VIII Homework

*What is the purpose of giving homework and is it necessary to check it?*

Homework is provided for each lesson of all 14 units in the Workbook. The sole purpose of giving homework in the Workbook is to help pupils remember or bring back to their memories the language material they learned during the lesson through doing interesting writing tasks, working on the drawings, doing crosswords, etc. which any child would love to do with pleasure.

Therefore, it is essential for the teacher to check how pupils have coped with the homework and encourage them by saying that they have done it very well and putting marks.

It is only through doing homework to supplement the two lessons a week that pupils will make good progress. If teachers do not check the homework, pupils will stop doing it.

Pupils will make mistakes in their homework as they experiment with the new things they have learned. Every mistake is a learning opportunity if the teacher helps them to find it. If he/she does not, they miss the opportunity to learn, and may even learn something wrong!

By checking their homework teachers can:

- a) see the pupil's progress;
- b) work with the pupil individually;
- c) stimulate their pupils to participate in displays, competitions, etc.
- d) work with the pupils' parents.

*When to check homework?*

There are many ways to check homework. Here are some tips which may be useful for the teachers:

- a) While pupils are doing classwork activities, the teacher can go round quickly and look at their homework.
- b) The teacher can assess homework during the Project lesson while pupils are doing a longer activity.
- c) The teacher can take the pupils' Workbooks home to assess. There are two English lessons a week in Year 4 and they are usually taught every second or third day of the week (e.g. Monday and Thursday or Wednesday and Friday). So the teacher can ask the pupils to leave their Workbooks in the classroom to assess. The next day, after assessing their homework, he/she can give them their books back.

*How to check homework?*

There are several ways of checking homework. We are providing below some hints for inexperienced teachers. Experienced teachers usually have their own routine for how to correct homework which may be better than our suggestions:

a) **Traditional method.** The teacher takes the children's works and tries to correct every single mistake.

b) **Non-traditional method.** The teacher warns the pupils about what language points are in focus, e.g. Capitalisation. When a pupil makes a mistake, the teacher underlines it with a green pen. Here pupils should work on the mistake made.

c) **Self-checking method.** Pupils check their own work following a given model (for example, the teacher asks pupils and writes the correct answers on the board.)

d) **Inter-checking method.** The teacher asks pupils to swap their work and correct any mistakes following a model which they are given.

## IX Additional information

The following symbols appear in the Pupil's Book:



— pupils listen to DVD scripts or watch videos;



— pupils play a language game;



— extra activity for faster pupils or classes;



— pupils open their Workbooks and write, draw, colour pictures or do other tasks like matching, finding objects, etc.

### Enjoy Kids' English 4!

We, the authors, had great fun writing Kids' English 4. Now we hope that you, the teachers, will enjoy using it with your pupils. Good luck to you and your pupils!

**Unit 1 We learn English.**  
**Lesson 1 I can speak English.**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> - to learn how to express own and others' strengths and talents</p> <p><i>Developing:</i> - to enable pupils to express and value own and others' strengths and talents</p> <p><i>Socio-cultural:</i> - to raise awareness of ways of expressing strengths and talents of people</p>	At the end of the lesson pupils will be able to understand and say phrases for talking about own and other's strengths and talents and use them in small situations.	kind, play the piano  I'm kind. I'm good at ...	Pupil's book, Workbook, the DVD of the book

**Activity 1 Listen and repeat. 10 min**

**Objectives: to introduce the topic; to create a friendly atmosphere**

<i>Steps</i>	<i>Interaction</i>
<p><i>STEP 1:</i> Say: 'Stand up, please. Good morning, class'. Use gestures so the pupils stand up. Say: 'How are you?' Get the answers from the pupils. Say: 'Sit down, please'. Use gestures so the pupils sit down.</p> <p><i>STEP 2:</i> Before listening to the song, introduce the new language: kind, play the piano, I'm good at ... Say: 'Take out your books, please'. Make sure all the children have their Pupil's Book. Say: 'Open your books to Page 6'. Check they have the correct page. Point to Activity 2a. Say: 'Look at the girl in Activity 2a.' Help them understand what "I am good at ...." means. Say: 'I can speak, read and write in English. I'm good at English.' Point to somebody who draws well and say: 'S/he can draw very well. S/he is good at art.'</p> <p>Then say: 'Look, this is Anna. She's good at music. She can play the piano.' Help the pupils understand what instrument the piano is. Ask the pupils to repeat: 'I can play the piano' if you think it is needed.</p> <p>Point to the dog and say: 'Anna loves animals. This is her dog. Anna is kind.'</p> <p><i>STEP 3:</i> Play the DVD. The pupils listen and repeat after the DVD.</p> <p><b>The more we get together</b> The more we get together, together, together, The more we get together, the happier we'll be. For your friends are my friends, And my friends are your friends, The more we get together, the happier we'll be.</p> <p><b>NB:</b> Help the pupils understand that "love" means "like very much". Say that "can" means ability and "good at" means ability but at higher level of proficiency/ability.</p>	Whole class

**Activity 2a Look and read. 7 min**

**Objective: to recycle the new language**

<i>Steps</i>	<i>Interaction</i>
<p>Say: 'Read the sentences the girl has written about herself.'</p> <p><b>NB:</b> Say that English girls love football very much. They like watching and playing football.</p>	Individual

**Activity 2b Draw and complete. 10 min**  
**Objective: to recycle the new language**

<b>Steps</b>	<b>Interaction</b>
Say: 'Draw your portrait and complete the sentences about you.'	Individual

**Activity 3 Play "I'm good at ...". 10 min**  
**Objective: to recycle the new language**

<b>Steps</b>	<b>Interaction</b>
<p><i>STEP 1:</i> Drilling with the whole class            Say: 'Drawing.' Encourage the class to say: 'I'm good at drawing.' etc.</p> <p><i>STEP 2:</i> Chain Drill. Pupil 1: 'I'm good at drawing.' Pupil 2: 'I'm good at art.' Pupil 3: 'I'm good at playing football.' etc.</p>	Whole class

**Activity 4 Complete the sentences. 5 min**  
**Objective: to consolidate the new language**

<b>Steps</b>	<b>Interaction</b>
<p>Say: 'Complete the sentences about the children.'</p> <p><b>Answer key:</b>            Anvar is good at kurash. Shahzoda is good at dancing. They are good at music.</p>	Individual

**Summing up 3 min**

<b>Steps</b>	<b>Interaction</b>
<p>As usual. Use the phrases 'Good job! Well done!' for assessment. Assess the pupils according to their work. Explain the homework. Ask the pupils to open their Workbooks to Page 4 and look at the homework. Check that everybody understands what to do. Say: 'Complete the sentences. Write about your relatives.' e.g. My dad is good at driving.</p>	Whole class

## Lesson 2 She speaks English, French and German.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i>            - to learn the names of six countries and the languages people there speak</p> <p><i>Developing:</i>            - to enable pupils to talk about six countries</p> <p><i>Socio-cultural:</i>            - to raise awareness of a similarity between the name of the country and language;            - to raise awareness of different countries and languages</p>	<p>At the end of the lesson pupils will be able to:</p> <p>- understand and say the names of the six countries and languages they speak;            - say the languages their friends and relatives speak.</p>	Uzbekistan Uzbek England English Germany German France French Russia Russian Turkmenistan Turkmen	Pupil's book, Workbook, the DVD of the book, the map

**Activity 1 Listen and repeat. 10 min**

**Objectives: to warm up; to check the homework**

<i>Steps</i>	<i>Interaction</i>
<p><i>STEP 1:</i> Say: ‘Stand up, please. Good morning, class’. Use gestures so the pupils stand up. Say: ‘How are you?’ Get the answers from the pupils. Say: ‘Take your Workbooks. Go round and read your homework to each other.’</p> <p><i>STEP 2:</i> Say: ‘Listen and repeat the song.’ Play the DVD. Look at Unit 1 Lesson 1 Activity 1 for the DVD script.</p>	Whole class

**Activity 2a Look and read. 10 min**

**Objective: to introduce six countries and six languages**

<i>Steps</i>	<i>Interaction</i>
<p><i>STEP 1:</i> Use the map to show the countries and introduce the children and languages they speak. Help the pupils notice that there is usually a similarity between the name of the country and language, e.g.</p> <p><b>Uzbekistan      Uzbek</b>  <b>Russia            Russian</b>  <b>England          English</b>  <b>Turkmenistan    Turkmen</b>  <b>France            French</b>  <b>Germany         German</b></p> <p><i>STEP 2:</i> Play the DVD and ask the pupils to listen and repeat.  <i>STEP 3:</i> Write on the board and drill with the class:  Uzbekistan – Uzbek  England – English  Russia – Russian  France – French  Germany – German  Turkmenistan – Turkmen</p>	Whole class

**Activity 2b Complete the sentences. 5 min**

**Objective: to develop writing**

<i>Steps</i>	<i>Interaction</i>
Say: ‘Complete the sentences about you and your friends.’	Individual

**Activity 2c Match, read and colour. 10 min**

**Objective: to introduce the flags of the five countries**

<i>Steps</i>	<i>Interaction</i>
Say: ‘Look at the flags. Read the descriptions and colour the flags.’	Individual

**Activity 2d Work in pairs. Play “Listen and guess”. 7 min**

**Objective: to develop speaking and listening for detail**

<i>Steps</i>	<i>Interaction</i>
<p>Say: ‘Work in pairs. A chooses and describes the flag. B listens and guesses.’  e.g. A: This flag is blue, white, green and red.  B: ‘Uzbekistan.’</p>	Pair work

**Summing up 3 min**

<b>Steps</b>	<b>Interaction</b>
<p>As usual. Use the phrases <i>'Good job! Well done!'</i> for assessment. Assess the pupils according to their work.</p> <p>Ask the pupils to open their Workbooks to Page 5 and look at the homework.</p> <p>Explain what to do. Point at Activity 1 and say: <i>'Write about your dad, mum, sisters and brothers. e.g. My dad speaks Uzbek and Russian.'</i></p> <p>In Activity 2, the pupils must complete the names of the countries: Uzbekistan, England, Germany, Turkmenistan</p>	Whole class

### Lesson 3 What do you do after school?

<b>Aims</b>	<b>Learning outcomes</b>	<b>Vocabulary and structure</b>	<b>Required equipment</b>
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn what the British children do after school</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to develop the pupils' ability to understand and transfer information from the text into a graph</li> <li>- to develop the pupils' ability to make a class graph using the information collected together</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of what the British children do after school</li> </ul>	At the end of the lesson pupils will be able to talk about the British children's free time.	strict, friendly, classmate, after	Pupil's book, Workbook, the DVD of the book

#### Activity 1 Listen and sing. 10 min

**Objectives: to warm up; to check the homework**

<b>Steps</b>	<b>Interaction</b>
<p><i>STEP 1:</i> Say: <i>'Stand up, please. Good morning, class'</i>. Use gestures so the pupils stand up. Say: <i>'How are you?'</i> Get the answers from the pupils. Say: <i>'Take your Workbooks. Go round and read your homework to each other.'</i></p> <p><i>STEP 2:</i> Say: <i>'Listen and sing the song.'</i> Play the DVD.</p> <p>Look at Unit 1 Lesson 1 Activity 1 for the DVD script.</p>	Whole class

#### Activity 2a Look, read and complete. 10 min

**Objective: to develop reading for detail**

<b>Steps</b>	<b>Interaction</b>
<p><i>STEP 1:</i> Point to the text and say: <i>'Read the text and answer the questions.'</i></p> <ol style="list-style-type: none"> <li>1) What's the boy's name?</li> <li>2) Where does he live?</li> <li>3) What's the teacher's name?</li> </ol> <p><i>STEP 2:</i> Say: <i>'Read again and find the words: strict, friendly, classmate, after.'</i> Write on the board and help them understand the meaning of the words.</p> <ol style="list-style-type: none"> <li>1) friend – friendly</li> <li>2) class – classmate</li> <li>3) strict</li> <li>4) after school</li> </ol> <p><i>STEP 3:</i> Drill with the class the new words: 1) the whole class; 2) 50/50; 3) in rows and in pairs.</p>	<p>Whole class</p> <p>Individual</p> <p>Whole class</p>

<p><i>STEP 4:</i> Prepare slips of paper with the new words: one word per paper. Put the papers on your table. Say: ‘<i>X (name) come to my table and take one paper. Read the word and make a sentence. e.g. My teacher is strict.</i>’ Ask other pupils to say their sentences. Then invite another pupil to your table.</p> <p><i>STEP 5:</i> Say: ‘<i>Open your Workbooks. Look at the graph and complete the sentences.</i>’</p> <p><b>Answer key:</b>  30 pupils do homework after school.  24 pupils read books after school.  18 pupils watch TV after school.  30 pupils play football after school.  20 pupils play computer games after school.  20 pupils have music lessons after school.</p>	<p>Individual</p> <p>Individual</p>
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**Activity 3a Play “What do you do after school?” 10 min**

**Objectives: to revise the vocabulary learnt in Classes 2 and 3;  
to practise the question “What do you do after school?”**

<b>Steps</b>	<b>Interaction</b>									
<p><i>STEP 1:</i> Brainstorm different hobbies and things the pupils do after school. Say: ‘<i>What do you do after school?</i>’ Write ideas on the board. Use the ideas given by the pupils for making a table to play Find Someone Who ... e.g.</p> <table border="1" data-bbox="207 1176 1745 1325"> <tr> <td></td> <td></td> <td>Name</td> </tr> <tr> <td>1</td> <td>... play football after school</td> <td></td> </tr> <tr> <td>...</td> <td></td> <td></td> </tr> </table> <p><i>STEP 2:</i> Say: ‘<i>Complete the sentences about you and your friends.</i>’ This is a usual Find Someone Who ...  Say: ‘<i>Work in groups of 4 and ask each other questions: “Do you do homework after school? Do you watch TV after school?”</i>’ If a class is weak, drill the questions before asking the pupils to work in groups.</p>			Name	1	... play football after school		...			<p>Whole class</p> <p>Whole class</p>
		Name								
1	... play football after school									
...										

**Activity 3b Make a class graph. 13 min**

**Objective: to make a class graph following the model given**

<b>Steps</b>	<b>Interaction</b>
<p>Say: ‘<i>Look at the graph. Let’s make our class graph.</i>’  Draw a graph on the board. Use the information the groups give you to draw according to the number of pupils per activity.</p>	Whole class

**Summing up 2 min**

<b>Steps</b>	<b>Interaction</b>
<p>As usual. Use the phrases ‘<i>Good job! Well done!</i>’ for assessment. Assess the pupils according to their work.  Ask the pupils to open their Workbooks to Page 6 and look at the homework.  Explain what to do. Say: ‘<i>Write about you, how, where and with whom you do your homework. e.g. I usually do my homework in the evening. Use the words from the box.</i>’</p>	Whole class

**Lesson 4 Project**

<b>Aims</b>	<b>Learning outcomes</b>	<b>Vocabulary and structure</b>	<b>Required equipment</b>
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<p><i>Educational:</i> - to revise all the learnt material from Unit 1</p> <p><i>Developing:</i> - to develop the pupils' writing and speaking skills</p> <p><i>Socio-cultural:</i> - to raise awareness of preparing and conducting interview</p>	<p>At the end of the lesson pupils will be able to:</p> <p>- talk about own interests and abilities;</p> <p>- prepare and conduct an interview.</p>	<p><i>Recycling the vocabulary learnt in previous lessons</i></p>	<p>Pupil's book, Workbook, the DVD of the book</p>
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**Activity 1 Listen and sing. 10 min**

**Objectives: to warm up; to check the homework**

<i>Steps</i>	<i>Interaction</i>
<p><i>STEP 1:</i> Say: 'Stand up, please. Good morning, class'. Use gestures so the pupils stand up. Say: 'How are you?' Get the answers from the pupils. Say: 'Take your Workbooks. Go round and read your homework to each other.'</p> <p><i>STEP 2:</i> Say: 'Listen and sing the song.' Play the DVD. Look at Unit 1 Lesson 1 Activity 1 for the DVD script.</p>	<p>Whole class</p>

**Activity 2a Complete your story. 15 min**

**Objective: to revise the material learnt**

<i>Steps</i>	<i>Interaction</i>
<p>Point to the table and say: 'Draw your portrait, favourite tree and flower. Complete the sentences.'</p>	<p>Individual</p>

**Activity 2b Play "Interview". 15 min**

**Objectives: to revise the vocabulary learnt in Classes 2 and 3;  
to practise the questions**

<i>Steps</i>	<i>Interaction</i>
<p>Say: 'Let's play Interview. Ask each other questions.' e.g. What's your family name? What's your favourite tree? etc.</p>	<p>Pair work</p>

**Optional Activity 3 Make a presentation.**

**Objective: to practise making a presentation**

<i>Steps</i>	<i>Interaction</i>
<p>Say: 'Work in pairs. Choose two similar facts and two different. Present them to the rest of the class.'</p>	<p>Whole class Pair work</p>

**Summing up 5 min**

<i>Steps</i>	<i>Interaction</i>
<p>As usual. Use the phrases 'Good job! Well done!' for assessment. Assess the pupils according to their work.</p>	<p>Whole class</p>

**Unit 2 My day**  
**Lesson 1 I get up at 6 o'clock.**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> - to teach pupils numbers 31 to 100</p> <p><i>Developing:</i> - to enable pupils to say time and numbers 31-100</p> <p><i>Socio-cultural:</i> - to raise pupils' awareness of asking time and talking about every day activities</p>	<p>At the end of the lesson pupils will be able to:</p> <p>- say time using the new structures;</p> <p>- count numbers 31-100.</p>	<p><i>Recycling the previously learnt vocabulary</i></p> <p>New vocabulary: Numbers: 31-100</p> <p>New structure: It's two oh five. It's two thirty-five.</p>	<p>Pupil's book, Workbook, the DVD, cardboard or plastic clock, number cards: 30-100, flashcards with activities</p>

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

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

<i>Steps</i>	<i>Interaction</i>
<p><i>STEP 1:</i> Say: 'Stand up, please. Good morning, class'. Use gestures so the pupils stand up. Say: 'How are you?' Get the answers from the pupils. Say: 'Sit down, please'. Use gestures so the pupils sit down.</p> <p><i>STEP 2:</i> Say: 'Take out your textbooks, please'. Make sure all the children have their Pupil's Book. Say: 'Open your books to Page 10'. Point to Activity 1. Check they have the correct page. Say: 'Listen to the song and repeat'.</p> <p>Play the DVD. Ask: 'What's the song about?' Accept all reasonable answers.</p> <p><b>DVD script:</b></p> <p><b>I get up at 6.</b></p> <p>I get up at 6.</p> <p>I get up at 6.</p> <p>Heigh-o, the deryy-o,</p> <p>I get up at 6.</p> <p>I go to school at 8.</p> <p>I go to school at 8.</p>	<p>Whole class</p>

<p>Heigh-o, the deryy-o, I go to school at 8.</p> <p>I have lunch at 2. I have lunch at 2.</p> <p>Heigh-o, the deryy-o, I have lunch at 2.</p> <p>I go to bed at 10. I go to bed at 10.</p> <p>Heigh-o, the deryy-o, I go to bed at 10.</p>	
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**Activity 2 Look, listen and repeat. 10 min**

**Objective: to introduce the numbers 31 to 100**

<b>Steps</b>	<b>Interaction</b>
<p><i>STEP 1:</i> Say: 'Let's count from 1 to 30'. Start counting. Involve the pupils into the process. Say: 'Excellent. Good job!'</p> <p>Say: 'Let's play! I say the number; you add 1 to my number'. Demonstrate the first example with one pupil. Say: 'Call a number'. When the pupil calls, add one and call the number. (e.g. the pupil says 7, you must say 8) You can revise the numbers using different activities like:</p> <p>a) Ask the pupils to walk and say the numbers in order: one step-one number.</p> <p>b) Ask them to say only even numbers: 2, 4, 6, etc.</p> <p>c) Ask them to say only odd numbers: 1, 3, 5, etc.</p> <p>d) Ask them to solve maths tasks like e.g. 4 + 5, or any numbers which can make 10 or 20 together. You can divide the class into two teams. Team A say e.g. 8, team B must say 2.</p> <p>Say: 'Listen and repeat the numbers, please'. Play the DVD. To help the pupils remember better, play the DVD twice.</p>	<p>Whole class</p> <p>Individual</p>

<p><b>DVD script:</b>31, 32, 33, 34, 35, 36, 37, 38, 39.</p> <p><i>STEP 2:</i> Divide the class into groups of 4. Give them numbers e.g. 40, 50, 60, 70, 80, 90. Demonstrate: take the cards from 30 to 40. Start counting slowly enough (31, 31, 33, ... 40) to make it easy for the pupils to involve into counting. Make sure all the pupils understand what to do. Then say to the groups: <i>'Count, please'</i>. Help the group with the number 90, rehearse with the group '100'. Say: <i>'We can say "a hundred" or "one hundred"'</i>.</p> <p>When the group introduces this number to the class, ask the class to repeat after you in chorus, in pairs and individually.</p>	<p>Whole class</p> <p>Group work</p>
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**Activity 3a Work in pairs. Look and say. 5 min**

**Objective: to revise saying the time that pupils learned in previous classes**

<i>Steps</i>	<b>Interaction</b>
<p>In advance prepare a toy clock from a cardboard or a plastic plate.</p> <p><i>STEP 1:</i> Take the clock and say: <i>'Look at my clock. What's the time?'</i> Change the time and ask another pupil: <i>'What's the time?'</i> Repeat your question to some pupils. Help them with the structure: "It's (1, 1.30, etc.) o'clock."</p> <p><i>STEP 2:</i> Say: <i>'Look at the clocks in Activity 3a. Work in pairs and say the time'</i>. Give them 4 minutes to practise in pairs.</p>	<p>Whole class</p> <p>Pair work</p>

**Activity 3b Look, read and match. 10 min**

**Objective: to introduce the new vocabulary: It's two oh five.; It's two thirty-five.**

<i>Steps</i>	<b>Interaction</b>
<p><i>STEP 1:</i> Take the toy clock and put it to 2.05. Say: <i>'Look at my clock. What's the time?'</i> Help them with the structure: "It's two oh five." Say that instead of zero we should say 'oh'. Say: <i>'Repeat after me, please. It's two oh five'</i>.</p> <p>Change the time to 2.35 and ask: <i>'What's the time?'</i> Help them with the structure: "It's two thirty-five." Say: <i>'Repeat after me, please. It's two thirty-five'</i>.</p> <p><i>STEP 2:</i> Say: <i>'Open your Workbooks to Page 8'</i>. Wait until everybody opens the right page. Point to the clocks in Activity 3b. Say: <i>'Read the sentence; look at the clocks and write the number in the circle'</i>. Point to the circles near the clocks. Help the pupils to do the first one. Monitor the class and help the pupils if they have any problems.</p> <p><i>STEP 3:</i> Say: <i>'Compare the answers in pairs'</i>.</p>	<p>Whole class</p> <p>Whole class</p>



<b>Aims</b>	<b>Learning outcomes</b>	<b>Vocabulary and structure</b>	<b>Required equipment</b>
<p><i>Educational:</i> - to teach the pupils to describe events using then, after, before</p> <p><i>Developing:</i> - to enable pupils to use time talking about a usual day</p> <p><i>Socio-cultural:</i> - to raise pupils' awareness of how the children in England spend their free time</p>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- use time to describe daily activities;</li> <li>- use the conjunctions: then, after, before.</li> </ul>	<p><i>Recycling the vocabulary: activities, days of the week, usually, always, never</i></p> <p>New words and phrases: stay at school, after, before, then, have dinner, go to bed</p>	<p>Pupil's book, Workbook, the DVD</p>

**Activity 1 Listen and sing. 10 min**

**Objective: to warm up by repeating the song**

<b>Steps</b>	<b>Interaction</b>
<p><i>STEP 1:</i> Say: 'Stand up, please. Good morning, class'. Say: 'How are you?' Get the answers from the pupils. Say: 'Sit down, please'.</p> <p><i>STEP 2:</i> Say: 'Take out your textbooks and workbooks'. Say: 'Open your Workbooks to Page 8.' Point to the Homework.</p> <p>Say: 'Let's check your homework'. Point to the first clock and ask: 'What's the time?' Then continue with the other 4 clocks. After checking Activity 1 say: 'Ask each other questions from Activity 2'. Monitor and help the pairs if the questions are wrong.</p> <p><b>Answer key:</b> When do you get up? When do you get dressed? When do you do your morning exercises? When do you brush your teeth? When do you comb your hair? When do you have your breakfast?</p> <p>Praise the pupils whose homework is correct.</p> <p><i>STEP 3:</i> Play the DVD. Say: 'Listen to the song and sing it'.</p> <p>Look at Unit 2 Lesson 1 Activity 1 for the DVD script.</p>	<p>Whole class</p>

**Activity 2 Listen, read and tick. 5 min**

**Objectives: to consolidate the time structures;  
to give practice in listening and reading**

<b>Steps</b>	<b>Interaction</b>



<p><i>STEP 1:</i> Say: ‘Now look at Activity 3b in your Workbooks’. Point to Activity 3b. Ask the pupils to read the sentences in Activity 3b. Say: ‘Read the sentence and underline the true answer.’ Help with the underlining gesture if necessary.</p> <p><b>Note:</b> To check the answers return to the text in Activity 3a.</p>	Whole class
<p><i>STEP 2:</i> Say: ‘Look at the text in Activity 3a. Let’s check your answers’.</p> <p>There are two suitable ways to check the answers. You can allow reading the sentences by the pupils who were the first to find them in the text. And you can offer the pupils who read them in the workbook to find and read the sentence in the text to the whole class.</p>	Whole class

**Activity 3c** Play “What does she do after school?” 5 min

**Objectives:** to consolidate the question What does she do after/before ...?;  
to give practice in speaking

<i>Steps</i>	<b>Interaction</b>
<p><i>STEP 1:</i> Say: ‘Let’s play! Now look at Activity 3c in your books’. Point to Activity 3c.</p> <p>Say: ‘Speak about Becky’. Choose two pupils to practise the example. Explain that A asks the question about Becky, B answers. Say to one of them: ‘You are A. Read the question’. Say to the other pupil: ‘You are B. Read the answer’.</p> <p><i>STEP 2:</i> Say: ‘Work in pairs, please’. Make sure all the pupils understand what to do.</p> <p>Ask the pupils to change the roles after a while. Monitor the dialogues, help if the pupils find it difficult to make questions.</p> <p><b>Note:</b> The pupils can use the text in Activity 3a if they do not remember the information.</p>	<p>Pair work</p> <p>Pair work</p>

**Summing up** 5 min

<i>Steps</i>	<b>Interaction</b>
<p>As usual. Use the phrases ‘Good job! Well done!’ and ‘Keep trying!’ for assessment. Assess the pupils according to their work.</p> <p>Explain the homework. Ask the pupils to look at Activity 1 on Page 10. Check that everybody understands what to do. Say: ‘Write the sentences about you’.</p> <p>You can complete the first sentence together as an example. Then ask the pupils to look at Activity 2. Be sure everyone understands the task correctly. Work on the example with the whole class. Draw the pupils’ attention to the interrogative form of the sentence.</p>	Whole class

**NOTE:** If you have enough time for the optional Activity 4, you can do it with your pupils.

**Optional Activity 4 Complete the sentences about you.**

**Objective: to give practice in writing**

<i>Steps</i>	<i>Interaction</i>
<p>First, revise the words: after, then, in the evening. Ask the pupils to give examples with the words. Then say: <i>'Open your Workbooks to Page 10. Look at Activity 4'</i>. Point to the activity.            Say: <i>'Now write about you'</i>.            Go round the class and watch how well the pupils write. Help if necessary.</p>	Individual work

**Lesson 3 On Sunday ...**

<b>Aims</b>	<b>Learning outcomes</b>	<b>Vocabulary and structure</b>	<b>Required equipment</b>
<p><i>Educational:</i>            - to teach pupils how to use the time in the description of daily activities  <i>Developing:</i>            - to enable pupils to say how they spend Sunday  <i>Socio-cultural:</i>            - to raise awareness of talking about daily duties of children in England and Uzbekistan</p>	<p>At the end of the lesson pupils will be able to understand and say phrases for talking about daily activities.</p>	<p><i>Recycling the vocabulary:</i>  <i>activities, never, usually, often, sometimes</i>  <i>The structure:</i>  <i>It's two o'clock;</i>  <i>On Sunday I never go to school</i></p>	<p>Pupil's book, Workbook, the DVD</p>

**Activity 1 Listen and sing. 10 min**

**Objective: to warm up by singing the song**

<i>Steps</i>	<i>Interaction</i>
<p><i>STEP 1:</i> Say: <i>'Stand up, please. Good morning, class'</i>. Say: <i>'How are you?'</i> Get the answers from the pupils. Say: <i>'Sit down, please'</i>.</p> <p><i>STEP 2:</i> Say: <i>'Take out your textbooks and workbooks'</i>. Say: <i>'Open your Workbooks to Page 10.'</i> Point to the Homework.</p> <p>Say: <i>'Work in pairs. Swap your Workbooks. Check the sentences in Activity 1'</i>. Go round the class and monitor the work.</p> <p><b>Note:</b> If it was difficult for some pupils to complete the sentences, ask them to look at the text about Becky and find the sentences with the similar beginnings. After that ask them to think and say about themselves. Then go on with Activity 2. Say: <i>'Look at your questions in Activity 2. Answer the questions in pairs, please'</i>. Make sure all the pupils understand what to do. Help if necessary.</p> <p><i>STEP 3:</i> Play the DVD. Say: <i>'Now let's listen to the song and sing it'</i>.</p>	<p>Whole class</p> <p>Pair work</p>

Look at Unit 2 Lesson 1 Activity 1 for the DVD script.	Whole class
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**Activity 2** Play “Simon says”. 5 min  
**Objectives:** to revise the daily activities;  
to give practice in listening

<i>Steps</i>	<i>Interaction</i>
<p><i>STEP 1:</i> This is a usual “Simon says” game. Before starting the game, revise the activities. Show actions, e.g. getting dressed, doing homework, etc.</p> <p><i>STEP 2:</i> Play the DVD. Say: ‘<i>Look and listen to the children in the video</i>’. Remember the rules of the game together with the pupils. Then say: ‘<i>Now let’s play Simon says!</i>’</p> <p><b>Possible actions:</b> brush your teeth, make your bed, do homework, get dressed, have dinner, go to school, do morning exercises, comb your hair, wash your face and hands</p>	Whole class

**Activity 3** Read and match. 5 min  
**Objectives:** to revise the learnt material;  
to give practice in reading

<i>Steps</i>	<i>Interaction</i>
<p><i>STEP 1:</i> Ask the pupils to open their Workbooks. Say: ‘<i>Open your Workbooks to Page 11</i>’. Explain what to do. Demonstrate the example given in Activity 3. Read the beginning and wait until the pupils continue with the end. Say: ‘<i>make my...</i>’ and the pupils find and say: ‘<i>bed</i>’.</p> <p><i>STEP 2:</i> Divide the class into As and Bs. As read the beginning, Bs read the end.</p>	Whole class  Pair work

**Activity 4** Work in pairs. Play “Look and say”. 10 min  
**Objectives:** to revise the learnt material;  
to give practice in speaking

<i>Steps</i>	<i>Interaction</i>
<p><i>STEP 1:</i> Ask the pupils to work in pairs. Say: ‘<i>Pupil A shows three actions. Don’t say a word. Pupil B looks and says. Then pupil B shows three actions, pupil A looks and says</i>’. e.g. You come home, have lunch and then do homework. Make sure all the pupils understand what to do. <b>Note:</b> First demonstrate with one pair and then let all the class work simultaneously. You can also play the DVD to see how the activity is organised.</p> <p><i>STEP 2:</i> Ask the pupils to unite in pairs. The pairs show three or more actions to another pair. Say: ‘<i>Pair 1 show, pair 2 look and say</i>’. After they pantomime and guess 2-3 activities, say: ‘<i>Change your roles</i>’. <b>Note:</b> You can organize the activity as a whole class activity or in small groups.</p>	Pair work

**Activity 5** Complete the sentences about your Sunday. 10 min

**Objectives: to revise the learnt material;  
to give practice in writing and reading**

<i>Steps</i>	<i>Interaction</i>
<p><i>STEP 1:</i> Revise with the pupils the words <b>never, usually, always</b> and <b>often</b>.  <i>STEP 2:</i> Say: 'Look at Activity 5 on Page 11 in your Workbooks.' Say: 'Use the words in the cloud and complete the sentences'. Draw their attention to the correct use of "never" in the example. <b>e.g.</b> On Sunday I never go to school.  <i>STEP 3:</i> Ask the pupils to read their sentences to the whole class.</p>	Individual work

**Summing up 5 min**

<i>Steps</i>	<i>Interaction</i>
<p>As usual. Praise the most active children. Assess pupils according to their work. Explain the homework. Ask the pupils to look at their Homework on Page 11. Explain that they must complete the table about their usual Sunday activities. Draw the pupils' attention to the given example and check that everybody understands what to do.</p>	Whole class

### Lesson 4 Project

<b>Aims</b>	<b>Learning outcomes</b>	<b>Vocabulary and structure</b>	<b>Required equipment</b>
<p><i>Educational:</i> - to teach pupils to use the language for description of daily routines  <i>Developing:</i> - to enable pupils to say time; - to develop the pupils' speaking skills  <i>Socio-cultural:</i> - to raise the pupils' awareness of asking time and talking about every day activities</p>	<p>At the end of the lesson pupils will be able to: -say the time; -ask and answer the questions about everyday activities.</p>	<p><i>Recycling the vocabulary learnt at the previous lessons</i></p>	<p>Pupil's book; the DVD; Workbook; paper; markers; pencils</p>

**Activity 1 Listen and sing. 10 min**

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

<i>Steps</i>	<i>Interaction</i>
<p><i>STEP 1:</i> Say: 'Stand up, please. Good morning, class'. Say: 'How are you?' Get the answers from the pupils. Say: 'Sit down, please'.</p> <p><i>STEP 2:</i> Say: 'Take out your textbooks and workbooks'. Say: 'Open your Workbooks to Page 11.' Point to the Homework. Say: 'Let's check your homework'. Ask the pupils to work in pairs and talk to each other about their Sunday, using the table from the homework: e.g. <i>I get up at 9.30 on Sunday. What about you?</i></p> <p>Use a typical chain drill to give more practice in speaking. Ask the pupils to describe Sunday using the question <i>What about you? And you?</i></p>	<p>Whole class</p> <p>Pair work</p>

<p><i>STEP 3:</i> Then play the DVD. Say: <i>'Listen and sing it'</i>.</p> <p>Look at Unit 2 Lesson 1 Activity 1 for the DVD script.</p>	Whole class
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**Activity 2 Work in groups of 4/5. Prepare a poster "Our Sunday". 15 min**

**Objectives: to co-operative work;  
to give practice in writing**

<i>Steps</i>	<i>Interaction</i>
<p><i>STEP 1:</i> Divide the class into small groups of 4/5.</p> <p><i>STEP 2:</i> Distribute paper and markers/pencils to each group.</p> <p><i>STEP 3:</i> Ask the groups to look at the pictures in Activity 2 and prepare their own poster. Say: <i>'Prepare the poster "Our Sunday" in groups'</i>.</p> <p><i>STEP 4:</i> Say: <i>'Write the sentences under the pictures.'</i></p> <p>e.g. We fly a kite.</p> <p><b>Note:</b> You should monitor the groups' work and watch the time. If the groups are slow at drawing, let them make not more than 5-6 pictures with sentences. Ask to use "then, after", and time as shown in the example.</p>	Group work

**Activity 3 Present your poster. 15 min**

**Objectives: to consolidate the learnt vocabulary;  
to give freer practice in speaking**

<i>Steps</i>	<i>Interaction</i>
<p>Say: <i>'If your presentations are ready, take your seats.'</i></p> <p>You can organise the presentation in two ways:</p> <ol style="list-style-type: none"> <li>1. Invite 1 or 2 representatives from each group to make a presentation of their poster.</li> <li>2. Collect all the posters, make a display on the wall from the posters, and invite 1 or 2 representatives from each group to make a presentation of the other group's poster.</li> </ol> <p>If you choose the first way, ask the pupils to use "we" while presenting their own poster. If you choose the second way, ask the pupils to replace "we" with "they" while presenting the poster of the other group.</p> <p><b>Note:</b> You can also play the DVD to see how the pupils do the presentation.</p>	Whole class

**Summing up 5 min**

<i>Steps</i>	<i>Interaction</i>
<p>As usual. Use the phrases <i>'Good job! Well done!'</i> for assessment. Assess the pupils according to their work. Explain the homework. Ask the pupils to open their Workbooks to Page 12. First, explain what to do in Activity 1. Say that they must read the sentence and re-write it with "don't". Work on the first sentence together. Then ask the pupils to revise all the words from Units 1-2 at home and get ready for the Revision.</p>	Whole class

**REVISION 1**

<b>Aims</b>	<b>Learning outcomes</b>	<b>Vocabulary and structure</b>	<b>Required equipment</b>
<i>Educational:</i>	At the end of the	<i>Revising the</i>	Pupil's book,

- to revise the vocabulary for the topics of Units 1–2 <i>Developing:</i> - to enable pupils to work independently to revise the vocabulary	lesson pupils will be able to say words on the topics of Units 1 and 2.	<i>vocabulary for Units 1 and 2</i>	Workbook, the DVD; dice and counters
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### Activity 1 Play “Revision”.

#### Objective: to consolidate the vocabulary on the topics of Units 1 and 2

Ask the pupils to open their books to Page 14. Ask the pupils to play in groups of 3. Each group must have a dice and a counter for every pupil (you can give them small pieces of paper of different colours).

Say that they should move from number 1 to number 25. When they land on the numbers, they must read the sentence and move their counters according to the instruction.

e.g. **2 You are good at sport. +3** - the pupil must move forward for 3 squares.

**5 You are not good at music.– 3** - the pupil must move back for 3 squares.

### PROGRESS CHECK 1 (Units 1 – 2)

There are five tasks in Progress Check 1. The tasks are developed to check listening, reading and writing. Total score for 5 tasks is 80. You can organize speaking and give 20 for the correct answers.

Speaking can be organized with the pictures taken from the lessons.

For example:

- 1) Page 6 Activity 3. The pupils should say sentences using the structure “I’m good at ...”
- 2) Page 7 Activity 2a – children, languages + flags.
- 3) Page 10 Activity 3a – clocks
- 4) Page 13 – activities to do after school or on Sunday

#### Task 1 Listen and underline correct words. 5 x 3 = 15

Ask the pupils to open their Workbooks to Page 13, look at Task 1 and read the sentences. Say that they should listen to the children and underline the correct words. Say that the first is done for them. Check they understand what to do and play the DVD. You can play the DVD again if necessary.

#### *Answer key:*

- 1) Alex is from Germany/France.
- 2) Alex speaks German/French/English.
- 3) He gets up at 6.30/7.15.
- 4) Ann speaks English/French/ German.
- 5) Ann likes cats/dogs.
- 6) She goes to school at 6.45/7.30.

#### **DVD script:**

Hi, my name’s Alex. I’m from Germany. I speak German and French. I can’t speak English. I’m good at music. I like playing the guitar. Usually I get up at 6.30. I go to school at 7.15.

Good morning. My name’s Ann. I’m from England. I speak English and French. I’m not good at German. I love animals. I love cats. I don’t like dogs. I get up at 6.45. I go to school at 7.30

#### Task 2 Look, read and match. 5 x 4 = 20

Ask the pupils to read the sentences. Say that they should match the sentences with the clocks. Say that they should write the number of the sentence next to the clock. Check they understand what to do.

**Answer key:** 3, 4, 2, 1, 6, 5

**Task 3 Read the sentences. Write the questions. 3 x 5 = 15**

Ask the pupils to read the sentences. Say that they should write the questions as shown in the example.

**Answer key:**

- 1 I go to school in the morning. When do you go to school?
- 2 I have lunch at 2 o'clock. When do you have lunch?
- 3 I come home at 1.30. When do you come home?
- 4 I read books in the afternoon. When do you read books?

**Task 4 Answer the questions. 4 x 5 = 20**

Ask the pupils to read the questions. Say that they should write the answers as shown in the example.

**Task 5 Read. Complete the sentences about you. 2 x 5 = 10**

Ask the pupils to complete the sentences.

**Homework**

**Activity 2 Do the quiz “I can ...”.**

**Objectives: to revise the material studied in Units 1 and 2;**

**to train pupils to be able to assess their knowledge, skills and overall progress;**

**to let pupils see how much they can do in English;**

**to encourage them into revising the material they have not learnt properly**

Ask the pupils to open their books to Page 15. Ask the pupils do the quiz “I can ...” at home together with their parents. This quiz does not test memory – it is a learning opportunity, so the pupils should be allowed to use their Pupil’s books and Workbooks.

They discuss the answers and, where necessary, write them in their “I can ...” exercise books.

**Unit 3 I help my parents.  
Lesson 1 Do you help your mum?**

<b>Aims</b>	<b>Learning outcomes</b>	<b>Vocabulary and structure</b>	<b>Required equipment</b>
<p><i>Educational:</i> - to learn to say, ask and answer about household chores</p> <p><i>Developing:</i> - to enable pupils to say, ask and answer questions about household chores</p>	<p>At the end of the lesson pupils will be able to say, ask and answer questions about household chores.</p>	<p>go shopping, lay the table, take the rubbish out, clean the room, feed the animals, wash the dishes, mop the floor, sweep the floor</p>	<p>Pupil’s book, Workbook, the DVD, flashcards describing household chores or slips of paper with these words on; two small boxes</p>

**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.

**DVD script:**

I often go shopping and mop the floor.  
I always wash dishes and sweep the floor.  
I lay the table and like to clean my room.  
I always clean the room.

I often go shopping and mop the floor.  
I always wash dishes and sweep the floor.  
I lay the table and like to clean my room.  
I always clean the room.

**Activity 2a Look, listen and repeat. 5 min**

**Objective: to introduce the new vocabulary related to household chores**

*STEP 1:* Ask: 'What do you do at home?' Elicit the phrases: 'make my bed, cook, plant flowers and trees, water the flowers/plants' etc. that they know from Classes 2 and 3.

*STEP 2:* Play the DVD or ask the pupils to look at the pictures, listen and point at the appropriate picture. So point to the picture and say: 'Repeat "go shopping" after me/the DVD.' Say: 'go shopping' and have the pupils repeat after you. Then ask them to point to the picture of going shopping. Do the same with the other pictures, too. If necessary, help the pupils with the meaning of the new vocabulary.

**Activity 2b Work in pairs. Point and say. 7 min**

**Objective: to consolidate the newly introduced vocabulary**

*STEP 1:* Ask the pupils to work in pairs. Demonstrate what to do. Invite two pupils to the board. Say to one of them: 'Point to a picture in Activity 2a.' Say to another: 'Say the work.' So Pupil 1 points to, for example, laying the table. Pupil 2 says: 'lay the table.' If Pupil 2 cannot say, ask the pupils: 'Help him/her.'

*STEP 2:* When they finish, say: 'Sit down, please. Now, let's play in pairs!' Walk around and watch the activity. If the pupils have difficulties, help them.

**Activity 3 Play "Do you mop the floor?" 8 min**

**Objectives: to revise Present Simple "Yes/No" questions and short answers;  
to reinforce the new words**

*STEP 1:* Say: 'Sweep the floor', the class must show the action, etc.

*STEP 2:* Drilling 50/50 – questions: half the class say the action, the other half ask a question as shown in the example below.

**Group A:** 'Sweep the floor.'

**Group B:** 'Do you sweep the floor?'

*STEP 3:* This can be done as a usual Chain Drill activity.

e.g. **A:** 'Do you mop the floor?'

**B:** 'Yes, I do. Do you mop the floor?'

**C:** 'No, I don't.'

Say that the pupil who will say "No, I don't" can change the question to another one. e.g. *Do you sweep the floor?* Remind them the questions they can ask:

Do you go shopping?

Do you lay the table?

Do you clean your room?

Do you feed the animals?

Do you wash the dishes?

Do you sweep the floor?

Do you mop the floor?

Do you take the rubbish out?

Do you make your bed?

Do you cook?  
 Do you plant flowers and trees?  
 Do you water the flowers?

**Activity 4 Play “Look and guess”. 7min**

**Objectives: to consolidate the vocabulary related to household chores;  
 to develop the pupils’ speaking skills**

*STEP 1:* Put all the flashcards describing household chores or slips of paper with words on the table laid face down.

*STEP 2:* Demonstrate with one pupil: invite the leader to the board and ask him/her to take one of the pictures. S/he takes the picture (for example, washing the dishes) and mimes. Say to him/her not to tell anyone about it. The rest have to guess what kind of chore it is.

*STEP 3:* Then invite another leader. After s/he takes a picture/slip of paper (for example, going shopping) and mimes, this time the pupils will ask in turns as shown in the example. If the pupils cannot guess for 2 times what kind of card/slip of paper the leader has taken, you will ask the pupils to ask him/her the question ‘*What do you do?*’ in chorus. Then the leader responds: ‘*I go shopping.*’

**Activity 5 Play “Funny sentences”. 8 min**

**Objectives: to consolidate the new vocabulary with adverbs of frequency;  
 to have fun**

*STEP 1:* Prepare two small boxes beforehand. Cut and put the following halves of sentences into one of the boxes: I often; I sometimes; I never; I usually; I always. Cut and put the following halves into the other box: make my bed; cook; water the flowers; go shopping; lay the table; clean my room; wash the dishes, etc. Put the boxes on your table.

*STEP 2:* In turns, invite two pupils to come to your table. One of them will take a half of a sentence from the first box and the other from the second box. Then they read their sentence. Some sentences can be funny like ‘*I never make my bed.*’ or ‘*I always wash the dishes*’, etc.

**Homework 5 min**

Ask the pupils to open their Workbooks and look at Homework 1. Check that everybody understands what to do. If necessary, explain that in Homework 1 they must find the English words from the word cloud and write them next to the appropriate translations.

Then ask the pupils to look at Homework 2. Check that everybody understands what to do. Explain that at home they must read the quiz at first and then put ticks for the chores how frequently they do at home.

**Lesson 2 We cooked palov yesterday.**

<b>Aims</b>	<b>Learning outcomes</b>	<b>Vocabulary and structure</b>	<b>Required equipment</b>
<p><i>Educational:</i>            - to learn the formation of the Past Simple regular verbs;            - to learn how to say sentences in the Past Simple</p> <p><i>Developing:</i>            - to enable pupils to say sentences in the Past Simple with regular verbs;            - to develop the pupils’ listening, speaking skills</p> <p><i>Socio-cultural:</i></p>	<p>At the end of the lesson pupils will be able to:</p> <p>- say sentences about household chores;</p> <p>- say sentences about yesterday;</p> <p>- understand the formation of the</p>	<p>yesterday, <i>the Past Simple regular verbs:</i>            washed,            cleaned,            cooked</p>	<p>Pupil’s book;            Workbook;            the DVD;            words cards:            always,            often,            sometimes,            never</p>

- to raise awareness of the use of the Past Simple	Past Simple regular verbs.		
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### Activity 1 Listen and repeat. 10 min

#### Objective: to warm up by repeating the song

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and repeat it.

Look at Unit 3 Lesson 1 Activity 1 for the DVD script.

**Note:** 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. Show a card with a word “always” and ask the pupils to say their sentences. e.g. *I always clean my room. I always mop the floor.* etc. Repeat the procedure with “often”, “sometimes”, “never”.

### Activity 2a Look, listen and tick. 10 min

#### Objectives: to practise listening; to revise the material from the previous lesson; to recycle days of the week

*STEP 1:* Ask the pupils to look at the picture and answer the questions: ‘*What are the girls’ names?*’, ‘*What are they saying?*’

*STEP 2:* Ask them to open their Workbooks to Page 16 and look at the table. Say that they will listen to Zuhra and Fotima. Ask them to listen and answer the question: *On which days do the girls help their mother?* Accept all answers. Then ask them to listen and check their answers. Play the DVD.

*STEP 3:* Ask the pupils to listen to the DVD once more and put F for Fotima and Z for Zuhra.

**NB:** You can divide the task: 1 – Listen about Zuhra and put Z. 2 – Listen about Fotima and put F.

#### DVD script:

**Fotima:** Hello, my name’s Fotima. Zuhra is my sister. We’re twins. We always help our mum. We clean our room, sweep and mop the floor. We wash the dishes and take the rubbish out.

On Monday, Wednesday and Friday I clean our room, sweep and mop the floor. On Tuesday and Thursday I take the rubbish out. On Saturday and Sunday I wash the dishes.

**Zuhra:** Hi, I’m Zuhra. I clean our room, sweep and mop the floor on Tuesday, Thursday and Saturday. On Monday, Wednesday and Friday I wash the dishes. On Saturday and Sunday I take the rubbish out.

### Activity 2b Work in pairs. Play “It’s Monday. 5 min

#### Objectives: to practice speaking; to recycle the days of the week

Ask the pupils to imagine they are the twin sisters Fotima and Zuhra. Ask them to say in turn what they do on each day of the week as shown in the example. Say they can use the table from Activity 2a.

### Activity 3 Look, listen and repeat. 13 min

#### Objectives: to revise the household chores; to introduce the Past Simple Tense with regular verbs

*STEP 1:* Establish what the word yesterday means. Say: ‘*Today’s (day of the week). Yesterday was (day of the week)*’, for example: *Today’s Monday. Yesterday was Sunday.*

Then ask two pupils to come to you and help to say for Fotima and Zuhra. (Zuhra: Yesterday our mum cooked palov. I washed the dishes. Fotima: Yesterday Zuhra washed the dishes. I cleaned our room.) Point to the girls and say: ‘*Yesterday Zuhra washed ...*’ wait for the pupils to finish the sentence. Do the same with Fotima, saying: ‘*Yesterday Fotima ...*’



### Lesson 3 Did you clean your desk?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn how to make Past Simple Yes/No questions;</li> <li>- to learn how to ask Past Simple Yes/No questions and give short answers</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to make Past Simple Yes/No questions;</li> <li>- to enable pupils to ask Past Simple Yes/No questions and give short answers</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the ways of making Past Simple Yes/No questions and giving short answers.</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- ask and answer Past Simple Yes/No questions;</li> <li>- write Past Simple Yes/No questions.</li> </ul>	<p>Past Simple Yes/No questions and short answers</p>	<p>Pupil's book, Workbook, the DVD; word cards for Activities 2a and 2b, envelopes</p>

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

**Objective: to warm up by singing the song**

Play the DVD. Ask the pupils to listen to the song and sing it.

Look at Unit 3 Lesson 1 Activity 1 for the DVD script.

**Note:** Do not worry if the pupils cannot sing everything. It is OK if they sing some lines or even just some words.

**Activity 2a Work in groups of 4. Make sentences. 10 min**

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

*STEP 1:* Ask the pupils to look at the picture or watch the DVD: children are holding the cards with words which make a sentence: We watched a cartoon.

*STEP 2:* Say they will work in groups and make similar sentences. Distribute envelopes with word cards which can make a sentence (write each word of the sentences below on separate cards and put them in separate envelopes). Say they have five minutes to make their sentence.

**The sentences, as separate word cards, to be put in the envelopes:**

You mopped the floor. We cleaned our garden. They finished the project. My friends played chess. He matched the pictures. She washed the dishes. We watched a cartoon.

*STEP 3:* When the groups are ready, they can stand in the order of the words in their sentences as in the picture.

**Activity 2b Work in groups of 5. Make questions. 10 min**

**Objective: to introduce the Past Simple "Yes/No" questions**

*STEP 1:* Prepare 4 cards with the words and stick the sentence on the board:

We	cleaned	our	classroom.
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Ask the pupils to read the sentence in chorus. Then take out "ed" and change the sentence to as follows and ask the pupils what they noticed.

<b>Did</b>	we	clean	our	classroom?
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Establish that the verb lost the ending “**ed**”, and the sentence became a question.

*STEP 2:* Now ask the groups to make questions from their sentences. Give a card with “**Did**” to each group. Go round and help the groups if needed.

After 2-3 minutes ask the groups to show their questions. They should have: **Did** you mop the floor? **Did** we clean our garden? **Did** they finish the project? **Did** my friends play chess? **Did** he match the pictures? **Did** she wash the dishes? **Did** we watch a cartoon?

### Activity 2c Work in groups of 4. Answer the questions. 10 min

**Objective: to practise the Past Simple “Yes/No” questions and short answers**

*STEP 1:* Write the short answers “Yes, we **did**.” “No, we **didn’t**.” next to the sentence on the board. Check the pupils understand the meaning. Then practise their pronunciation with the pupils in chorus, in rows, in pairs and individually.

*STEP 2:* Help the groups prepare the answers to their questions.

**Did** you mop the floor? – Yes, we **did**./No, we **didn’t**.

**Did** we clean our garden? – Yes, we **did**./No, we **didn’t**.

**Did** they finish the project? – Yes, they **did**./No, they **didn’t**.

**Did** my friends play chess? – Yes, they **did**./No, they **didn’t**.

**Did** he match the pictures? – Yes, he **did**./No, he **didn’t**.

**Did** she wash the dishes? – Yes, she **did**./No, she **didn’t**.

**Did** we watch a cartoon? – Yes, we **did**./No, we **didn’t**.

*STEP 3:* Drill the questions with the whole class. Half the class say positive answers, and the other half say the negative answers as shown below.

You: **Did** you mop the floor?

Half the class: Yes, we **did**.

The other half the class: No, we **didn’t**. etc.

### Activity 3 Write the questions. 5 min

**Objective: to practise writing Past Simple “Yes/No” questions**

Ask the pupils to open their Workbooks and look at Activity 3. Explain that they will write questions as shown in the example.

### Homework 5 min

Ask the pupils to open their Workbooks to Page 17 and look at Homework 1. Check that everybody understands what to do. If necessary, explain that in Homework 1 they must look at the table and write sentences about Sardor using only the ticked answers.

Then ask the pupils to look at Homework 2 on Page 18. Explain that at home they must write for sentences about themselves as shown in the example.

## Lesson 4 Project

<b>Aims</b>	<b>Learning outcomes</b>	<b>Vocabulary and structure</b>	<b>Required equipment</b>
<p><i>Educational:</i></p> <p>- to learn how to make past simple verbs, sentences and Yes/No questions</p> <p><i>Developing:</i></p> <p>- to enable pupils to make past simple</p>	<p>At the end of the lesson pupils will be able to make past simple verbs, sentences and Yes/No questions.</p>	<p><i>Revising the vocabulary and structures learnt in previous lessons</i></p>	<p>Pupil’s book, Workbook, the DVD, word cards of the words shown in the textbook</p>



I want to be a cook. What about you?  
 I want to be a pilot. What about you?  
 I want to be a teacher. What about you?  
 And what about you?

**Activity 2 Look, listen and repeat. 5 min**

**Objective: to introduce the new words**

*STEP 1:* The pupils look at the pictures on Page 20. Ask them to guess the meaning of 4 professions and 2 words.

*STEP 2:* The pupils listen to the DVD and repeat the words in chorus, rows, pairs and individually.

**Activity 3 Read and match. 10 min**

**Objective: to develop reading for gist**

*STEP 1:* The pupils look at the pictures, read the texts and match.

*STEP 2:* Ask what uniform the police officers in England, Canada and Uzbekistan wear.

**Answer key:** 1a, 3b

**Activity 4 Look, read and underline. 10 min**

**Objective: to introduce was/were**

*STEP 1:* Write on the board the sentences.

Granny was an English teacher.	They were good teachers.
Grandad was a math teacher.	

Help the pupils understand that **was** is for singular and **were** for plural, and we use them when we talk about grandparents' professions.

**NB:** Do not teach the rule, just let the pupils understand where to use **was** and where to use **were**.

*STEP 2:* Ask the pupils to open their Workbooks to Page 19 and read the two texts.

*STEP 3:* Ask the pupils to underline the correct answers in the sentences below the texts.

**Answer key:**

My granny is very kind. She's 68 years old. She was / were a nurse.

My grandad is very strong. He's 73 years old. He was / were a police officer.

I love my grandad and granny. They are very kind. They was / were doctors.

**Activity 5 Play "My grandad was a farmer". 10 min**

**Objective: to consolidate was/were**

This is a usual Chain Drill.

e.g. **A:** My grandad was a farmer.

**B:** My grandad was a doctor.

**NB:** If they do not know their grandparents' jobs, they can use any words they know.

**Homework 5 min**

Explain that in *Activity 1* they must write the words correctly.

**Answer key:**

cook, doctor, farmer, pilot, teacher, nurse, fireman, driver

*Activity 2* The pupils complete the sentences. Ask them to write about their own grannies and grandads.

**Lesson 2 My granny worked at the hospital.**

Aims	Learning outcomes
<i>Educational:</i> -to learn job places	At the end of the lesson pupils will be able to understand and say phrases Vocabulary and structure

<p><i>Developing:</i></p> <p>- to enable pupils to say where people work or worked</p> <p><i>Socio-cultural:</i></p> <p>- to raise awareness of different job places</p>	
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**Activity 1 Listen and repeat. 10 min**

**Objectives: to warm up; to create a friendly atmosphere**

*STEP 1:* The pupils repeat the song after the DVD.

Look at Unit 4 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* The pupils work in pairs and read to each other their homework.

**Activity 2a Look and say. 5 min**

**Objectives: to introduce the new words; to revise the vocabulary learnt in Class 3**

*STEP*

*1:* The pupils look at the picture and call the places they know (a school, a farm, a café). Ask them to call other places they know (e.g. bank, computer club, canteen, zoo etc.).

*STEP*

*2:* Introduce the new words: a shop, a hospital, a police station. Say: 'My sister is a shop assistant. She works at the shop. My mum is a nurse. She works at the hospital. My brother is a police officer. He works at the police station.'

*STEP 3:* Work on pronunciation as usual.

*STEP 4:* Ask the pupils to read the example. Ask them to make other sentences following the example.

**Activity 2b Work in pairs. Complete the table. 10 min**

**Objectives: to revise professions; to enable pupils to relate the professions to job places**

*STEP*

*1:* The pupils look at the table in the Workbook. Ask: 'Who works at the school?' Help them say: 'a teacher, a director'. If they say 'a pupil', accept this. Ask them to work in pairs and complete the table.

*STEP 2:* Check the answers together.

**Activity 3 Play "True/False". 10 min**

**Objectives: to recycle professions and job places; to develop listening skills**

*STEP 1:* Revise the words before playing.

*Version A*

Pupil 1 takes a word card and says loudly the word: e.g. a farm. The class must say in chorus – a farmer. Then Pupil 2 takes a card.

*Version B*

Pupil 1 takes a word card and says loudly the word: e.g. a farmer. The class must say in chorus – a farm. Then Pupil 2 takes a card.

*STEP*

*2:* Say the sentences, some of them are true, some false. If possible, put 4 signs in the 4 corners: True/True/False/False. When you read the sentence, the pupils listen and run to the appropriate corner or point if there is not enough space.

**Note:** Or

you can ask the pupils to stand up if the sentence is correct and stay on their chairs if the sentence is false.

*Possible sentences:*

**Note:** These sentences can be recorded and the teacher can use as many as needed.

1 Teachers work at the school.

2 Doctors work at the hospital.

3 Farmers work at the school.

4 Pilots work at the hospital.

5 Doctors work at the canteen.

- 6 Nurses work at the hospital.
- 7 Directors work at the canteen.
- 8 Teachers work at the police office.
- 9 Doctors work at the shop.
- 10 Drivers work at the school, etc.

**Activity 4 Complete the sentences. 5 min**

**Objective: to recycle the professions and job places**

The pupils complete the sentences in the Workbook.

**Answer key:**

- 1 My grandad was a cook. He worked at the canteen.
- 2 My granny was a doctor. She worked at the hospital.
- 3 My grandad and granny were teachers. They worked at the school.

**Homework 5 min**

Explain that they should write two true and two false sentences  
e.g. Doctors work on the farm. Nurses work at the hospital.

**Lesson 3 I want to be a football player.**

Aims	Learning outcomes
<p><i>Educational:</i> - to learn how to say about future profession</p> <p><i>Developing:</i> - to enable pupils to talk about future professions</p> <p><i>Socio-cultural:</i> - to raise awareness of the stress in multi-syllable words</p>	<p>At the end of the lesson pupils will be able to understand and say phrases for</p>

**Activity 1 Listen and sing. 10 min**

**Objectives: to warm up; to create a friendly atmosphere**

- STEP 1:* The pupil sing the song together with the DVD.
- Look at Unit 4 Lesson 1 Activity 1 for the DVD script.
- STEP 2:* The pupils work in pairs and read to each other their homework.

**Vocabulary and structure**  
Recycling the previously learnt vocabulary  
New structure:  
I want to be...

**Activity 2 Look, listen and repeat. 5 min**

**Objective: to work on pronunciation**

*STEP*

*1:* Ask the pupils to look at the table with three columns. Ask the pupils to listen and clap. Show how to clap stressed and unstressed syllables. e.g. stressed—louder and on the palm, unstressed—quieter and on fingers.

O	Oo	oOo
car, shop, vet, nurse	<u>te</u> acher, <u>fo</u> otball, <u>pl</u> ayer	ass <u>i</u> stant

*STEP*

*2:* Draw a table with three columns on the board. Write on the stick papers various words and put on the board. Ask the pupils to stand in two rows. Say: 'Go!' The first two pupils must run to the board, take a card and put it on the table. The team with more correct words is the winner.

**Activity 3 Look, listen and repeat. 5 min**

**Objective: to introduce the structure "I want to be..."**

Ask the pupils to listen to the DVD script:

*My grandad was a math teacher. My mum is a music teacher. I want to be an English teacher. Check they understand what the phrase I want to be... mean.*

**Activity 4** Play “I want to be...” .10min

**Objectives:** to recycle “I want to be...”; to revise the professions  
It’s a usual Chain Drill.

**Activity 5a** Look, point and say. 5min

**Objectives:** to recycle “I want to be...”; to revise the professions

*STEP*

*1:*

Ask the pupil to look at the picture in 5a and read the example. Say that they see children dressed like grown-ups. e.g. a girl dressed like a doctor is saying: “I want to be a doctor”.

*STEP 2:* The pupils work in pairs. A points, B must say as in the example.

**e.g. A:** (points)

**B:** I want to be a doctor.

**Activity 5b** Look, listen and say. 5min

**Objective:** to revise the structures “S/he is good at...” and “S/he wants to be...”

Ask the pupil to work in pairs.

**e.g. A:** She’s good at cooking.

**B:** Shahlo. She wants to be a cook.

**NB:** Revise the structures like *S/he likes..., His/her favourite subject..., S/he is good at..., S/he is strong/kind...* if necessary.

**Optional Activity 6** Read and complete.

**Objective:** to revise the professions

Ask the pupil to complete the sentences using the words from the cloud.

**Answerkey:**

My favourite subjects are Uzbek and English. I want to be a teacher.

I like running and playing football. I want to be a football player.

I like cars. I want to be a driver.

I like music. I am good at playing the piano. I want to be a dancer.

I love cooking. I want to be a cook.

**Homework** 5 min

Ask the pupil to divide the words and write five sentences.

**Answerkey:**

My granny was a nurse. My grandad was a fireman. My mum is a doctor. My dad is a police officer. I want to be a teacher.

**Lesson 4 Project**

Aims	Learning outcomes
<p><i>Educational:</i> –to revise all the learnt material in Units 1, 4</p> <p><i>Developing:</i> –to develop the pupils’ creativity</p> <p><i>Socio-cultural:</i> - to raise awareness of different ways of introducing relatives</p>	<p>At the end of the lesson pupils will be able to talk about relatives</p> <p><b>Vocabulary and structure</b> Required <i>Recycling the vocabulary learnt in previous lessons</i> Pupil’s book Workbook</p>

**Activity 1** Listen and sing. 10min

**Objectives: to warm up; to create a friendly atmosphere**

*STEP 1:* The pupil sing the song together with the DVD.

Look at Unit 4 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* The pupils work in pairs and read to each other their homework.

**Activity 2 Make a booklet about professions. 35 min**

**Objectives: to revise the professions; to develop creativity**

*STEP 1:* The pupils work individually and prepare a booklet. Ask them to follow the steps.

a) Draw and write about your grandad and granny.

b) Draw and write about your dad and mum.

c) Draw and write about you.

*STEP 2:* Make a display. If you have time, ask the pupils to make presentations.

**REVISION 2**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to revise the vocabulary for the topics of Units 3–4 <i>Developing:</i> - to enable pupils to work independently to revise the vocabulary	At the end of the lesson pupils will be able to say words on the topics of Units 3 and 4.	<i>Revising the vocabulary for Units 3 and 4</i>	Pupil's book, Workbook, the DVD of the book

**Activity 1 Play “Bingo”.**

**Objective: to consolidate the vocabulary on the topics of Units 3 and 4**

*STEP 1:* Ask the pupils to open their books to Page 24 and look at the Bingo tables. Explain that they are examples.

*STEP 2:* Draw a grid like the one below on the board.


*STEP 3:* Tell the pupils that they are going to play Bingo. Ask the pupils to draw a grid on a piece of paper like the one on the board. Then ask them to write household chores in each space in the grid.

*STEP 4:* When they finish writing, call out random household chores and keep a careful note of the ones you have called out. Explain that each time you call out a household chore the pupils should cross it out if they have it. As soon as they have put 3 crosses on the grid vertically, diagonally or horizontally, they must shout “Bingo!” The first pupil to shout “Bingo!” is the winner. Then check to make sure the household chores crossed out have been called. You can play the game with professions and work places as well.

**PROGRESS CHECK 2**

**(Units 3 – 4)**

There are four tasks in Progress Check 2. The tasks are developed to check listening, reading and writing. Total score for 4 tasks is 80. You can organize speaking and give 20 for the correct answers.

Speaking can be organized with the pictures taken from the lessons.

For example:

- 1) Page 16 Activity 2a. The pupils should say sentences using the structures, e.g. “I mop the floor on Monday.”
- 2) Page 16 Activity 2a – The pupils should say the sentences in the past with “yesterday”, e.g. “Yesterday I mopped the floor.”
- 3) Page 20 Activity 2 and 3 – professions and uniforms of police officers.
- 4) Page 21 Activity 2a – The pupils should say sentences using the picture, e.g. “My granny worked at the hospital.”
- 5) Page 22 Activity 5a - The pupils should say sentences using the structure, e.g. “I want to be ...”

**Task 1 Listen and tick. 10 x 2 = 20**

Ask the pupils to open their Workbooks to Page 23 and to look at the tables. Say that they should listen to the girl Aliya and boy Bunyod talking about their week and how they help their mums. Say that they must listen and tick the correct information. Say that the first is done for them. Check they understand what to do and play the DVD. You can play the DVD again if necessary.

**DVD script:**

**Teacher:** Do you help you mum Aliya?

**Aliya:** Yes ... On Monday, Wednesday and Saturday I wash the dishes. On Tuesday and Friday I sweep and mop the floor.

**Teacher:**Bunyod... What about you?

**Bunyod:** I help my mum and dad too ... we have sheep and cows ... On Monday, Wednesday and Friday I feed the animals ...On Tuesday, Thursday and Saturday I take the rubbish out.

**Answer key:**

Aliya	Mon	Tue	Wed	Thu	Fri	Sat
wash the dishes						
mop the floor						

Bunyod	Mon	Tue	Wed	Thu	Fri	Sat
feed animals						
take the rubbish out						

**Task 2 Read and write Yes or No. 6 x 5 = 30**

Ask the pupils to read the sentences. Say that they should write “Yes” for the correct sentences and write “No” for the false sentences. Check they understand what to do.

**Answer key:**

- 1 Teachers work at the school. Yes.
- 2 Nurses work at the canteen. No.
- 3 Farmers work at the hospital. No.
- 4 Doctors work at the hospital. Yes.

- 5 Shop assistants work at the school. No.  
 6 Police officers work at the shops. No.  
 7 Cooks work at the canteen. Yes.

**Task 3 Look and write. 3 x 5 = 15**

Ask the pupils to read the sentences. Say that they should look at the pictures and complete the sentences.

**Answer key:**

- 1 This is my friend Tom. He is from Germany. He is good at sport. He wants to be a football player.  
 2 My friend Tony is from England. He is good at cooking. He wants to be a cook.  
 3 This is Robiya. She is my friend. She is good at Turkmen, Uzbek, Russian and English. She is from Turkmenistan. She wants to be a teacher.

**Task 4 Write about you. 3 x 5 = 15**

Ask the pupils to complete the sentences about themselves.

**Homework**

**Activity 2 Do the quiz “I can ...”.**

**Objectives: to revise the material studied in Units 3 and 4;**

**to train pupils to be able to assess their knowledge, skills and overall progress;**

**to let pupils see how much they can do in English;**

**to encourage them into revising the material they have not learnt properly**

Ask the pupils to open their books to Page 25. Ask them to do the quiz “I can ...” at home together with their parents. This quiz does not test memory – it is a learning opportunity, so the pupils should be allowed to use their Pupil’s books and Workbooks.

They discuss the answers and, where necessary, write them in their “I can ...” exercise books.

**Unit 5 All about Uzbekistan  
 Lesson 1 Where’s Uzbekistan?**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn to say about future plans using the structure “be going to + place”;</li> <li>- to learn about the map and location of Uzbekistan, its capital and cities</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to use the map of Uzbekistan;</li> <li>- to enable pupils to say the location of Uzbekistan, its capital and cities;</li> <li>- to enable pupils to say about future plans</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- use “be going to + place” for future;</li> <li>- say the location of Uzbekistan, its capital and cities;</li> <li>- use the map of Uzbekistan.</li> </ul>	<p>Recycling of the structure: “be going to + place” for future meaning; New words: Central Asia, capital, map, sea</p>	<p>Pupil’s book, Workbook, the DVD</p>

**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.

**DVD script:**  
**Seasons song**

Spring, Summer, Autumn, Winter.  
Spring, Summer, Autumn, Winter.

In the spring, in the spring,  
It's nice and warm, nice and warm,  
In the spring, in the spring,  
It's nice and warm, nice and warm,  
Let's go for a park!

In the summer, in the summer,  
It's very hot, very hot,  
In the summer, in the summer,  
It's very hot, very hot,  
Let's go for swimming!

In the autumn, in the autumn,  
It's nice and cool, nice and cool,  
In the autumn, in the autumn,  
It's nice and cool, nice and cool,  
Let's go for a walk!

In the winter, in the winter,  
It's really cold, really cold,  
In the winter, in the winter,  
It's really cold, really cold,  
Let's play with the snow!

**Activity 2 Look, read, listen and repeat. 10 min**

**Objectives: to raise awareness about the location of Uzbekistan and its capital;  
to introduce the new vocabulary: map, Central Asia, capital, sea.**

*STEP 1:* Ask the pupils to look at the picture of the children talking and pointing to the map. Ask: 'What are the children talking about?' Elicit the answer that they are talking about the map of Uzbekistan. Ask: 'What's Max pointing to?' Elicit the answer 'Tashkent'. Ask: 'What kind of city is Tashkent?' Elicit the answer in mother tongue that it is the capital of Uzbekistan but accept any reasonable answer. Ask: 'What are Ann and Tim pointing to?' Elicit the answer in mother tongue that they are pointing to a lake.

*STEP 2:* Pupils read the dialogue in Activity 2 silently. Draw the pupils' attention to the words in bold: map, Central Asia, capital, sea. Ask what they mean in their mother tongue. Help if necessary.

*STEP 3:* Then have the pupils repeat the vocabulary after you in chorus.

**Activity 3 Read and draw the route. 8 min**

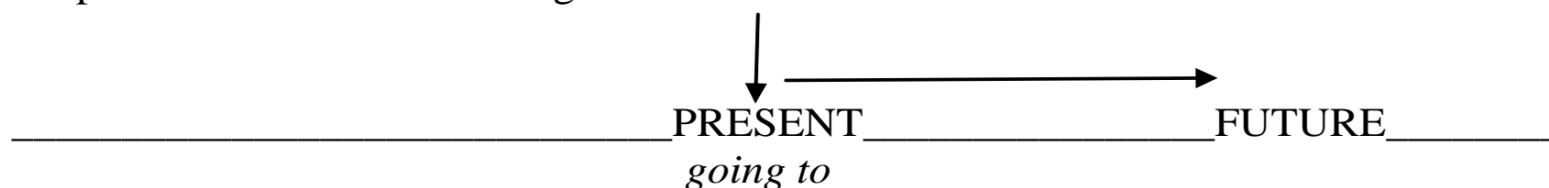
**Objective: to develop the pupils' reading skills**

*STEP 1:* Ask the pupils to read the dialogue silently. Ask: 'What are Bob and his dad talking about?' Elicit the answers.

*STEP 2:* Say: 'Open your Workbooks and look at the contour map of Uzbekistan.' Then say: 'Read the text once more and draw the route Bob's family is going to take'. If necessary, show on the board how to draw a route.

**STEP 3:** After the pupils finish the task, check the answer with the whole class. Ask: ‘How are they going to Tashkent?’ (by plane). Ask more questions using ‘How are they going to ...?’

**Teaching tip:** draw the following timeline on the board to show that “going to” is talking in the present for a future meaning.



**Activity 4 Work in pairs. Listen, look, point and say. 10 min**

**Objectives: to develop the pupils’ listening and speaking skills;  
to consolidate the structure “be going to + place”.**

**STEP 1:** Play the DVD. Pupils listen to Bob and his dad’s plan for a day in Samarkand.

**STEP 2:** Set up pairwork. Pupils look at the plan and in pairs speak about what Bob and his parents are going to do on Tuesday in Samarkand. Pupil A says a time, Pupil B says a sentence as shown in the example.

**DVD script:**

**Bob:** Dad, tell me about Samarkand. When are we going there?

**Dad:** Let’s look at the ticket! Well, we’re going to Samarkand by train on Tuesday.

**Bob:** Is Samarkand beautiful?

**Dad:** Yes, Bob! It’s a big city. There are beautiful, old houses.

**Bob:** Dad, what are we going to do in Samarkand?

**Dad:** Well, at 8 o’clock we’re going to have breakfast.

After breakfast, at 9.20 we’re going to the Registan Square.

Before lunch, at 11.40 we’re going to Gur-Emir.

At 12.30 we’re going to have lunch.

After lunch, at 2 o’clock we’re going to Bibi-Hanum.

Then at 2.40 we’re going to Ulugbek observatory.

At 3.30 we’re going to Shahi Zinda.

Then, at 5.30 we’re going to have dinner.

And after dinner, at 6.30 we’re going to Shakhrisabz by bus.

**Activity 5 Work in groups of 5. Play “I’m going to Samarkand.” 10 min**

**Objective: to reinforce the structure “be going to + place”**

**STEP 1:** Set up snowball drill. Use: *I’m going to + place; He’s/She’s going to + place.*

First demonstrate: invite 2 boys and 2 girls to the board. Have them stand in a circle of one boy, one girl, one boy and one girl. Explain that now everybody in the circle must make a plan of where to go for their summer holidays and keep their plan in mind. Tell them not to tell it to anyone. Then ask the boy in the circle to say his plan. Help him say ‘*I’m going to + the place he has planned to go, for example Samarkand.*’. Repeat this once more. Then ask the girl next to him to say the boy’s plan and add her own plan. Help her say ‘*He’s going to Samarkand. I’m going to + the place she has planned, for example Khiva.*’. Then ask the boy next to her to say the boy’s and the girl’s plans and then add his own plan. Help him say ‘*He’s going to Samarkand. She’s going to Khiva. I’m going to + the place he has planned, for example Bukhara.*’. Then ask the last girl in the circle to say the pupils’ plans and add her own plan. Help her say ‘*He’s going to Samarkand. She’s going to Khiva. He’s going to Bukhara. I’m going to + the place she has planned, for example Shakhrisabz.*’. Then ask the first boy who began the play to say everybody’s plans beginning with his own: ‘*I’m going to Samarkand. She’s going to Khiva. He’s going to Bukhara. She’s going to Shakhrisabz.*’

**STEP 2:** Ask if everybody in the class have understood how to play the game. Explain the rule once more if there is any misunderstanding.

**STEP 3:** Divide the class into groups of 5. Ask them to make a circle and think of a plan of where to go for the summer holidays. When everybody is ready, ask the groups to begin the game. Monitor the activity. Help if necessary. They can play the game 2 times if the time allows.

**Homework 2 min**

Ask the pupils to open their Workbooks and look at the homework. Check that everybody understands what to do. If necessary, explain that they must write sentences using the plan in Activity 4 in the textbook.

**Lesson 2 They went to Samarkand by train.**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn to say about future plans using the structure “be going to + place”;</li> <li>- to learn about the Past Simple irregular verbs;</li> <li>- to learn to say about yesterday’s chores</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to use the Past Simple irregular verbs;</li> <li>- to enable pupils to say about yesterday’s chores;</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the use of the Past Simple irregular verbs</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- use “be going to + place” for future;</li> <li>- use the irregular verbs in the past;</li> <li>- talk about yesterday’s chores;</li> <li>- change the text in the Past Simple into present.</li> </ul>	<p><i>Recycling the vocabulary related to transport and places; by + transport; on + foot;</i></p> <p>Past Simple irregular verbs:  <i>go – went, see – saw, come – came, am – was, is – was, are – were, have – had</i></p>	<p>Pupil’s book, Workbook, the DVD; 2 sets of flashcards for Activity 1; flashcards for Activity 3a</p>

**Activity 1 Play “Make sentences”. 7 min**

**Objective: to revise the vocabulary related to transport and places**

In advance, prepare 2 sets of flashcards.

Set 1 – the types of transport: *bus, minivan, bike, motorbike, car, train, plane, helicopter, tractor, foot.*

Set 2 – the places: *desert, mountain, city, sea, forest, garden, Samarkand, Bukhara, Khiva, Tashkent.*

**STEP 1:** Revise the types of transport and places that the pupils have learnt so far by showing the flashcards.

**STEP 2:** Put Set 1 and Set 2 separately on your table.

**STEP 3:** Invite 2 pupils to your table. Ask Pupil 1 to take a card from Set 1 and Pupil 2 from Set 2. Help them make a sentence about their flashcards, e.g. *We are going to the mountains by car.*

Once the pupils understand what to do, invite the other pairs to make sentences. Sometimes, the sentences may turn out funny, e.g. *We are going to the garden by plane, etc.*

**Activity 2 Read and say. 10 min**

**Objective: to introduce the Past Simple irregular verbs**

**STEP 1:** Ask the pupils to read the text silently paying special attention to the words in red and in brackets.

*STEP 2:* After 2-3 minutes, ask what they have understood about the words in red and in brackets. Elicit some answers. Then establish that when we say what we did yesterday or in the past we use special forms for verbs.

*STEP 3:* Use body actions for present (tap on shoulders) and past (motion/action behind you) e.g. Say: ‘come’ and at the same time tap on your shoulders, then say: ‘came’ and at the same time do motion/action behind you.

*STEP 4:* After that have the pupils repeat the verbs: *go – went, see – saw, come – came, am – was, is – was, are – were, have – had* after you in chorus using body actions as in Step 3. Then half the class say the present forms and the other half say their past forms.

### **Activity 3a Look, listen and repeat. 10 min**

#### **Objective: to teach chores vocabulary for irregular verbs in the present and past tense form**

In advance, prepare the following flashcards for regular verbs: *wash the dishes, clean the room, cook, plant trees, water the plants, play games, watch TV* and the following flashcards for irregular verbs: *go shopping, go to school, have breakfast, see my granny, come home*.

In advance, i.e. before the lesson starts, draw a vertical line on the board down the middle, dividing the board into two equal halves. Stick the regular verb flashcards onto the left-half of the board.

Next, on the right-side of the board draw 5 circles. The pupils will be sticking the irregular verb flashcards inside the circles, so make them just big enough to fit the cards inside. Under each circle write the verbs as follows:

go shopping – went shopping  
go to school – went to school  
have breakfast – had breakfast  
see my granny – saw my granny  
come home – came home

*STEP 1:* Divide the class into 5 groups and give one irregular verb flashcard to each group.

*STEP 2:* Invite a pupil to the board with the group’s flashcard and ask him/her to place it into the correct circle on the board – their group can help. If not, you can help by saying “no, try again” until the pupil has stuck the card into the correct circle. Keep going until all of the irregular verb flashcards have been stuck on the board in the circles.

*STEP 3:* Next, chorus each verb three times using body actions for present (tap on shoulders) and past (motion/action behind you) e.g. say: “go shopping, went shopping” with actions, the pupils repeat: “go shopping, went shopping” and do the same actions.

*STEP 4:* Write the word “Yesterday” at the top of the board and draw a red circle around it, and chorus “Yesterday”. Point to the first flashcard and say: ‘*Yesterday, I go shopping. Is that OK? Go shopping?*’ Try and get someone to say the correct form ‘*went shopping*’. Circle the word “went” in red (to signify this is the correct form of the verb to use with the word “Yesterday”). Now go through all of the remaining verbs asking your pupils which is the correct form and circling the past tense version in red.

### **Activity 3b Play “Yesterday I ...” 15 min**

#### **Objective: to give practice in saying past tense sentences**

In pairs, the pupils are going to say the present and past tense of the verbs together – the first time with both pupils looking at the board and the second time with one pupil looking away from the board (being tested).

*STEP 1:* First demonstrate with a pupil. Start by saying the present tense form of a verb and the pupil has to say the past form with the phrase “Yesterday, I ...”, for example:

*Teacher: go shopping.*

*Pupil: Yesterday, I went shopping.*

*Teacher: see my grandad.*

*Pupil 2: Yesterday, I saw my grandad.*

**STEP 2:** Put the pupils in pairs. Have the pairs go through all of the irregular verbs on the right side of the board, changing roles after all the verbs have been practised so both get the chance to say the past forms.

**STEP 3:** Keep everyone in the same pairs, but one pupil must sit with their back to the board. The pupils do the same thing as in Step 2 but the pupils with their back to the board must try and remember the correct past tense form – their partners can help if they get stuck. Again, change roles.

**STEP 4:** Look at the flashcards on the board, including the regular verbs on the left-side and do an action or gesture. Elicit what you are doing using the structure “Yesterday, I ...” (e.g. “Yesterday, I played football”, “Yesterday, I had breakfast”).

Then put everyone in small groups of 3 or 4. One person in each group starts by acting out a verb and the other members have to shout out the correct answer using the structure “Yesterday, I ...”. The first person in the group to say the correct answer can do the next action. Continue until each group has completed actions for all of the verbs.

### **Homework 3 min**

Ask the pupils to open their Workbooks and look at the homework. Check that everybody understands what to do. If necessary, explain that they must first read the text in the past, and then change it to the present using the verbs in the word cloud as shown in the example.

## **Lesson 3 What’s the weather?**

<b>Aims</b>	<b>Learning outcomes</b>	<b>Vocabulary and structure</b>	<b>Required equipment</b>
<i>Educational:</i> - to learn to say and write about the weather in Uzbekistan; - to learn to describe a season <i>Developing:</i> - to enable pupils to say and write about the weather in Uzbekistan; - to enable pupils to describe seasons <i>Socio-cultural:</i> - to raise awareness of the seasons of Uzbekistan	At the end of the lesson pupils will be able to: - say about the weather in winter in Uzbekistan; - write about the summer in Uzbekistan; - describe a season.	<i>Recycling the vocabulary and structures related to weather</i>	Pupil’s book, Workbook, the DVD; weather flashcards/ pictures for sunny, rainy, windy, cloudy, snowy, warm, hot, cold, cool weather

**Note:** Before class prepare weather flashcards/pictures for sunny, rainy, windy, cloudy, snowy, warm, hot, cold, cool weather. Stick them around the walls of your classroom.

### **Activity 1 Listen and sing. 5 min**

#### **Objective: to warm up by repeating the song**

Play the DVD. Ask the pupils to listen to the song and sing it.

Look at Unit 5 Lesson 1 Activity 1 for the DVD script.

**Note:** Do not worry if the pupils cannot sing everything. It is OK if they sing some lines or even just some words.

### **Activity 2 Work in groups. Play “Find the mistake”. 10 min**

#### **Objective: to consolidate Past Simple regular and irregular verbs**

*STEP 1:* Make groups of 5. Explain that every group will write past tense sentences about yesterday's chores on separate pieces of paper but they have to make a mistake when writing the verb (most pupils will really enjoy being allowed to make a mistake on purpose!). For example, "Yesterday I have breakfast at 7 o'clock."

*STEP 2:* After writing some sentences on different pieces of paper, have the pupils swap papers with other groups and make corrections.

### **Activity 3 Play "Touch the cards." 10 min**

**Objectives: to revise weather words;  
to practise saying the weather outside**

*STEP 1:* Invite a pupil to walk around the classroom touching the weather cards and saying the weather, for example, 'It's sunny' and having the pupils repeat after him/her.

*STEP 2:* Next, get all your pupils to stand up. Shout out a weather word, for example, 'It's rainy!' and the pupils have to run over to the correct picture, touch it and say the weather. If you have a lot of pupils it is worthwhile having multiple pictures of each card placed around the walls of the room.

*STEP 3:* Invite the pupils to come over to the window. Say: 'Look outside! What's the weather?' Elicit from the class the weather, and if it is hot, cold, cool or warm. For example, 'It's cloudy and rainy. It's cold'. Then ask each pupil in turn: 'What's the weather?' and encourage them to reply.

### **Activity 4a Read. Write T for True or F for False. 8 min**

**Objectives: to practise reading for detailed information;  
to develop the pupils' reading skills**

*STEP 1:* Ask the pupils to read the sentences and write T for true and F for false sentences in their Workbooks.

*STEP 2:* Go through the sentences one by one asking the pupils if they are true or false. If the pupils say 'False', ask them to correct the information.

**Answer key:**

- 1) The winter in Uzbekistan is in December, January and February. *True.*
- 2) The weather is always warm in winter. *False. The weather is always cool and cold.*
- 3) Snow never falls in winter. *False. Often snow falls.*
- 4) It is usually cold in winter. *True.*
- 5) Sometimes the rain pours in December. *True.*
- 6) There are sometimes windstorms and thunderstorms in December. *True.*
- 7) The sun sometimes shines in January. *True.*
- 8) Sometimes hot wind blows. *False. Hot wind never blows in winter.*
- 9) February is often cloudy, rainy, windy and warm. *True.*
- 10) We can usually see snowstorms in winter. *True.*

### **Activity 4b Listen and check. 5 min**

**Objectives: to practise listening for specific information;  
to develop the pupils' listening skills**

Play the DVD. Ask the pupils to check if they were right or wrong in Activity 4a.

**DVD script:**

**Bob:** Hi, friends! We went to Uzbekistan for the summer holidays. We were in Tashkent, Samarkand, Shakhrisabz, Bukhara and Khorezm and saw very beautiful old buildings.

**Ann:** And the weather in Uzbekistan ... ?

**Bob:** It was sunny and hot. There was no rain.

**Tim:** Is there winter in Uzbekistan? Does snow fall there?

**Bob:** I don't know. I have a friend in Tashkent. Let's phone and ask him!

*Ring, ring, ring*

**Timur:** Hello Bob! How are you?

**Bob:** Hi, Timur! I'm fine, thank you! And you?

**Timur:** So-so. What are you doing?

**Bob:** I'm with my friends. They're asking about the winter in Uzbekistan. Can you tell us about it?

**Timur:** Yes! There are three months of winter in Uzbekistan. They're December, January and February. The weather is usually cold and it often snows.

**Bob:** Is there rain in winter?

**Timur:** Yes, sometimes the rain pours. There are sometimes windstorms and thunderstorms in December.

**Bob:** Are there sunny days?

**Timur:** Yes, the sun sometimes shines in February.

**Bob:** Are there windstorms in February?

**Timur:** No, never. February is often cloudy, rainy, windy and warm.

**Bob:** Thank you very much, Timur. My friends are saying hello to you.

**Timur:** Say hello to your friends, too. Bye.

**Bob:** Bye, Timur.

#### **Activity 4c Read and answer the question. 5 min**

**Objective: to practise reading for gist**

Ask the pupils to read dialogue silently. Then ask them to answer the question: Do these children live in Uzbekistan?

#### **Suggestion for teachers to make a weather board:**

Prepare a piece of cardboard and cover it with felt – you are going to pin this to the wall. If you can, try and get blue felt (to represent the sky). Write at the top in large letters, “What’s the weather today?” Below write “Today it’s”. Arrange the weather pictures around the edge of the board or attach a plastic folder at its bottom to keep the weather cards in. Then put the board on the wall of your classroom.

Each lesson, the pupils have to take out the cards which best describe the weather and pin them to the board. *In addition:* the board could also have days of the week cards, months of the year cards, date cards, etc. which the pupils pin to the board each class. It is a really nice classroom resource.

#### **Homework 2 min**

Ask the pupils to open their Workbooks and look at Homework 1. Check that everybody understands what to do. If necessary, explain that they must write some sentences about the summer in Uzbekistan. Tell them that they must add false info about the summer as in Activity 4a. Their partner will write true or false for them. In Homework 2 the pupils will write the description of a season but do not write what season it is. Again their partner or classmates will find the answer.

**Note:** Ask the pupils to bring the pictures/photos of different sights of their region for the next lesson as they are going to make a poster about it. If possible, you need to print out your region’s map to use for the poster.

### **Lesson 4 Project**

<b>Aims</b>	<b>Learning outcomes</b>	<b>Vocabulary and structure</b>	<b>Required equipment</b>
<i>Educational:</i> - to learn to say about the weather; - to learn to make a poster about their	At the end of the lesson pupils will be able to:	<i>Recycling the vocabulary and structures</i>	Pupil’s book, Workbook, the DVD;

region <i>Developing:</i> - to enable pupils to say about the weather; - to enable pupils to make a poster about their region giving info about its location and cities, weather and interesting famous places/sights <i>Socio-cultural:</i> - to raise awareness of the region the pupils live	- say about the weather; - make a poster about their region's location and cities, weather and interesting famous places/sights.	<i>related to weather</i>	a ball or a scrunched up piece of paper; weather flashcards/ pictures for sunny, rainy, windy, cloudy, snowy, warm, hot, cold, cool weather
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### **Activity 1 Listen and sing. 5 min**

#### **Objective: to warm up by repeating the song**

Play the DVD. Ask the pupils to listen to the song and sing it.

Look at Unit 5 Lesson 1 Activity 1 for the DVD script.

**Note:** Do not worry if the pupils cannot sing everything. It is OK if they sing some lines or even just some words.

### **Activity 2 Play "Basketball". 8 min**

#### **Objective: to revise the weather words**

Put the pupils into two teams. Explain that you will show a weather flashcard, a pupil from their team will say two sentences about it and take a shot with a ball (or a scrunched up piece of paper) at a trash can/box/basket. First demonstrate: show a weather flashcard (e.g. sunny) to Pupil 1. If s/he answers correctly (e.g. 'It's sunny. It's hot.'), then s/he can have a shot at the basket. If the pupil gets the ball in the basket, then s/he wins 2 points. If the pupil hits the basket without going inside, then s/he wins 1 point. The team with the most points is the winner.

### **Activity 3 Work in pairs. Check your partner's homework. 10 min**

#### **Objectives: to check homework;**

#### **to develop the pupils' reading skills**

Ask the pupils to take and swap their Workbooks in pairs. Then ask them to open the Workbooks to Page 27 and look at Homework 1. Explain that they must write true or false next to the statements. Explain that when they finish with Homework 1, they can read the text about a season in Homework 2 and write what season it is under the text.

### **Activity 4 Work in groups. Make a poster about your region. 20 min**

#### **Objective: to develop the pupils' creative abilities**

*STEP 1:* Make 4 groups. Explain that they are going to make a poster about their region. So in their group they are going to write a part of the project.

*STEP 2:* Allocate the following topics to 3 groups: location and cities; weather; interesting famous places/sights. The 4th group will make a design of a poster with the photos/pictures the pupils have brought. Monitor the groups' work and help if necessary.

#### **Homework 2 min**

Ask the pupils to open their Workbooks and look at the homework. Check that everybody understands what to do. If necessary, explain that they must write about their region, its location, weather and interesting places like the one they did in the project lesson.

## **Unit 6 Welcome to our party**

### **Lesson 1 Can I have a cup of tea?**

<b>Aims</b>	<b>Learning outcomes</b>	<b>Vocabulary and structure</b>	<b>Required equipment</b>
<p><i>Educational:</i> - to learn how to ask for a drink or food</p> <p><i>Developing:</i> - to enable pupils to ask for a drink or food</p> <p><i>Socio-cultural:</i> - to raise awareness of how children in Great Britain celebrate birthdays</p>	<p>At the end of the lesson pupils will be able to:</p> <p>- ask for a drink; - ask for food.</p>	<p>a birthday party, a birthday card, a glass of juice, a bowl of salad, a cup of tea</p>	<p>Pupil's book, Workbook, the DVD, flashcards for Activities 2b and 4</p>

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

#### **Objective: to warm up**

Play the DVD. Ask the pupils to listen to and repeat the song. Ask what they have understood.

#### **DVD script:**

Are you playing? Yes, I am.

Watch me doing and do the same.

Shake your head and comb your hair.

Count to three and find your pair.

Are you playing? Yes, I am.

Watch me doing and do the same.

Wiggle your fingers, wiggle your mouth.

Clap your hands and turn around.

### **Activity 2a Look and say. 5 min**

#### **Objectives: to introduce the unit topic; to revise the Present Continuous**

*STEP 1:* First revise the Present Continuous Tense if necessary. Ask: 'What are you doing?' and help the pupils answer in the Present Continuous Tense, e.g. 'I'm sitting.' 'We're listening.' 'Anvar is drawing.' etc.

*STEP 2:* Point to the picture and ask: 'What are they doing?' The pupils look at the picture with Bob's birthday party and describe it, e.g. 'Mum is laying the table.' etc.

### **Activity 2b Look, listen and repeat. 10 min**

#### **Objective: to introduce the new words and word combinations**

*STEP 1:* Introduce the new words with flashcards: a birthday party, a birthday card, a glass of juice, a bowl of salad, a cup of tea. The pupils say all the things they see in the pictures. Accept all the reasonable answers.

*STEP 2:* Ask what "Happy birthday!" means. Establish the meaning of the word combinations: happy birthday, a birthday party, a birthday cake, a birthday card.

The pupils repeat these word combinations in chorus, in pairs and individually.

*STEP 3:* Write "juice" on the board, point to the pack of apple juice and ask the pupils to guess what the word "juice" means. Show a glass with juice and say: 'A glass of juice'.

The pupils repeat 'a glass of juice' in chorus, in pairs and individually.

*STEP 4:* Do the same with the word "salad" and word combination "a bowl of salad".

*STEP 5:* Do the same with the word "tea" and word combination "a cup of tea".

### **Activity 3a Complete the sentences. 5 min**

#### **Objective: to recycle the new words**

The pupils complete the sentences looking at the picture clues.

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

**Objective: to consolidate the new word combinations**

The pupils work in pairs. It's a usual Point and Say activity.

**A:** (points)

**B:** a glass of juice

**Activity 4 Play "Can I have a cup of tea, please?". 10 min****Objectives: to reinforce the new word combinations;**

**to revise "Can I have ...please?" "No, sorry./Yes, here you are."**

*STEP 1:* First, the pupils read the dialogues silently.

*STEP 2:* Ask the pupils to work in groups of 4. Give the flashcards with the new word combinations to each pair in a group.

Pair 1 asks: 'Can we have a glass of water, please?'

Pair 2 says: 'Yes, here you are.' If they have a flashcard with water, or 'No, sorry.' if they don't.

Make sure that the pupils understand the importance of saying "please" when asking and "thank you" when they have been given something.

**Extension:** If some groups finish earlier than the rest of the class, swap the pairs and ask them to play again.

**Homework 5 min**

Ask the pupils to look at the homework. Check that everybody understands what to do. If necessary, explain that they must match the words in Activity 1 as shown in the example, and complete the sentences in Activity 2, using the pictures as clues.

**Lesson 2 I'd like a glass of...**

<b>Aims</b>	<b>Learning outcomes</b>	<b>Vocabulary and structure</b>	<b>Required equipment</b>
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn how to ask for a drink or food politely</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to ask for a drink or food politely</li> <li>- to enable pupils to make word combinations</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of how to ask for something politely</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- ask for a drink;</li> <li>- ask for food.</li> </ul>	<p><i>Vocabulary:</i></p> <p>apple juice, peach juice, pear juice, tomato salad, cucumber salad</p> <p><i>Structure:</i></p> <p>I'd like ... please (I would like ...)</p>	<p>Pupil's book, Workbook, the DVD, flashcards for Activity 2a</p>

**Activity 1 Listen and repeat. 10 min****Objectives: to warm up; to create a friendly atmosphere; to check homework**

*STEP 1:* The pupils listen to and repeat the song after the DVD.

Look at Unit 6 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* The pupils work in pairs and read to each other their homework.

**Activity 2a Look, listen and say. 10 min****Objectives: to revise drinks and food; to introduce the structure "I'd like ..."**

*STEP 1:* Invite five pupils to the board. Give them the flashcards with: 1) a glass of water; 2) a glass of juice; 3) a bowl of palov; 4) a bowl of salad; 5) a cup of tea

Say: 'I'd like a glass of water, please.' Help the pupil with the appropriate card to give it to you. Say: 'Thank you.' Repeat the procedure with the other flashcards.

Write on the board: "I'd like ... = I would like ...". Establish the meaning. Use L1 if necessary.

**NB:** Say that "I'd like ..." is similar to the structure "Can I have ...?"

Ask the class to look at the flashcards and repeat after you: *I'd like a glass of water, please. I'd like a glass of juice, please. I'd like a bowl of palov, please. I'd like a bowl of salad, please. I'd like a cup of tea, please.*

**STEP 2:** The pupils ask you to give their cards back. They should say: 'I'd like a glass of water, please.' etc.

### **Activity 2b Work in pairs. Point and say. 5 min**

**Objectives:** to consolidate the structure "I'd like ...";  
to revise food and drink vocabulary

It's a usual Point and Say activity.

**A:** Points to the picture in Activity 2a.

**B:** I'd like a bowl of palov.

### **Activity 3a Look, read and say. 7 min**

**Objectives:** to recycle fruit and vegetables;

to enable pupils to talk about different types of juice and salads

**STEP 1:** Write "apple juice" on the board and ask the pupils to guess what this means. Then write "orange juice" and ask the pupils to recall other types of juice. Perhaps they will say: *tomato juice, peach juice, pear juice, strawberry juice*, etc. Accept all answers. Praise them.

Ask: 'What's your favourite juice?' Elicit some answers.

**STEP 2:** Do the same with the word "salad". The pupils can come up with: *tomato salad, cucumber salad, eggplant salad*, etc. Accept all answers, including fruit salads. Praise them.

Ask: 'What's your favourite salad?' Elicit some answers.

### **Activity 3b Play "Ask and answer". 5 min**

**Objective:** to consolidate the words and structures learnt in the lesson

It's a usual Chain Drill with the questions: "What's your favourite juice?" "What's your favourite salad?"

### **Activity 4 Listen and underline. 5 min**

**Objective:** to develop listening skills

**STEP 1:** The pupils listen to 4 short dialogues. Play the first, stop and check that the pupils underlined the correct item. Then play the second, etc. Pause after each dialogue.

**STEP 2:** Play the whole thing once more and ask the pupils to listen and check. Check the answers together.

**Answer keys:**

1) I'd like black tea/green tea, please.

2) I'd like tomato salad/cucumber salad, please.

3) I'd like strawberry ice-cream/lemon ice-cream, please.

4) I'd like peach juice/pear juice, please.

**DVD script:**

*Dialogue 1:*

**A:** Oh it's so cold. I'd like a cup of hot tea, please.

**B:** Black or green?

**A:** Green, please.

**B:** Here you are.

**A:** Thank you.

*Dialogue 2:*

**A:** Do you like salads?

**B:** Yes ....

**A:** Look, they have tomato salad, cucumber salad, eggplant salad with onions ...

**B:** Oh ... I'd like cucumber salad, please.

**A:** Ok ...

*Dialogue 3:*

**A:** Mum, it's hot ... I want ice cream ...

**B:** Well ... OK ... let's look ... lemon ice cream ...

**A:** Oh, no ... I don't like lemon ice cream ... Can I have strawberry ice cream, please?

**B:** Yes, here you are ...

*Dialogue 4:*

**A:** Can I have a glass of pear juice, please?

**B:** Sorry, we don't have pear juice ...

**A:** Oh ... well ... Do you have peach juice?

**B:** Yes.

**A:** Ok ... a glass of peach juice please ...

### **Homework** 3 min

Ask the pupils to look at the homework. Check that everybody understands what to do. If necessary, explain that they must answer the questions in Activity 1 and complete the sentences in the dialogue in Activity 2.

#### **Answer key for Activity 2:**

**A:** Oh it's so cold. I'd like a cup of hot tea, please.

**B:** Black or green?

**A:** Green, please.

**B:** Here you are.

**A:** Thank you.

## **Lesson 3 Don't jump on my bed!**

<b>Aims</b>	<b>Learning outcomes</b>	<b>Vocabulary and structure</b>	<b>Required equipment</b>
<i>Educational:</i> - to learn how to ask questions using 'or' <i>Developing:</i> - to enable pupils to ask questions using 'or' <i>Socio-cultural:</i> - to raise awareness of games children in Great Britain play indoors	At the end of the lesson pupils will be able to: - ask questions using 'or'; - say negative imperatives; - ask and answer Yes/No questions in the Past Simple.	<i>Recycling the vocabulary related to indoors games;</i> New: or	Pupil's book, Workbook, the DVD

### **Activity 1 Listen and sing. 10 min**

**Objectives:** to warm up; to create a friendly atmosphere; to check homework

*STEP 1:* The pupils listen to and sing the song together with the DVD.

Look at Unit 6 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* The pupils work in pairs and read to each other their homework.

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

**Objective: to develop reading skills**

Say that in the pictures there are the same children who came to Bob's birthday. They are in his bedroom. Ask the pupils to read what the parrot is "saying".

Bob's elder brother is hiding behind the curtain and "talking" as a parrot to fool the small children. The brother is saying: '*Don't touch my computer! Don't touch my toys! Don't jump on my bed! Don't play with my dog! ...*' the small children are very puzzled ...

Picture 2 – the dog hearing familiar voice runs to the curtain and discovers the boy ...

**Activity 2b Work in pairs. Play "Don't open the book!" 5 min**

**Objective: to revise negative imperative**

The pupils work in pairs. Explain that Pupil A does something, Pupil B asks not to do it as shown in the example.

**A:** (*is opening a book*)

**B:** Don't open the book!

**Activity 3 Work in pairs. Play "Left or right?" 10 min**

**Objective: to introduce and practise "or"**

*STEP 1:* Ask the pupils to read the dialogue. Say this is a game they can play with their friends. Demonstrate with two children. Pupil 1 holds a pen behind the body, Pupil 2 tries to guess.

**Pupil 1:** Left or right?

**Pupil 2:** Left.

**Pupil 1:** No, try again.

*STEP 2:* Ask the pupils to work in pairs and play the game. Say they can hide anything they want. Say they must be honest.

**Activity 4a Read and tick games for birthday party. Write your own. 5 min**

**Objective: to revise the question "Did you ...?"**

*STEP 1:* Revise the question "Did you ...?"

**You:** Play tag.

**The class:** Did you play tag? etc.

*STEP 2:* Ask the pupils to open their Workbooks to Page 31, look at the table and complete the first column for themselves.

**Activity 4b Work in pairs. Ask and answer. 5 min**

**Objective: to consolidate the question "Did you ...?"**

Ask the pupils to work in pairs. In turn, they should ask the questions and answer to complete the second column of the table in Activity 4a.

**Homework 5 min**

Ask the pupils to look at the homework. Check that everybody understands what to do. If necessary, explain that they must write the sentences in Activity 1 and write two questions for their friends in Activity 2 as shown in the example.

**Answer key for Activity 1:**

- 1) I liked my birthday.
- 2) We played Bingo at my birthday.
- 3) My mum cooked a birthday cake.
- 4) My dad cooked palov.
- 5) My granny came to my birthday.

## Lesson 4 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> - to revise all the learnt material in Unit 6</p> <p><i>Developing:</i> - to develop the pupils' creativity and social skills</p> <p><i>Socio-cultural:</i> - to raise awareness of different ways of politeness</p>	<p>At the end of the lesson pupils will be able to prepare and practise role plays.</p>	<p><i>Recycling the vocabulary learnt in previous lessons</i></p>	<p>Pupil's book, Workbook, the DVD; flashcards for Activity 2</p>

### Activity 1 Listen and sing. 10 min

**Objectives: to warm up; to create a friendly atmosphere; to check homework**

*STEP 1:* The pupils listen to and sing the song together with the DVD.

Look at Unit 6 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* The pupils work in pairs and read to each other their homework.

### Activity 2 Play "Fruit salad". 10 min

**Objectives: to revise the vocabulary; to have fun**

The pupils stand in a circle with one player standing in the middle. Each player has a flashcard of a fruit or vegetable, or a word flashcard, except for the player in the middle. You must call out two of the picture card items or words, e.g. 'I'd like apple juice and orange juice.' The two players with these flashcards change places without the person in the middle grabbing their place. If the person in the middle manages to join the circle, then the one left standing goes in the middle. The new person in the middle gives the flashcard to the child taking his/her place in the circle.

If someone is stuck in the middle for two turns, say: 'All Go!' When the players hear this, they must all change places, which gives the person in the middle a very good chance of joining the circle.

**Extension:** Once everyone has had one go, ask your class to pass their pictures to the right, and take the one handed to them from the left. You can give them another go with the new picture.

**NB:** Only 2 children move at one time (except when you say: 'All Go'), which makes it easy to keep control.

### Activity 3a Work in groups of 4. Prepare for role play. 15 min

**Objectives: to consolidate the unit vocabulary; to develop creativity**

Ask the pupils to work in groups of 4. Groups choose what types of café they are going to create. They can be cafés which serve palov, different salads and tea. Or the café can be serving different kinds of juice, cakes and ice cream.

Pupils draw pictures of different salads, ice creams, juices etc. The dialogues from Lesson 2 might help with ideas.

### Activity 3b Role play. 10 min

**Objective: to practise the language learnt in the unit**

Ask the pupils to present their role plays.

### Homework

Ask the pupils to revise Unit 6 and get ready for the revision lesson.

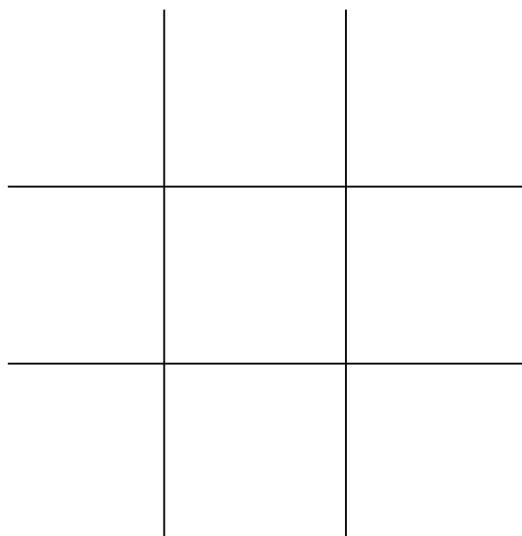
## REVISION 3

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> – to revise the vocabulary for the topics of units 5–6 <i>Developing:</i> – to enable pupils to work independently to revise the vocabulary.	At the end of the lesson, pupils will be able to say words on the topics from units 5 and 6.	<i>Revision of the vocabulary for Units 5 and 6</i>	Pupil’s book, Workbook, the DVD of the book

**Activity 1 Work in groups. Play “Tic Tac Toe”.**

**Objective: to consolidate the vocabulary on the topics of Units 5 and 6**

*STEP 1:* Make the following Tic Tac Toe grid on the board and stick the 9 cards: one in each cell.



*STEP 2:* Divide the class into 2 teams. Team 1 will be “0” and Team 2 will be “X”. Ask the pupils to open their books to Page 34 and look at Card 2. Explain that Team 1 will start. They must choose any cell they like and say a sentence with that transport and word as shown in the example. If their sentence is correct, put “0” in the grid on the board for it. Then Team 2 chooses any cell they like and say a sentence with that transport and word. If their sentence is correct, put “X” in the grid on the board for it. The team which will be first to put three continuous zeros or crosses vertically, horizontally or diagonally is the winner. Therefore, a team should not allow the other team to put three continuous marks by answering correctly, and at the same time should try to put their own three continuous marks. If the game is finished quickly, you can repeat it once more.

*STEP 3:* Now the teams can play the game with Card 3.

**Activity 2 Work in pairs. Do the quiz “I can ...”.**

**Objectives: to revise the material studied in Units 5 and 6;**

**to train pupils to be able to assess their knowledge, skills and overall progress;**

**to let pupils see how much they can do in English;**

**to encourage them into revising the material they have not learnt properly**

Set up pair work. Ask the pupils to do the quiz “I can ...” together with their partners. This quiz does not test memory – it is a learning opportunity, so the pupils should be allowed to use their Pupil’s books and Workbooks.

They discuss the answers and, where necessary, write them in their “I can ...” exercise books.

## Unit 7 Holidays

## Lesson 1 We love holidays.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn about the holidays in Uzbekistan and England;</li> <li>- to learn to say and write what one can do on holidays</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to listen for detailed information;</li> <li>- to enable pupils to say and write about holidays</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the holidays in England</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- name the holidays in Uzbekistan;</li> <li>- say and write what they can do on holidays;</li> <li>- listen for detailed information.</li> </ul>	<p><i>Recycling the vocabulary related to holidays;</i> New words: Mother's Day, Father's Day, a camera, take a photo, go fishing</p>	<p>Pupil's book, Workbook, the DVD; picture flashcards for Activity 3a</p>

### 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.

#### DVD script:

#### Jingle Bells

Here we go!

Jingle Bells, Jingle Bells, Jingle all the way

Oh what fun it is to ride in a one horse open sleigh, hey!

Jingle Bells, Jingle Bells, Jingle all the way

Oh what fun it is to ride in a one horse open sleigh!

1, 2, 3, 4!

I can jump, I can dance, I can sing, I can laugh

I can jump, I can dance, I can sing, I can laugh - ha, ha, ha

Jingle Bells, Jingle Bells, Jingle all the way

Oh what fun it is to ride in a one horse open sleigh, hey!

Jingle Bells, Jingle Bells, Jingle all the way

Oh what fun it is to ride in a one horse open sleigh!

1, 2, 3, 4!

I can jump, I can dance, I can sing, I can laugh

I can jump, I can dance, I can sing, I can laugh - ha, ha, ha

Happy New Year!

### Activity 2a Look and match. 7 min

#### Objective: to revise holiday vocabulary learnt in Classes 1-3

*STEP 1:* Say: 'Open your books.' Point to the calendar and ask: 'What can you see?' Accept anything reasonable and praise pupils. Ask: 'Why are the days red?' Accept anything reasonable and conclude: 'They're holidays.'

*STEP 2:* Say: 'Open your Workbooks to Page 33.' Wait until everybody has opened the correct page. Say: 'Look. Match the days and the holidays.' Monitor.

*STEP 3:* Check the answers involving the whole class. Then have the pupils repeat the holidays after you in chorus.

**Activity 2b Work in pairs. Ask and answer. 8 min**

**Objectives: to consolidate holiday and activities vocabulary;  
to develop the pupils' speaking skills**

*STEP 1:* First demonstrate with a pupil as shown in the example.

*STEP 2:* Make pairs. Explain that in turn Pupil A asks questions about a holiday, Pupil B answers. Explain that they can use the words in the word cloud when answering.

**Activity 3a Look, listen and repeat. 10 min**

**Objectives: to introduce the new vocabulary;  
to raise awareness of the English holidays**

*STEP 1:* Say: 'Open your books.' Point to the pictures. Ask: 'What can you see?' Accept anything reasonable and praise pupils. Say: 'In England people celebrate Mother's Day and Father's Day.' And ask: 'Do we celebrate Mother's Day and Father's Day?' Elicit some answers and conclude: 'We celebrate Mother's Day and we call it Women's Day. But we don't celebrate Father's Day.'

*STEP 2:* Display the flashcards of the new words and point to each one in turn and say its name. Display the flashcards around the room. Say: 'Listen and point.' Say the name of the flashcard and encourage the pupils to turn towards the flashcards.

*STEP 3:* Play the DVD and ask the pupils to listen, point to the picture and repeat.

*STEP 4:* Ask the pupils to work in pairs or threes. One pupil mimes the action. The other pupils answer.

**DVD script:**

a camera, take a photo, go fishing, Mother's Day, Father's Day

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

**Objective: to consolidate the new vocabulary**

Ask the pupils to work in pairs. As usual, in turn, Pupil A points to the picture in Activity 3a and asks: 'What's this?' Pupil B answers: 'a camera/take a photo/Mother's Day/Father's Day/go fishing.'

**Activity 4 Listen and put "✓" for Bob. 8 min**

**Objectives: to consolidate holiday vocabulary;  
to develop the pupils' listening skills.**

*STEP 1:* Play the DVD. Say: 'Listen'.

*STEP 2:* Say: 'Open your Workbooks.' Point to the table and say: 'Now listen again and put ticks for Bob.'

*STEP 3:* Play the DVD the second time. The pupils put ticks for Bob.

*STEP 4:* Check the answers with the whole class.

**Answer key:**

	<b>Timur</b>	<b>Bob</b>
New Year's Day		
Women's Day		
Navruz		
Father's Day		
Mother's Day		

Independence Day		
Teachers' Day		
Constitution Day		

**DVD script:**

*Ring, ring*

**Bob:** Hello, Timur! How are you?

**Timur:** Hello, Bob! I'm fine ... And you?

**Bob:** I'm fine, too ...

**Timur:** Happy Teachers' Day, Bob!

**Bob:** Teachers' Day? ... Oh, is it a holiday?

**Timur:** ... Yes, it is ... and we have Independence Day on 1 September ...

**Bob:** Oh ... We don't have Independence day...

**Timur:** And, what about Navruz?

**Bob:** No! We don't have Navruz.

**Timur:** And, Constitution Day?

**Bob:** No ... We don't have Constitution Day.

**Timur:** No Teachers' Day, no Independence Day, no Constitution Day and no Navruz! ...

What holidays do you have, Bob?!

**Bob:** We have Mother's Day, Father's Day, New Year's Day and ...

**Timur:** Oh, great! We have Mother's Day and New Year's Day, too!

**Bob:** ... and Father's Day?

**Timur:** No ... we don't celebrate Father's Day. When's Father's Day?

**Bob:** It's in June.

**Timur:** ... And what do you do on Father's Day?

**Bob:** Well, we usually give presents and cards to my dad. We often buy cactuses for his collection. We take photos. Sometimes we go fishing and swimming with dad, sometimes we ...  
(fades)

**Homework 2 min**

Ask the pupils to open their Workbooks to Page 34 and look at Homework 1a. Check that everybody understands what to do. If necessary, explain that they must write the English translations of the holidays.

Then draw their attention to Homework 1b. Explain that here the pupils will choose a holiday and write what they do on that holiday. They must not write what holiday it is. Their partner or classmates will find the answer.

**Lesson 2 Happy New Year!**

<b>Aims</b>	<b>Learning outcomes</b>	<b>Vocabulary and structure</b>	<b>Required equipment</b>
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn about the Chinese New Year;</li> <li>- to learn to read for specific information and listen for detailed information</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to read for specific information;</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- say the vocabulary related to the New Year holiday;</li> <li>- read for specific information;</li> <li>- listen for detailed information.</li> </ul>	<p><i>Recycling the vocabulary related to the New Year holiday;</i> New words: Chinese New Year, decoration, dragon dance, go out, fireworks,</p>	<p>Pupil's book, Workbook, the DVD; picture flashcards: <i>New Year's Day, New Year tree, Father Frost, snowman, snowballs, present</i></p>

- to enable pupils to listen for detailed information; - to enable pupils to write about the New Year holiday <i>Socio-cultural:</i> - to raise awareness of the Chinese New Year.		good luck	
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**Activity 1 Listen and repeat. 5 min**

**Objective: to warm up by repeating the song**

Play the DVD. Ask the pupils to listen to the song and repeat it.

Look at Unit 7 Lesson 1 Activity 1 for the DVD script.

**Note:** Do not worry if the pupils cannot sing everything. It is OK if they sing some lines or even just some words.

**Activity 2 Work in pairs. Check your partner's homework. 5 min**

**Objectives: to check homework;**

**to develop the pupils' reading skills**

Ask the pupils to take and swap their Workbooks in pairs. Then ask them to open the Workbooks to Page 34 and look at Homework. Explain that when they finish with Homework 1a, they can read the text about a holiday in Homework 1b and write what holiday it is under the text.

**Activity 3 Work in groups of 5. Play "Flashcard Touch". 10 min**

**Objective: to revise the New Year holiday vocabulary learnt in Classes 1-3**

In advance prepare 4 sets of the following picture flashcards: *New Year's Day, New Year tree, Father Frost, snowman, snowballs, present*

**STEP 1:** Revise the vocabulary: *New Year's Day, New Year tree, Father Frost, snowman, snowballs, present* by showing the picture flashcards one by one and having the pupils shout out the names. Help them name the flashcards if they have forgotten them. Repeat the procedure once more.

**STEP 2:** Make groups of 5. Give out 1 set of flashcards to each group. Lay the picture flashcards on their table face up.

**STEP 3:** First demonstrate with one group. Tell them: '*Put your hands in the air.*' Then call out a flashcard (e.g. "New Year tree!"). The pupils have to touch the card as quickly as they can.

**STEP 4:** Once the pupils have understood what to do, play for a few rounds in the same manner, involving all of the groups.

**Extension:** Tell your pupils: '*Close your eyes*'. Take away a flashcard and tell the pupils: '*Open your eyes*'. Ask: '*Which picture is missing?*' The pupils have to shout out the missing flashcard. Play a few rounds.

**Activity 4a Look, listen and repeat. 7 min**

**Objective: to introduce the new vocabulary**

**STEP 1:** Ask the pupils to look at the pictures and guess the meaning of the new words. Accept any reasonable answers. If necessary, help them with the meaning.

**STEP 2:** Have the pupils repeat the new words after you in chorus, rows and individually.

**Activity 4b Read and match. 10 min**

**Objective: to practise reading for specific information**

**STEP 1:** Ask the pupils to open their Workbooks to Page 35. Then ask them to read the text silently.

**STEP 2:** When they finish, ask them to match the words to make phrases as shown in the example. Then check the answers involving the whole class.

**Answer key:**

favourite holiday  
red decoration  
yellow flower  
good luck  
special meal  
dragon dance

**Activity 4c Listen and put the pictures in order. 6 min**

**Objective: to practise listening for specific information**

*STEP 1:* Ask the pupils to open their books and look at the pictures in Activity 4a. Explain that now they are going to listen to a text and then put the picture in order.

*STEP 2:* Play the DVD. After listening, the pupils write the order of the pictures in their Workbooks.

**Answer key:**

f, b, e, g, c, d, a

**DVD script:**

In China we celebrate Chinese New Year. It's my favourite holiday. Before the holiday we clean our homes. We put red decorations in our homes. My dad goes to the flower market and buys beautiful flowers and fruit trees. Usually we buy yellow flowers and fruit trees for good luck. We often buy new clothes.

In the morning my mum cooks special meals. I help my mum to lay the table. We have lunch and go out. In the afternoon we watch dragon and lion dances. It's a lot of fun! In the evening we watch fireworks. They are beautiful!

**Homework 2 min**

Ask the pupils to open their Workbooks to Page 36 and look at the homework. Check that everybody understands what to do. If necessary, explain that they must write how they celebrate the New Year. Say that they can use the text in Activity 4b (Chinese New Year) as a model.

### Lesson 3 Winter holidays are fun.

<b>Aims</b>	<b>Learning outcomes</b>	<b>Vocabulary and structure</b>	<b>Required equipment</b>
<p><i>Educational:</i></p> <ul style="list-style-type: none"><li>- to learn about the activities in the New Year Day and winter holidays;</li><li>- to learn to read for specific information and listen for detailed information;</li><li>- to learn to use tables to give information</li></ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"><li>- to enable pupils to read for specific information;</li><li>- to enable pupils to listen for detailed information;</li><li>- to enable pupils to use tables to give information</li></ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"><li>- say their likings using the structure "I like + verb+ing";</li><li>- read for specific information;</li><li>- listen for detailed information;</li><li>- use tables to give information.</li></ul>	<p><i>Recycling the vocabulary learn in previous lessons</i></p>	<p>Pupil's book, Workbook, the DVD; picture flashcards for Activity 2</p>

**Activity 1 Listen and sing. 10 min**

**Objectives: to warm up; to check homework;  
to develop the pupils' reading skills**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 7 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Ask the pupils to take and swap their Workbooks in pairs. Then ask them to open the Workbooks to Page 36 and read the homework. Ask them if their partners see in the new year in the same manner as them.

**Activity 2 Work in pairs. Mime and guess. 10 min**

**Objective: to revise some action vocabulary that the pupils have learnt so far**

*STEP 1:* Revise the following action vocabulary from previous lessons/classes using flashcards or miming: playing, reading, riding, running, singing, swimming, dancing, hopping, skating, skiing, walking, climbing, jumping, eating, fishing, taking a photo, etc.

*STEP 2:* Demonstrate with one pupil. Say: 'Mime an action'. When s/he mimes, for example, riding, say: 'You like riding.' Help the pupil answer: 'Yes.'

*STEP 3:* Ask the pupils to work in pairs. Monitor and help if necessary.

**Activity 3 Look, read and match. 10 min**

**Objective: to develop the pupils' reading skills**

*STEP 1:* Ask the pupils to open their books and look at the pictures in Activity 3. Then ask them to read the two texts silently.

*STEP 2:* When they finish reading, ask them to match the texts and pictures.

**Answer key:** a 2, b 1

**Activity 4a Listen and put "✓" and "✗" for Hasan and Husan. 8 min**

**Objectives: to consolidate holiday vocabulary;  
to develop the pupils' listening skills**

*STEP 1:* Play the DVD. Say: 'Watch and listen'.

*STEP 2:* Say: 'Open your Workbooks.' Point to the table and say: 'Now watch and listen again. Put ticks and crosses for Hasan and Husan.'

*STEP 3:* Play the DVD the second time. The pupils watch the video and put ticks and crosses for Hasan and Husan.

*STEP 4:* Check the answers with the whole class.

**Answer key:**

	<b>Hasan</b>	<b>Husan</b>
winter holidays		
ride his bike		
ride his horse		
feed his horse		
watch cartoons		
play snowballs		
play hockey		
make a snowman		
take photos		

**DVD script:**

Hi! I'm Hasan. Yesterday was New Year's Day. Today I'm not at school, I'm at home. I'm having winter holidays. Isn't it great? Winter holidays are a lot of fun! I can often ride my bike. We have a horse at home but I don't like riding and feeding it. I like watching a lot of cartoons.

Sometimes a lot of snow falls and we can play snowballs, play hockey and make a snowman. I like taking photos of ...

*Husan appears at that moment, pushes Hasan off the scene and begins saying about himself:*

Hello! I'm Husan. Hasan's my twin brother. Today I'm at home, too, and I'm having winter holidays, too. I love winter holidays. Hasan has a bike but I have a horse. I don't like riding his bike. I love riding my horse. I love feeding it. It's great. It runs fast and neighs. It's beautiful. I like taking photos of my horse. I like making a snowman and playing snowballs, too. But I don't like playing hockey. I don't like watching ...

*Here Hasan appears and pushes Husan off the scene.*

**Activity 4b Work in pairs. Say sentences about Hasan and Husan. 5 min**

**Objective: to develop the pupils' abilities to use tables to give information**

*STEP 1: Make pairs. Say: 'All the pupils on the right are Hasans and all the pupils on the left are Husans.'* Make sure everybody knows their role. Then say: *'All the Hasans say sentences about Husan. All the Husans make sentences about Hasan.'* Point to the table in Activity 4a that they have just completed and say: *'Use this table.'*

*STEP 2: Monitor and help if necessary.*

**Homework 2 min**

Ask the pupils to open their Workbooks to Page 37 and look at the homework. Check that everybody understands what to do. If necessary, explain that they must write sentences about Hasan and Husan using the table in Activity 4a.

## Lesson 4 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn how to make New Year decorations and cards;</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to make New Year decorations and cards;</li> <li>- to develop the pupils' creative abilities and raise the feeling of pride of own creations</li> </ul>	<p>At the end of the lesson pupils will be able to make New Year decoration and cards.</p>	<p><i>Recycling the vocabulary learn in previous lessons</i></p>	<p>Pupil's book, Workbook, the DVD; things needed for the project</p>

**Activity 1 Work in 3 groups. 30 min**

**Group 1: Make chain decorations.**

**Group 2: Make a pine cone New Year tree.**

**Group 3: Make New Year cards.**

**Objectives: to develop the pupils' creative abilities; to create New Year atmosphere**

Before class, prepare sheets of coloured paper, glues and scissors for Group 1. Pine cones, cotton balls, small beads, glue, glitters, thin thread and stars for Group 2. Construction paper, glue, scissors, paint or felt-tip pens, glitter, cotton wool, shiny stickers and envelopes for Group 3.

*STEP 1: Say: 'Open your books and look at the pictures.'* Then say showing to the relevant pictures: *'Today we're going to make paper chain decorations with different colours, a pine cone New Year tree and New Year cards.'*

*STEP 2: Divide the class into 3 groups.*

*STEP 3: Put sheets of coloured paper, glues and scissors for Group 1 and say: 'Use coloured paper, glue and scissors.'* Show to the chains in the textbook and say: *'Make these chains.'*

*STEP 4:* For Group 2, put pine cones enough for each pupil, cotton balls, small beads, glue and stars. Display and put an example pine cone tree that you made beforehand. To make the craft, have all the pupils in the group follow these instructions:

1. Glue a few cotton balls to the bottom of the pine cone. These look like snow and help the “tree” stand upright.
2. Put a little dab of glue at the tips of the pine cone and then sprinkle on glitter.
3. String some small beads onto thread and then tie off the last bead with a knot. Wrap the beads around the pine cone and glue them to the tree.
4. Top off the tree with a small star or other decoration.

*STEP 5:* For Group 3, put some construction paper, glue and scissors. Show them an example New Year card you made beforehand similar to the one in the textbook and say: ‘*Make a New Year card for one of your friends in the class.*’

Then have the pupils make a card, draw, paint or use felt-tip pen to make a New Year scene on the card (Father Frost, a snowman, a New Year tree, etc.). They can then decorate the cards with glitter, cotton wool for snow, shiny stickers, etc.

After that they can write a New Year message inside the card with your help. Make sure they include their classmate’s name with the message.

Finally, the pupils put their New Year card into an envelope.

### **Activity 2 Display New Year cards, trees and chains. 12 min**

**Objective: to raise the feeling of pride in pupils of their own creations**

*STEP 1:* Help Group 1 pupils decorate the classroom with the chains.

*STEP 2:* Help Group 2 pupils display their pine cone New Year trees on a table.

*STEP 3:* Revise the expressions “Happy New Year!”, “Here you are” and “Thank you”. Then model giving a New Year card to a pupil saying the expressions. Then have Group 3 pupils give their New Year cards to their classmates while saying the expressions. They can now open their New Year cards. Ask some pupils questions about their cards (e.g. Who was your card from? What’s the picture? What does it say inside?). Then ask them to put these cards into display next to the New Year trees.

*STEP 4:* Now sing the new year song all together. See the DVD script for the song in Unit 7, Lesson 1 Activity 1.

### **Homework 3 min**

Ask the pupils to open their Workbooks to Page 38 and look at the homework. Check that everybody understands what to do. If necessary, explain that they must prepare their New Year card, write sentences inside it like the one in the textbook and stick it on a special place in their Workbooks.

## **PROGRESS CHECK 3 (Units 5-7)**

There are 5 tasks in Progress Check 3. The tasks are developed to check listening, reading and writing. Total score for 5 tasks is 81. You can organize speaking and give 19 for the correct answers.

Speaking can be organized with the pictures taken from the lessons.

For example:

1) Page 28 Activity 4a. The pupils should look at the pictures and say sentences about the winter in Uzbekistan.

2) Pages 30-32 Activities 2a. The pupils should look at the pictures and say what the people are doing in the pictures.

3) Page 36 Activity 2a. The pupils should look at the pictures and say sentences, e.g. “I give flowers to our teachers on Teachers’ Day, sing songs and dance.”

4) Page 38 Activity 3 – The pupils should look at the pictures and say sentences about the New Year, e.g. “New Year’s Day is a holiday ...”

**Task 1 Listen and underline the correct words. 6 x 3 = 18**

Ask the pupils to open their Workbooks to Page 39, look at Task 1 and read the sentences. Say that they should listen to Bob and his Dad’s plans and underline the correct words. Say that the first is done for them. Check they understand what to do and play the DVD. You can play the DVD again if necessary.

**Answer key:**

- 1) We want to have breakfast at 8 o’clock / at 9 o’clock.
- 2) We are going to the Registan Square after breakfast / before breakfast.
- 3) We are going to the Gur-Emir after lunch / before lunch.
- 4) We are going to the Shahrisabz after dinner / before dinner.
- 5) We want to have lunch at 12.30 / at 2 o’clock.
- 6) We want to have dinner at 3.30 / at 5.30.
- 7) We are going to Shahrisabz at 5.30/ at 6.30.

**DVD script:**

**Bob:** Dad, what are we going to do in Samarkand?

**Dad:** Well, at 8 o’clock we want to have breakfast.

After breakfast, at 9.20 we’re going to the Registan Square.

Before lunch, at 11.40 we’re going to Gur-Emir.

At 12.30 we want to have lunch.

After lunch, at 2 o’clock we’re going to Bibi-Hanum.

Then at 2.40 we’re going to Ulugbek observatory.

At 3.30 we’re going to Shahi Zinda.

Then, at 5.30 we want to have dinner.

And after dinner, at 6.30 we’re going to Shakhrisabz by bus.

**Task 2 Read and underline the past forms. 6 x 3 = 18**

Ask the pupils to read the sentences. Say that they should underline the past forms. Check they understand what to do. Explain that the first one has already been done for them.

**Answer key:**

Bob, his father and mother come/came to Tashkent. They are/were in Tashkent for two days. They see/saw a lot of old and beautiful houses. On Tuesday they go/went to the zoo. There are/were a lot of animals. Bob is/was very happy. He has/had an interesting day.

**Task 3 Look, read and complete the sentences. 5 x 3 = 15**

Ask the pupils to look, read and complete the sentences with the words in the box. Explain that some words can be used 2 times. Check they understand what to do.

**Answer key:**

I’d like a glass of water.

I’d like a bowl of palov.

I’d like a bowl of tomato salad.

I’d like a cup of green tea.

I’d like a cup of black coffee.

**Task 4 Read and put in order. 5 x 3 = 15**

Ask the pupils to read the sentences and put them in order to make a dialogue.

**Answer key:** e, d, c, b, a

**Task 5 Answer the questions. 3 x 5 = 15**

Ask the pupils to read the questions and write their own answers.

**Unit 8 Shops**  
**Lesson 1 Where is the supermarket?**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to learn the names of shops <i>Developing:</i> - to enable pupils to ask where the shops are <i>Socio-cultural:</i> - to raise awareness of what the children in Great Britain collect	At the end of the lesson pupils will be able to: - name the shops; - say what we can buy at the shops.	a supermarket, a book shop, a flower shop, a toy shop, a model car, a street, buy, in front of, behind	Pupil's book, Workbook, the DVD

**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 what they have understood.

**DVD script:****One bottle o'POP**

One bottle o'pop, two bottles o'pop,  
 Three bottles o'pop, four bottles o'pop,  
 Five bottles o'pop, six bottles o'pop,  
 Seven bottles o'pop, POP!

Don't eat too many pickles with hamburger sandwiches,  
 Don't eat too many pickles, or else you will POP!

Hamburgers and apple pie, apple pie, apple pie,  
 Hamburgers and apple pie, apple pie and POP!

**Activity 2a Look, listen and repeat. 7 min****Objectives: to introduce the unit topic; to introduce the new words**

*STEP 1:* Introduce the new words. Use gestures to demonstrate the prepositions "in front of" and "behind".

Ask the pupils to look at the picture of a street with shops. Establish the meaning of the words: *a supermarket, a book shop, a flower shop, a toy shop, a model car, a street.*

Say: '*We **buy** books at the book shop. We **buy** flowers at the ... .*' (encourage the pupils to finish the sentence.) Check they understand the verb "buy".

*STEP 2:* Work on pronunciation as usual.

**Activity 2b Look, listen and underline. 8 min****Objectives: to revise the vocabulary; to develop listening skills**

*STEP 1:* Ask the pupils to open their Workbooks and look at Activity 2b. Say they will listen to the dialogue between Bob and his parents. Ask them to listen and underline the correct words in the dialogue.

*STEP 2:* Play the DVD. Play the DVD two times if necessary.

**DVD script:**

**Bob:** Dad, mum ... Are we going shopping?

**Dad:** Yes, Bob ... where's the city map?

**Mum:** ... Here you are ...

**Dad:** ... Well ... look ... a lot of shops here in Green Garden street ...

**Mum:** ... Yes ... there's a supermarket, a book shop ...

**Dad:** ... A book shop? Where is it? ... I'd like to buy a book about Amir Temur...

**Mum:** ... It's here ... behind the supermarket ... Oh look ... a flower shop ... I love flowers...

**Bob:** (*a bit disappointed*) ... A book shop, a flower shop ... Where's MY favourite shop?

**Mum:** (*laughing*) ... Oh, YOUR favourite Toy shop is in front of MY favourite shop ...

**Bob:** Hooray! ... let's start with the Toy shop ... I'd like to buy a model car for my collection

...

**Answer key:**

1 There are a lot of shops/no shops in Green Garden street.

2 Dad would like to buy a book about the city/Amir Temur.

3 A book shop is in front of/behind the supermarket.

4 A toy shop is in front of/behind the flower shop.

**Activity 2c Work in pairs. Ask and answer. 5 min**

**Objective: to revise the vocabulary**

Ask the pupils to work in pairs. Ask them to look at the map in Activity 2a and find the places by asking questions and answering as shown in the example. Ask them to use the prepositions in the cloud when answering.

e.g. **A:** Where's the hospital?

**B:** It's opposite the library.

**Activity 3 Work in pairs. Picture dictation. 10 min**

**Objective: to revise the vocabulary**

*STEP 1:* Ask the pupils to work in pairs. Ask them to draw simple sketch drawings of the following words or write them on small slips of paper: *a hospital, a school, a flower shop, a computer club, a toy shop.*

*STEP 2:* Dictate the following, the pupils put their drawings or slips of paper with words in order according to your description on their desks: *There's a flower shop between a school and a hospital. A computer club is behind the hospital. A toy shop is next to the school.*

*STEP 3:* Check how well they managed the task: draw a flower shop on the board. Ask the pupils to come to the board and draw the other places. (The pupils can use the pictures and stick them to the board.)

*STEP 4:* Put a text with a description. Say that Pupil 1 must come to the text, read only one sentence silently and go to Pupil 2 to describe the picture, e.g. *The hospital is between the school and the toy shop.* Pupil 2 must listen and put the pictures according to the text on their desks, etc.

**Extension:** The pupils work in pairs and dictate to each other. Say that they can dictate different texts.

**Activity 4 Complete the sentences. Use *opposite, between, next to, in front of, behind.* 5 min**

**Objectives: to revise the prepositions**

Ask the pupils to look at the picture in Activity 2a and complete the sentences.

**Answer key:**

- 1 The toy shop is opposite the flower shop.
- 2 The school is next to the toy shop.
- 3 The supermarket is between the flower shop and cafe.
- 4 The flower shop is in front of the toy shop.
- 5 The book shop is behind the supermarket.

**Homework** 4 min

Ask the pupils to look at the homework. Check that everybody understands what to do. If necessary, explain that they must match the words in Activity 1a and then, according to it, draw the picture in Activity 1b.

**Answer key for 1a:**

- The police station is behind the hospital.
- The supermarket is in Green Street.
- The book shop is in front of the school.
- The flower shop is between the park and supermarket.
- The hospital is next to the library.

## Lesson 2 Where can I buy ...?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn how to ask directions</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to ask for directions;</li> <li>- to enable pupils to give directions;</li> <li>- to enable pupils to ask for a drink and food</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- ask for a drink;</li> <li>- ask for food.</li> </ul>	<p><i>Structure:</i></p> <p>Where can I buy ...?</p>	<p>Pupil's book, Workbook, the DVD; flashcards for Activity 2a</p>

**Activity 1 Listen and repeat.** 10 min

**Objectives: to warm up; to create a friendly atmosphere**

*STEP 1:* The pupils sing the song together with the DVD.

Look at Unit 8 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* The pupils work in pairs and read to each other their homework.

**Activity 2a Play "Preposition game".** 10 min

**Objectives: to revise the prepositions; to develop listening skills; to have fun**

*STEP 1:* Prepare the following flashcards with places beforehand: *a supermarket, a flower shop, a book shop, a hospital, a park.*

*STEP 2:* Ask the pupils to work in groups of 5. Give the flashcards to each pupil. Ask them to listen and stand according to the text. When Group 1 stands, ask the class to help to check and read the text once more.

*Group 1 text:*

The **supermarket** is between the **hospital** and **park**. There is a **flower shop** behind the hospital. The **book shop** is in front of the park.

*Group 2 text:*

The **book shop** is between the **flower shop** and **park**. There is a **hospital** behind the book shop. The **supermarket** is in front of the flower shop.

*Group 3 text:*

The **hospital** is between the **supermarket** and **park**. There is a **book shop** behind the hospital. The **flower shop** is in front of the hospital.

*Group 4 text:*

The **park** is between the **hospital** and **supermarket**. There is a **flower shop** behind the hospital. The **book shop** is in front of the hospital.

**Extension:** You can add the preposition “opposite” and change the places to make the game more challenging.

**Activity 2b Look, read and draw. 7 min**

**Objective: to develop reading skills**

The pupils look at the map, read the text and draw the route. Check they draw it correctly. Help if necessary.

Ask: ‘Where’s the supermarket?’ (Opposite the park, next to the hospital).

**Activity 2c Look, listen and draw. 6 min**

**Objective: to develop listening skills**

*STEP 1:* The pupils look at the same map, listen to the text and draw the route. Ask them to follow the instructions from the arrow. Check they draw it correctly. Help if necessary.

**DVD script:**

**A:** Where’s the book shop?

**B:** Go straight. Stop at the park. Turn left. The book shop is opposite the school.

**A:** Thank you.

*STEP 2:* The pupils listen once more and check. Ask: ‘Where’s the book shop?’ (Opposite the park, and opposite the school).

**Activity 2d Work in pairs. Complete the dialogue. 7 min**

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

The pupils look at the map, read the text and complete the blanks.

**Answer key:**

**A:** Where’s a flower shop?

**B:** Go straight. Stop at the hospital. Turn left. The flower shop is opposite the park.

**A:** Thank you.

**Activity 3 Play “Where can I buy ...?” 3 min**

**Objective: to consolidate the new structure**

This is a usual Chain Drill.

**Homework 2 min**

Ask the pupils to look at the homework. Check that everybody understands what to do. If necessary, explain that they must complete the sentences as shown in the example.

**Answer key:**

1 We can buy flowers at the flower shop.

2 We can buy books at the book shop.

3 We can buy pens and pencils at the book shop.

4 We can buy fruit and vegetable at the supermarket.

### Lesson 3 Can I help you?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to learn how to go shopping; <i>Developing:</i> - to enable pupils to go shopping	At the end of the lesson pupils will be able to go shopping	<i>Revising the vocabulary and structures for shopping</i>	Pupil’s book, Workbook, the DVD

**Activity 1 Listen and sing. 10 min**

**Objectives: to warm up; to create a friendly atmosphere**

*STEP 1:* The pupils sing the song together with the DVD.

Look at Unit 8 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* The pupils work in pairs and read to each other their homework.

**Activity 2a Play “Where can I buy ...?”. 7 min**

**Objective: to revise the topic vocabulary**

It’s a usual Chain Drill.

**A:** *Where can I buy apples?*

**B:** *At the supermarket. Where can I buy books? etc.*

**Activity 2b Look, read and match. 8 min**

**Objective: to develop reading for gist**

The pupils read the texts and match them with the pictures.

*Answer key:* 2b, 3a

**Activity 2c Complete the dialogue. Help Bob’s mum to buy red tulips. 5 min**

**Objective: to develop writing skills**

The pupils read the text and complete the sentences.

*Answer key:*

**Shop assistant:** Can I help you?

**Mum:** I’d like tulips, please.

**Shop assistant:** Red or yellow?

**Mum:** Red, please.

**Shop assistant:** Here you are.

**Mum:** Thank you.

**Activity 3 Work in groups. Play “Shops”. 10 min**

**Objectives: to develop the pupils’ creativity and social skills;  
to consolidate the topic vocabulary**

*STEP 1:* The pupils choose a shop they would like to create. They should write a name for their shop and draw the items they can sell in their shop. Say they have 5 minutes for drawing. Say that drawings must be very simple. Also say that they can use real objects like bags, pens, pencils or different toys, etc.

*STEP 2:* The pupils go and “buy” something from another shop. Say that they should not forget to say: ‘*Good morning, Hello, Good bye, please, thank you*’, etc.

**Homework 5 min**

Ask the pupils to look at the homework. Check that everybody understands what to do. If necessary, explain that they must read the text on Page 44 and colour the picture on Page 45 according to the sentences. They must write the name of the shop as well.

## Lesson 4 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> – to revise the learnt material in Unit 8 <i>Developing:</i> – to develop the pupils’ creativity and social skills	At the end of the lesson pupils will be able to prepare and experience group	<i>Recycling the vocabulary learnt in previous lessons</i>	Pupil’s book; the DVD; paper, coloured pencils, markers

	presentations.		
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**Activity 1 Listen and sing. 10 min**

**Objectives: to warm up; to create a friendly atmosphere**

*STEP 1:* The pupils sing the song together with the DVD.

Look at Unit 8 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* The pupils work in pairs and check each other's homework.

**Activity 2a Work in groups of 4. Draw a street. 15 min**

**Objective: to develop the pupils' creativity**

Ask the pupils to draw a street they live in or any street they like. Ask them to draw shops and other places they like.

Say that they must be ready for group presentations.

**Activity 2b Group presentations. 15 min**

**Objective: to develop the pupils' presentation skills**

Before the presentations say that the pupils must listen to each other attentively. Say that they must give "medals" for group presentations.

1 – The best poster.

2 – The best group presentation.

3 – The best pictures.

Explain what "best" means.

**Unit 9 At the market  
Lesson 1 They look nice.**

<b>Aims</b>	<b>Learning outcomes</b>	<b>Vocabulary and structure</b>	<b>Required equipment</b>
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn about the food, fruit and vegetables;</li> <li>- to learn to say how food, fruit and vegetables look</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to distinguish fruit and vegetables;</li> <li>- to enable pupils to say how food, fruit and vegetables look</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- name the food, fruit and vegetables;</li> <li>- distinguish what is fruit and what is vegetable;</li> <li>- say how the food, fruit and vegetables look.</li> </ul>	<p><i>Recycling the vocabulary related to fruit and vegetables;</i></p> <p>New words: beans, bread, egg, milk, peas, rice, sausage, delicious, yummy, yucky;</p> <p>new structure: look + adjective</p>	<p>Pupil's book, Workbook, the DVD; pictures/flashcards/realia for Activities 2 and 3; two baskets</p>

**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.

**DVD script:**

**Let's go to market**

Come on let's go,

Come on let's go,  
Come on let's go to market!  
We're going to buy,  
We're going to buy,  
We're going to buy some fruit.  
I hear the farmers calling:  
Oranges, oranges, watermelons, watermelons!  
Peaches, peaches, strawberries, strawberries!  
Apples, apples, apples, apples!  
Bananas, bananas, and grapes, and grapes!

Come on let's go,  
Come on let's go,  
Come on let's go to market!  
We're going to buy,  
We're going to buy,  
We're going to buy some fruit.  
I hear the farmers calling:  
Plums, plums, pears, pears!  
Cherries, cherries, apricots, apricots!  
Lemons, lemons, melons, melons!  
Peppers, peppers, and tomatoes, and tomatoes!

Come on let's go,  
Come on let's go,  
Come on let's go to market!  
We're going to buy,  
We're going to buy,  
We're going to buy some veggies.  
I hear the farmers calling:  
Potatoes, potatoes, cabbages, cabbages!  
Eggplants, eggplants, onions, onions!  
Pumpkins, pumpkins, pumpkins, pumpkins!  
Cucumbers, cucumbers, and carrots, and carrots!

Come on let's go,  
Come on let's go,  
Come on let's go to market!  
We're going to buy,  
We're going to buy,  
We're going to buy some fruit and veggies.

## **Activity 2 Play “Find the fruits and vegetables”. 10 min**

### **Objective: to revise fruit and vegetables vocabulary**

In advance, prepare the following vegetable and fruit flashcards/photos/real food. Also, prepare two baskets for the vegetables and fruits. Label one of the baskets “Vegetables” and the other “Fruits”.

**Vegetables:** potato, cabbage, eggplant, onion, pumpkin, tomato, cucumber, carrot, pepper

**Fruits:** peach, banana, apple, watermelon, melon, grapes, pear, strawberry, orange, cherry, apricot, plum, lemon

*STEP 1:* Before the pupils enter the classroom, hide the vegetables all around the room – on windowsills, behind books, under desks, etc.

*STEP 2:* Say to the pupils: *'Let's look for some vegetables and fruits!'* Then stand up and demonstrate that you are searching for something. Find one of the vegetables (e.g. under a table). Ask: *'Is it a fruit?'* Get the correct answer: *'No, it's a vegetable.'* and take it over to the vegetable basket and drop it, saying: *'Let's put it in the vegetable basket'*. Then find a fruit and ask: *'Is it a vegetable?'* Get the correct answer: *'No, it's a fruit.'* and take it over to the fruit basket and drop it, saying: *'Let's put it in the fruit basket'*.

*STEP 3:* Then get everyone to hunt around the room until all of the vegetables and fruits have been found and placed in the correct baskets.

*STEP 4:* Hold up the first vegetable/fruit and ask: *'What is it?'* Get the answer in chorus: *'It's a/an ...'*. Take out one more vegetable and fruit. This time ask: *'Is it ...?'* For example, show a banana and ask: *'Is it an apple?'* The pupils say in chorus: *'No, it's a banana'*.

*STEP 5:* Set up smaller groups and give each group a mixture of fruit and veggies. First model the: *'Is it a/an ...? Yes, it is. No, it isn't. It's a ...'* Then in turn the pupils ask in their groups and answer.

### **Activity 3 Look, listen and repeat. 10 min**

#### **Objective: to introduce the new vocabulary**

*STEP 1:* Say: *'Open your books.'* Point to the pictures. Ask: *'What can you see?'* Accept anything reasonable and praise pupils.

*STEP 2:* Display the flashcards of the new words and point to each one in turn and say its name. Display the flashcards around the room. Say: *'Listen and point.'* Say the name of the flashcard and encourage the pupils to turn towards the flashcards.

*STEP 3:* Play the DVD and ask the pupils to listen, point to the picture and repeat.

*STEP 4:* Ask the pupils to work in pairs. Pupil 1 points to a flashcard, Pupil 2 names it. They can also play miming and saying.

#### **DVD script:**

beans, bread, eggs, milk, peas, rice, sausages, delicious, yummy, yucky

### **Activity 4 Look and make sentences. 15 min**

#### **Objective: to introduce the new structure**

*STEP 1:* Point to the pictures in Activity 3 and say: *'Look at the pictures'*. Ask in mother tongue how each of them looks. Accept anything reasonable (nice, beautiful, big, new, old, fresh, clean, funny, good, great, long, short, small, delicious, yummy, yucky) and praise pupils.

*STEP 2:* Point to the sausages and say: *'In English we say, 'They look fresh' or 'The sausages look fresh'* and have the pupils repeat so after you. Point to the beans and say: *'In English we say, 'They look funny' or 'The beans look funny'* and have the pupils repeat so after you. Point to the milk and ask: *'How do we say it in English?'* Help and get the answer: *'It/The milk looks fresh'* and have the pupils repeat, etc.

*STEP 3:* Say: *'Open your Workbooks to Page 47'*. Wait until everybody opens the right page. Point to the pictures in Activity 3 and the table in Activity 4 and say: *'Now write sentences about the pictures. Use this table.'* Monitor and help if necessary.

#### **Homework 5 min**

Ask the pupils to look at the homework. Check that everybody understands what to do. If necessary, explain that they must look at the picture in Activity 3 in the textbook and write sentences as shown in the example, using the prepositions in the word cloud.

## **Lesson 2 How much are they?**

<b>Aims</b>	<b>Learning outcomes</b>	<b>Vocabulary and</b>	<b>Required equipment</b>
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		<b>structure</b>	
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn to say the hundreds;</li> <li>- to learn to how many kilos something is;</li> <li>- to learn to ask and say how much something is;</li> <li>- to learn to sell and purchase things</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to use the language for selling and purchasing food, fruit and vegetables;</li> <li>- to enable pupils to say how many kilos and how much something is</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the language for selling and purchasing things</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- distinguish what is food, fruit and vegetable;</li> <li>- say the hundreds;</li> <li>- say how many kilos and how much something is;</li> <li>- use the language for selling and purchasing food, fruit and vegetables.</li> </ul>	<p><i>Recycling the vocabulary related to fruit and vegetables;</i></p> <p>New words and phrases: a kilo of tomatoes, two kilos of potatoes 100, 200, 300, 400, 500, 600, 700, 800, 900, a 100 soums, 200 soums, 500 soums, 500 soums a kilo, How much are they?, How much is it?</p>	<p>Pupil's book, Workbook, the DVD; picture flashcards for Activity 2; a length of rope, three baskets; if possible scales and two kilos of real potatoes</p>

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

#### **Objective: to warm up by repeating the song**

Play the DVD. Ask the pupils to listen to the song and repeat it.

Look at Unit 9 Lesson 1 Activity 1 for the DVD script.

**Note:** Do not worry if the pupils cannot sing everything. It is OK if they sing some lines or even just some words.

### **Activity 2 Play “Fruit and vegetable rope jump”. 8 min**

#### **Objective: to revise the fruit, vegetable and food vocabulary**

In advance, prepare fruit and vegetable flashcards, flashcards of the new words of the previous lesson, a length of rope, the two baskets from the previous lesson and one more basket labeled “Food”.

*STEP 1:* Take a length of rope and lay it across the floor. On one side place the things you prepared in advance. Have the pupils line up on the other side of the rope.

*STEP 2:* First, demonstrate: e.g. say: ‘Farhod, put the apple in the fruit basket’. Help Farhod jump over the rope, saying ‘Jump’, select the correct fruit and put it in the fruit basket, saying: ‘Apple’. Do the same with a vegetable basket and the third food basket intended for the new words of the previous lesson.

*STEP 3:* Now, instruct each pupil to do the activity, e.g.: ‘Vali, put the tomato in the vegetable basket’, ‘Sardor, put the rice in the food basket’, etc.

**Variation:** If you think it is safe, you can have two pupils holding the rope up whilst the other pupils jump over. Each time rise the height of the rope a little bit to make it increasingly difficult.

### **Activity 3 Play “Shopping game”. 8 min**

#### **Objective: to revise the polite phrases when asking for and giving something**

*STEP 1:* First demonstrate, using the three baskets with flashcards. Invite a pupil and ask: ‘Can I help you?’ The pupil should reply, e.g. ‘I’d like sausages, please’. Take the flashcard from the basket and say: ‘Here you are’. The pupil takes the flashcard and finishes with: ‘Thank you’. Ask the pupil to keep the flashcard with himself/herself.

*STEP 2:* Ask the pupil in Step 1 to be a sales assistant. Ask him/her to call a pupil and do the same dialogue. Then the one who was a customer will be a sales assistant, etc. Help the pupils find the flashcards from the appropriate baskets.

*STEP 3:* At the end collect the flashcards. Say: *'Can I have an apple, please'*. The pupil with the apple should approach you and hand the apple flashcard, saying: *'Here you are'*. You say: *'Thank you'* and put it in the fruit basket. The pupil stays there and says, e.g.: *'Can I have a potato, please.'* The pupil with the potato flashcard hands it, saying: *'Here you are'*. The pupil says: *'Thank you'* and puts it in the vegetable basket. S/he goes and the pupil who brought the potato flashcard stays there, etc.

#### **Activity 4 Look, listen and repeat. 7 min**

##### **Objective: to introduce the new vocabulary**

*STEP 1:* Say: *'Open your books.'* Point to the pictures. Ask: *'What can you see?'* Accept anything reasonable and praise pupils.

*STEP 2:* Play the DVD and ask the pupils to listen, point to the pictures and repeat.

*STEP 3:* Draw the pupils' attention to "a kilo of tomatoes" and "500 soums a kilo". Ask: *'What's a kilo?'* Accept any reasonable answers. Then say that "a kilo" means "1 kilo". So "a kilo of tomatoes" means "1 kilo of tomatoes" and "500 soums a kilo" means "500 soums for 1 kilo".

**Suggestion:** It would be good if you can take in scales and two kilos of real potatoes. The pupils put the potatoes onto the scales up to 1 kilo and then 2 kilos in order to conceptualize the weight.

*STEP 4:* Ask the pupils to work in pairs. Pupil 1 points to a picture, Pupil 2 names it.

##### **DVD script:**

a kilo of tomatoes

two kilos of potatoes

one hundred, two hundred, three hundred, four hundred, five hundred, six hundred, seven hundred, eight hundred, nine hundred

a hundred soums, two hundred soums, five hundred soums

five hundred soums a kilo

#### **Activity 5a Listen and complete the dialogues. 5 min**

##### **Objectives: to consolidate the new vocabulary; to develop the pupils' listening skills**

*STEP 1:* Say: *'Open your Workbooks.'* Point to the dialogue. Ask: *'What can you see?'* Accept anything reasonable and praise pupils.

*STEP 2:* Play the DVD and ask the pupils to listen and write the missing words.

*STEP 3:* Play the DVD the second time. The pupils check their answers.

##### **DVD script:**

A scene where a buyer comes to a seller who has three flashcards put face down in front of him/her.

**Seller:** *Can I help you?*

**Buyer asks for plums:** *I'd like plums, please.*

**Seller opens each of his three flashcards:** *Sorry, we don't have plums today.*

The buyer comes to the next seller.

**Seller:** *Can I help you?*

**Buyer asks for plums:** *I'd like plums, please.*

**Seller opens each of his three flashcards:** *Yes, we have plums.*

**Buyer:** *How much are they?*

**Seller:** *700 soums a kilo.*

**Buyer:** *Three kilos, please.*

**Seller:** *Here you are.*

**Buyer:** *Thank you.*

### **Activity 5b Play “At the market”. 10 min**

#### **Objective: to give practice in speaking**

*STEP 1:* Divide the class into 2 teams: “buyers” and “shop assistants”.

*STEP 2:* Ask the buyers to read the dialogue in Activity 5a in the Pupil’s Book silently.

Explain that they are “B”.

*STEP 3:* Give each shop assistant 3 flashcards with fruits/vegetables/food. The sellers lay their flashcards on the desk face down. Ask them to read the dialogue in the Pupil’s Book silently. Explain that they are “A”.

*STEP 4:* Write on the board the phrases: “How much are they?” and “How much is it?” Ask what they mean. If necessary explain their meaning.

*STEP 5:* Allocate one fruit/vegetable/food to each buyer. Ask the buyers to go from one seller to another and ask for his fruit/vegetable/food, as in the DVD in Activity 5a.

When all the fruits/vegetables/foods are sold, all the pupils sit down. Or you can set a time limit, i.e. when the time is up, you say: ‘*Time is up!*’

#### **Homework 2 min**

Ask the pupils to open their Workbooks to Page 48 and look at Homework 1. Check that everybody understands what to do. If necessary, explain that they must write the English translations of the numbers.

Then draw their attention to Homework 2 on Page 49. Explain that here the pupils will put the sentences in order to make a dialogue.

**Answer key:** 10, 5, 9, 2, 6, 3, 7, 4, 8, 1

## **Lesson 3 I bought a watermelon.**

<b>Aims</b>	<b>Learning outcomes</b>	<b>Vocabulary and structure</b>	<b>Required equipment</b>
<p><i>Educational:</i></p> <ul style="list-style-type: none"><li>- to learn to say the past forms of the learnt regular and irregular verbs;</li><li>- to learn to say what food, fruit and vegetables they bought with time adverbs</li></ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"><li>- to enable pupils to say what food, fruit and vegetables they bought with time adverbs;</li><li>- to enable pupils to read for specific information</li></ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"><li>- say the past forms of the learnt regular and irregular verbs;</li><li>- say what food, fruit and vegetables they bought with time adverbs;</li><li>- read for specific information.</li></ul>	<p><i>Recycling the past forms of regular and irregular verbs;</i></p> <p>New: buy – bought</p>	<p>Pupil’s book, Workbook, the DVD; word flashcards for Activity 2b; time adverbs on small squares of paper for Activity 4, food, fruit and vegetable flashcards</p>

### **Activity 1 Listen and sing. 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 9 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Ask the pupils to take and swap their Workbooks in pairs. Then ask them to open the Workbooks to Pages 48 and 49 and check each other's homework. Then you can check Homework 2 involving the whole class.

**Activity 2a Read and match. 5 min**

**Objective: to revise some past simple regular and irregular verbs**

*STEP 1:* Say: 'Open your Workbooks to Page 50' Point to Activity 2a and say: 'Match the words and their past forms.'

*STEP 2:* Check the answers involving the whole class.

**Activity 2b Play "Slap". 5 min**

**Objectives: to consolidate the past simple regular and irregular verbs; to check the answers in Activity 2a**

*STEP 1:* Put the pupils into two teams. Explain that you will either show a word flashcard or say a verb in the infinitive and the pupils have to slap the table if they know the past tense version. (e.g. T: "Go", P: "Went").

*STEP 2:* Begin the game saying the verbs from the following list. Ask the pupil who slapped the table first to give his/her answer to win a point for their team.

**The list of verbs:** go, clean, wash, cook, see, water, look, have, am, mop, open, finish, are, play, come, is

**Activity 3 Look, listen and repeat. 3 min**

**Objective: to introduce the past form of the verb "buy"**

*STEP 1:* Write the verbs "come", "buy" and their past "came" and "bought" on the board. Ask: 'What's "come" and what's "came"? Get the answer. Then ask: 'What's "buy" and what's "bought"?' Accept any reasonable answer.

*STEP 2:* Use body actions for present (tap on shoulders) and past (motion/action behind you) e.g. Say: 'come' and at the same time tap on your shoulders, then say: 'came' and at the same time do motion/action behind you. Do the same with "buy" and "bought", having the pupils repeat the action and the words after you in chorus, rows and individually.

**Activity 4 Play "Yesterday I bought ..." 10 min**

**Objectives: to consolidate the past simple and times;  
to give practice in speaking**

In advance, write down time adverbs (Yesterday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday) on small squares of paper enough for the number of the pupils in the class. Also include a few "wild cards" with a question mark written on them. Fold the squares of paper and put into a small box. Mix and put all the vegetable, fruit and food flashcards into a basket.

*STEP 1:* First, demonstrate. Ask a pupil to come to your table and take a piece of paper out of the box and a flashcard out of the basket. For example, s/he takes "Yesterday" from the box and "melon" from the basket. Help him/her to make a sentence, using the structure: "Yesterday, I bought \_\_\_\_". So s/he says: 'Yesterday, I bought a melon'.

*STEP 2:* Ask the pupils to come to your table in turns and do the same as was demonstrated. If a pupil picks a wild card, they can make a sentence about any day. For example, "On Monday I bought ...".

**Activity 5 Play "Yesterday I went to the market." 10 min**

**Objectives: to consolidate the past simple;  
to give practice in speaking**

Make a circle with the pupils. You start by saying: 'Yesterday, I went to the market and bought a melon'. Then Pupil 2 will have to repeat that sentence and add his/her own, e.g.:

'Yesterday, I went to the market and bought a melon and a watermelon'. Then Pupil 3 repeats these

two sentences and adds his/her own, e.g.: 'Yesterday, I went to the market and bought a melon, a watermelon and sausages.' etc. If a pupil forgets something, he/she is out.

You can also play the DVD to see how to play the game.

### Homework 2 min

Ask the pupils to open their Workbooks to Page 50 and look at Homework 1a. Check that everybody understands what to do. If necessary, explain that they must read the text on Pages 50 and 51 and complete the shopping list about Saida.

Then draw their attention to Homework 1b on Page 51. Explain that here the pupils will count how many kilos of fruit and vegetables Saida and her mother bought and write the answers.

## Lesson 4 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn to use the language for selling and purchasing food, fruit and vegetables</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to use the language for selling and purchasing food, fruit and vegetables;</li> <li>- to develop the pupils' speaking skills</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- name the food, fruit and vegetables;</li> <li>- use the language for selling and purchasing food, fruit and vegetables.</li> </ul>	<p><i>Recycling the vocabulary learn in previous lessons</i></p>	<p>Pupil's book, Workbook, the DVD; a paper ball, food, fruit and vegetable flashcards, shopping list, a set of printed numbers 100, 200, 500 to represent money</p>

### Activity 1 Listen and sing. 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 9 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Ask the pupils to take and swap their Workbooks in pairs. Then ask them to open the Workbooks to Page 51 and check each other's homework. Then you can check Homework 1b involving the whole class.

### Activity 2 Play "Ball". 5 min

#### Objectives: to warm up; to revise fruit/vegetable/food vocabulary

Make a paper ball. Have all the pupils stand in a circle. Toss the ball to one pupil, saying one fruit/vegetable/food word as you toss. The pupil catches the ball and then throws to another pupil, saying a different fruit/vegetable/food. If the pupil drops the ball or s/he repeats the fruit/vegetable/food that has already been named or thinks too long, s/he is out.

The game keeps going until you have one winner or you can stop it at the time limit.

### Activity 3 Work in 4 groups. Make soup. 30 min

#### Objectives: to consolidate fruit/vegetable/food vocabulary; to give freer practice in speaking; to have fun

In advance, prepare one flashcard of each food as follows: potato, cabbage, eggplant, onion, pumpkin, tomato, cucumber, carrot, pepper, peach, banana, apple, watermelon, melon, grapes, pear, strawberry, orange, cherry, apricot, plum, lemon, bean, bread, egg, milk, pea, rice, sausage, meat.

Also, in advance, make three lists of items to be purchased by the three groups as shown in the Pupil's Book.

*STEP 1:* Divide the class into 4 groups. Three groups will be the shoppers. Group 4 consisting of four pupils will be the shop assistants.

*STEP 2:* Help the shop assistants set up “stands” in the four corners of the classroom. Mix all the flashcards that you have prepared in advance and give 6-7 flashcards to each shop assistant. Shop assistants must put the flashcards on their “stands” face down. They will have a look at them when shoppers ask for things.

*STEP 3:* Give the shoppers a set amount of “money” (e.g. will be enough printed numbers only: 100, 200, 500).

Give them as much money as possible to buy their items. Also give the groups a list of items they must purchase as shown in the Pupil’s Book.

*STEP 4:* Revise the language to be used during shopping. Ask the pupils to open Unit 9, Lesson 2 and read the two dialogues between the shop assistants and the buyers in Activity 5b silently.

*STEP 5:* When everybody is ready, on your commands ‘ready’, ‘steady’, ‘go’, the three groups go to the “stalls” and begin purchasing the items in their lists. You must monitor and help if necessary.

*STEP 6:* When each group finishes their purchase, give each group one of the three baskets you used in Lesson 2 to use as a cooking pot and ask them to make their imaginary soup or salad. In order to make soup or salad they put the purchased flashcards one by one into the basket. They can use their pens or pencils as ladles and spoons to stir their soup from time to time.

*STEP 7:* First, demonstrate with the vegetable group how to make soup, saying: ‘*I’m hungry. Let’s cook vegetable soup!*’ (while rubbing your empty stomach). Then say: ‘*We need vegetables*’. Take one of the vegetable flashcards and say: ‘*Yummy, I like (carrots)*’ and put it into the pot and stir. Then say: ‘*Hmm. We need more vegetables*’. Invite each pupil in a vegetable group to take some of their vegetable flashcards and put into the pot, saying: ‘*Yummy, I like (potatoes, tomatoes, etc.)*’. Keep stirring – you can also invite the pupils in the group to give the soup a stir.

Finally, say: ‘*The soup is ready!*’ Get everyone to hold out their bowls and ladle in imaginary soup. If some pupils refuse, this is fine – try and get them to say: ‘*Yucky! I don’t like vegetable soup*’. Then say: ‘*Let’s eat!*’ Make lots of slurping noises and say things like ‘*Yummy!*’ and ‘*Delicious!*’ and encourage everyone else to do the same.

*STEP 8:* Now you can ask the groups to try making their soup/salad. Do not forget to join the shop assistants to the groups.

### **Homework**

Ask the pupils to revise Units 1-5 and get ready for the revision lesson.

## **Revision 4**

<b>Aims</b>	<b>Learning outcomes</b>	<b>Vocabulary and structure</b>	<b>Required equipment</b>
<p><i>Educational:</i> - to revise the vocabulary for the topics of Units 1-5 and 7-9</p> <p><i>Developing:</i> - to enable pupils to work independently to revise the vocabulary</p>	<p>At the end of the lesson pupils will be able to do tasks on the topics of Units 1-5 and 7-9.</p>	<p><i>Revision of the vocabulary for Units 1-5 and 7-9</i></p>	<p>Pupil’s book, Workbook, the DVD of the book; flashcard, sheets of paper with words for Activity 1</p>

**Activity 1 Play “Throw balls and make sentences” 10 min**

**Objectives: to revise the food, fruit and vegetable vocabulary;**

### to revise adverbs of frequency and eating times

In advance: 1) stick all the food, fruit and vegetable flashcards the pupils have learnt so far on the board; 2) on separate sheets of paper write the words: always, sometimes, usually, often, never. Then stick them on the right of the board; 3) on separate sheets of paper write the words: breakfast, lunch, dinner. Then stick them on the left of the board; 4) screw up three paper balls.

*STEP 1:* Make 2 teams. First, demonstrate with Team A. Throw a screwed up paper ball at the flashcards on the board. It hits, for example, the “tomato”. Throw the second screwed up paper ball at the flashcards on the right of the board. It hits, for example, “always”. Then throw the third screwed up paper ball at the flashcards on the left of the board. It hits, for example, “lunch”. Now ask a pupil in Team A to make a sentence with the words that you hit. Help him/her say: ‘*I always eat tomato for lunch.*’

*STEP 2:* When everybody understands what to do, explain that one pupil from Team A throws the three paper balls at the three groups of flashcards, a pupil from Team B makes a sentence with the words that were hit. Then the teams change roles.

If a pupil makes a good sentence, he/she wins a point for his team. If not, the team misses a point.

### Activity 2 Work in two teams. Choose and answer. 20 min

#### Objective: to revise the material of Units 1-5

*STEP 1:* Divide the class into two teams. Draw their attention to Activity 2.

*STEP 2:* Explain that the groups must answer the questions or do the tasks in turns. Say that they will have 10, 20, 30 or 40 points to each correct answer according to categories.

*STEP 3:* To begin the game demonstrate with one team. Ask a team to choose a category and points. Point 10 represents the easiest question and 40 the most difficult. For example, a pupil from Team A chooses the category “Unit 4: Professions” and Point 10. You should ask him/her a question corresponding to that level of difficulty. For example, you should ask: ‘*What’s “politsiyachi/полицейский” in English?*’ The pupil must answer: ‘*police officer*’. If there is a mistake (for example, a pronunciation mistake) in his/her answer, the point will be lower. If that pupil does not know the answer or cannot do the task, his/her team may help with it. If the answer is still not correct, the turn of the game goes to the opponent team. This team tries to answer the question or do the task, and then it will be their turn to choose a category and points, etc. The teams must earn as many points as possible answering the questions.

### Questions and tasks

#### Unit 1: We learn English.

**Point 10:** What’s ... in English? (*Ask the English translation of one of these phrases: 1) I’m good at drawing/playing football/music/art, 2) Uzbekistan – Uzbek, 3) England – English, 4) Turkmenistan – Turkmen, 5) France – French, 6) Germany – German, 7) Russia – Russian*)

**Point 20:** Say a sentence with “I speak + language”.

**Point 30:** What can you do? And what are you good at?

**Point 40:** What do you do after school?

#### Unit 2: My day

**Point 10:** What’s the time? (*Show a time using a toy clock and ask: ‘What’s the time?’ The pupil must answer: ‘It’s + time’*)

**Point 20:** Show a clock and ask the time. (*The pupil shows a time to a pupil in his/her team using a toy clock and asks the time. S/he is expected to ask: ‘What’s the time?’ His/her partner must answer: ‘It’s ...(clock)’*)

**Point 30:** When do you: 1) get up? 2) brush your teeth? 3) have breakfast? 4) go to school? 5) do morning exercises? 6) go to school? 7) wash your face and hands? 8) get dressed? 9) make your bed? 10) comb your hair? (*You should ask only one of them!*)

**Point 40:** Say how you spend your day/Sunday.

### **Unit 3: I help my mother.**

**Point 10:** What's ... in English? (*Ask the English translation of one of these chores: 1) go shopping, 2) lay the table, 3) take the rubbish out, 4) clean the room, 5) feed the animals, 6) wash the dishes, 7) mop the floor, 8) sweep the floor, 9) make my bed, 10) cook, 11) plant flowers and trees, 12) water the flowers*) Say a sentence with it + always, often, usually, sometimes, never.

**Point 20:** What's the past form of: clean the room/wash the dishes/mop the floor /cook/plant flowers and trees/water the flowers? (*You should ask only one of them!*) Say a sentence with it about yesterday.

**Point 30:** Answer the question:

Did you mop the floor yesterday?

Did you clean your garden yesterday?

Did your friends play chess yesterday?

Did you wash the dishes yesterday?

Did you watch a cartoon yesterday?, etc.

(*You should ask only one of them! The pupils are expected to give short answers, like Yes, I did./No, I didn't.*)

**Point 40:** How did you help your mother/father yesterday?

### **Unit 4: Professions**

**Point 10:** What's ... in English? (*Ask the English translation of one of these phrases: 1) police officer, 2) shop assistant, 3) nurse, 4) football player, 5) helmet, 6) street, 7) work, 8) a shop, 9) a hospital, 10) a police station*)

**Point 20:** What are you good at? And what do you want to be?

**Point 30:** What is your dad/mum? Where does he/she work?

**Point 40:** What was your grandad/granny? Where did he/she work?

### **Unit 5: All about Uzbekistan**

**Point 10:** Where's Uzbekistan and what city is its capital?

**Point 20:** What's the past form of the word: go/come/see/am/have/is/are? (*You should ask only one of them!*) Say a sentence with it about yesterday.

**Point 30:** Say about your region and its interesting places.

**Point 40:** What's the weather in winter/spring/summer/autumn in Uzbekistan. (*You should ask only one of them!*)

### **Activity 3 Work in pairs. Do the quiz "I can ...". 15 min**

**Objectives:** to revise the material studied in Units 7-9;

to train pupils to be able to assess their knowledge, skills and overall progress;

to let pupils see how much they can do in English;

to encourage them into revising the material they have not learnt properly

Set up pair work. Ask the pupils to do the quiz "I can ..." together with their partners. This quiz does not test memory – it is a learning opportunity, so the pupils should be allowed to use their Pupil's books and Workbooks.

They discuss the answers and, where necessary, write them in their "I can ..." exercise books.

## **PROGRESS CHECK 4 (Units 8-9)**

There are 6 tasks in Progress Check 4 which are designed for 1 hour. The tasks are developed to check listening, reading and writing. Total score for 6 tasks is 80. You can organize speaking and give 20 for the correct answers.

Speaking can be organized with the pictures taken from the lessons.

For example:

1) Page 40 Activity 2a – The pupils should look at the picture and answer your questions about the location of buildings, e.g. You: Where's the supermarket? Pupil: Go straight. Stop at the hospital. Turn left. The supermarket is opposite the park.

2) Page 41 Activity 2b – The pupils should look at the map and give instruction as answer to your questions about the location of buildings, e.g. You: Where's the toy shop? Pupil: It's opposite the flower shop.

3) Page 42 Activity 2b – The pupils should look at the pictures and have a dialogue with you about one of them.

4) Page 44 Activity 3 – The pupils should look at the picture and say what they bought yesterday.

5) Page 45 Activity 4 – The pupils should look at the pictures and numbers and have a dialogue with you about a fruit or a vegetable to buy.

### **Task 1 Listen and underline the correct answers. 6 x 2 = 12**

Ask the pupils to open their Workbooks to Page 52, look at Task 1 and read the sentences. Say that they should listen to the children and underline the correct words. Check they understand what to do and play the DVD. You can play the DVD again if necessary.

#### **Answer key:**

- 1) There were a lot of shops / no shops in Green Park street.
- 2) The book shop was opposite the Green Park / Green Park street.
- 3) There was a big supermarket in front of / behind the hospital.
- 4) The Train Museum was behind the school / the police station.
- 5) The book shop was in front of / behind the supermarket.
- 6) A toy shop was in front of / behind the flower shop.

#### **DVD script:**

I liked Green Park street. There were a lot of shops there. The book shop was opposite the Green Park. There was a big supermarket behind the hospital. The Train Museum was behind the police station. There was a beautiful flower shop. The flower shop was in front of the supermarket. A toy shop was behind the flower shop.

### **Task 2 Listen and match. 5 x 4 = 20**

Ask the pupils to look at Task 2 and read the sentences. Say that they should listen to the children and match words. Check they understand what to do and play the DVD. You can play the DVD again if necessary.

#### **Answer key:**

- 1 kilo of onions
- 3 kilos of carrots
- 4 kilos of beans
- 5 kilos of rice
- 6 kilos of cucumbers

#### **DVD script:**

Mum: OK, Aziz, here's a shopping list. Please buy 4 kilos of beans, 6 kilos of cucumbers, 3 kilos of carrots, 1 kilo of onions and 5 kilos of rice.

**Task 3 Read and match. 4 x 2 = 8**

Ask the pupils to look and match the halves.

**Answer key:**

The supermarket is next to the library.

The canteen is between the park and school.

The toy shop is in front of the hospital.

The book shop is behind the school.

The flower shop is in Orange Street.

**Task 4 Read and put into the table. 10 x 2 = 20**

Ask the pupils to put the fruits and vegetables into the correct column of the table as in the example.

**Answer key:**

<b>Fruits</b>	<b>Vegetables</b>
apples, pears, peaches, bananas, apricots, lemons	tomatoes, carrots, cucumbers, potatoes, pumpkins

**Task 5 Read and put in order. 7 x 2 = 14**

Ask the pupils to put the sentences in order to make a dialogue.

**Answer key:**

f) Can I help you?

a) I'd like pears, please.

c) Yes, we have pears.

e) How much are they?

g) Nine hundred soums a kilo.

d) Five kilos, please.

b) Thank you.

**Task 6 Answer the questions. 3 x 2 = 6**

Ask the pupils to read the questions and write the answers.

**Answer key:**

1) At the market/At the supermarket.

2) At the toy shop./At the supermarket.

3) At the book shop/At the supermarket.

## Unit 10 Sport

### Lesson 1 We like biking.

<b>Aims</b>	<b>Learning outcomes</b>	<b>Vocabulary and structure</b>	<b>Required equipment</b>
<p><i>Educational:</i></p> <p>- to learn the names of sports and sportsmen</p> <p><i>Developing:</i></p> <p>- to enable pupils to talk about different types of sport and sportsmen</p> <p><i>Socio-cultural:</i></p> <p>- to raise awareness of what sport the children in Great Britain like</p>	<p>At the end of the lesson pupils will be able to name different types of sport and sportsmen.</p>	<p><i>Words:</i> biking, horse riding, boots, start, sports centre, sports uniform</p> <p><i>Structures:</i></p> <p>biking - biker riding - rider</p>	<p>Pupil's book, Workbook, the DVD</p>

**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 what they have understood.

**DVD script:**

**Hokey Pokey**

Put your right hand in, take your right hand out,  
Put your right hand in, and you shake it all about.  
Do the Hokey Pokey and you turn yourself around.  
That's what it's all about!

Put your left hand in, take your left hand out,  
Put your left hand in, and you shake it all about.  
Do the Hokey Pokey and you turn yourself around.  
That's what it's all about!

Put your right foot in, take your right foot out,  
Put your right foot in, and you shake it all about.  
Do the Hokey Pokey and you turn yourself around.  
That's what it's all about!

Put your left foot in, take your left foot out,  
Put your left foot in, and you shake it all about.  
Do the Hokey Pokey and you turn yourself around.  
That's what it's all about!

Put your whole self in, take your whole self out.  
Put your whole self in, and you shake it all about.  
Do the Hokey Pokey and you turn yourself around.  
That's what it's all about!

**Activity 2a Look, listen and repeat. 5 min**

**Objective: to introduce new vocabulary**

*STEP 1:* Use the picture to introduce the new words: *biking, horse riding, start, boots, sports uniform, sports centre*. Try not to translate. Ask the pupils to guess the meaning.

e.g. Point to a bike and ask: '*What's this?*' (a bike) Say: '*I have a bike. I like biking.*' Then point to a horse and ask: '*What's this?*' (a horse) Say: '*This girl likes horse riding.*'

Then point to a boy and ask: '*What's he wearing?*' (sports uniform, boots) etc.

*STEP 2:* Work on pronunciation as usual.

**Activity 2b Work in pairs. Look, listen and say. 10 min**

**Objectives: to revise sports; to introduce word building "biking – biker"**

*STEP 1:* Point to the biker and say, e.g. '*biking – biker*'. Ask the pupils to guess the meaning.

Read in chorus the words in the table: horse riding - rider/biking- biker/running - runner/jumping - jumper

*STEP 2:* Point to the boy in the picture and say: '*He's a biker.*' Then point to the girl and start saying: '*She's a ...*' (pupils – jumper). Continue with the rest of the words.

*STEP 3:* The pupils clap hands to work on syllables.

horse/ ri / ding

ri / der

bi / king

bi / ker

run / ning

run / ner

jum / ping

jum / per

*STEP 4:* 50/50 drilling: half the class say: for example, '*biking*', the other half say: '*biker*'.

*STEP 5:* Pair work. **A:** running **B:** runner

**Activity 2c Play “Look and guess”. 5 min**

**Objectives: to recycle the new words;  
to revise the words learnt in classes 1-3;  
to revise the Present Continuous**

It's a usual miming game.

*STEP 1:* Revise the words: biking, running, jumping, swimming, riding a horse, riding a bike, riding a motorbike, playing football, playing volleyball, playing handball, playing basketball, playing tennis.

Pupil 1 goes to the board and mimes. The class guess: *‘Are you running? Are you riding a horse? Are you riding a bike?’*

Ask the pupils to use the words in the word cloud.

*STEP 2:* The pupils work in pairs. In turn, they mime and guess.

**Activity 3a Look, listen and complete. 10 min**

**Objectives: to revise the time and days of the week;  
to recycle the new vocabulary**

*STEP 1:* Remind the pupils how to write short forms of the days of the week. Start writing on the board: Mon, Tue ... and ask the pupils to help you to finish.

*STEP 2:* Say: *‘Open your Workbooks. Look at the table in Activity 3. What clubs do they have?’*

Point to the column “Days” and say: *‘What days does the Biking Club work?’* Then ask: *‘When does it start?’*

*STEP 3:* Say: *‘Now listen about Horse riding, Tennis and Chess clubs. Listen and write the days.’* Play the DVD.

*STEP 4:* Say: *‘Listen once more. Listen and write the time.’* Play the DVD.

*STEP 5:* Ask the pupils to compare their answers in pairs. Then check the answers together. You can play the DVD again.

**DVD script:**

Good morning boys and girls. This is our Sports Centre radio station. Welcome to our Sports Centre. We have four clubs in our Centre. They are: Biking club, Horse riding club, Tennis club and Chess club.

The Biking club works on Mondays, Wednesdays and Fridays. The Biking club starts at 2.00.

The Horse riding club works on Tuesdays, Thursdays and Saturdays. It starts at 2.30.

The Tennis club works on Wednesdays, Fridays and Sundays. The Tennis club starts at 3.15.

The Chess club works on Tuesdays and Thursdays. The Tennis club starts at 4.45.

**Answer key:**

Clubs	Days	Time
Biking	Mon, Wed, Fri	2.00
Horse riding	Tue, Thu, Sat	2.30
Tennis	Wed, Fri, Sun	3.15
Chess	Tue, Thu	4.45

**Activity 3b Choose the club and complete. 5 min**

**Objectives: to revise the time and days of the week;  
to recycle the new vocabulary**

The pupils choose a club (from Activity 3a) they would like to go and complete the sentences.

**Homework 5 min**

Ask the pupils to look at the homework. Check that everybody understands what to do. If necessary, explain that they must complete the table using the information from Activity 3a.

**Answer key:**

	<b>Biking</b>	<b>Horse riding</b>	<b>Tennis</b>	<b>Chess</b>
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

**Lesson 2 I want to play chess.**

<b>Aims</b>	<b>Learning outcomes</b>	<b>Vocabulary and structure</b>	<b>Required equipment</b>
<i>Educational:</i> - to learn to give advice; - to learn to say what sport they are good at <i>Developing:</i> - to enable pupils to talk about different types of sport; - to develop reading for detail; - to enable pupils to say what sport they are good at; - to enable pupils to give advice what sport their friends should go to.	At the end of the lesson pupils will be able to: - name different types of sport; - say what sport they are good at; - give advice what sport their friends should go to.	<i>Recycling the vocabulary learnt in previous lessons</i>	Pupil's book, Workbook, the DVD

**Activity 1 Listen and repeat. 10 min**

**Objectives: to warm up; to check homework**

*STEP 1:* Checking homework. The pupils mingle, saying to each other sentences like: 'Biking club works on Monday, Wednesday and Friday.'

*STEP 2:* The pupils listen to and repeat the song.

Look at Unit 10 Lesson 1 Activity 1 for the DVD script.

**Activity 2 Play "Magic word". 10 min**

**Objectives: to revise the new vocabulary; to have fun**

Ask the pupils to stand on a square of coloured paper or on a carpet. The children must all have one foot on that square. When you say the sentence with a magic word you can try to catch one of the children and they have to escape before you do.

For example, start by telling that the magic word is "biking". Start to say sentences such as 'I like horse riding, I like tennis, I like football' etc. When you say: 'I like **biking**', the children must run off and you try and catch one of them. You do not necessarily have to chase after the children, you can just try and touch one of them before he or she has let go of you, without you actually moving from the spot. If you like, you can make a rule where you are allowed to take one step only.

You can add great variety to this game by changing the way you say the words. Sometimes you can use a flat monotone for several words and then suddenly say a word with great enthusiasm. This alone can make some children let go of you even though you did not say the magic word.

You can also use ideas such as having the children balance on one leg while they listen out for the magic word and then clap and run away when they hear it. If a child cannot balance, or forgets to clap before running away he or she is out.

Instead of having children who are out sit around getting bored and restless, let them just sit down for one turn and then join back in again.

If you have strong pupils, you can let them take your role in the game.

**NB:** If there is not enough space in your class, you can adapt the game as follows: when the pupils hear the magic word, they must clap. The last one to clap is out. Or the class sits down on hearing the magic word, and the last one seated is out.

### **Activity 3a Read and complete. 7 min**

**Objectives: to revise the new vocabulary;  
to develop reading for detail**

The pupils read and complete the dialogue.

**Answer key:**

**A:** I'm strong. I'm good at running. I want to ride a bike.

**B:** Go to the **Biking** club.

**A:** Thank you.

**A:** I'm not good at running and jumping. I'm good at maths. I want to play chess.

**B:** Go to the **Chess** club.

**A:** Thank you.

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

**Objective: to revise the structure "I'm good at ..."**

The pupils work in pairs. Pupil A should say the things s/he is good at. Pupil B listens and gives advice.e.g. **A:** I'm good at running and jumping. I'm strong. I like bikes. **B:** Go to the Biking club.

**NB:** The pupils can use the dialogues from Activity 3a.

### **Activity 3c Look, read and write T for true and F for False. 8 min**

**Objective: to develop reading for detail**

**STEP 1:** Ask the pupils to look at the pictures. Ask: 'What can you see in the picture?' Accept all reasonable answers.

**STEP 2:** The pupils read the text silently and write T for true sentences and F for false sentences.

**Answer key:**

1 Lucy cleans and feeds her horse.T

2 Gracy is white and black.F

3 Lucy does not like her uniform.F

4 Lucy and Gracy are good friends.T

5 Lucy and Gracy are school champions.F

### **Homework 5 min**

Ask the pupils to look at the homework. Check that everybody understands what to do. If necessary, explain that they must write the correct sentences from Activity 3c.

**Answer key:**

Gracy is brown. Lucy likes her uniform. Lucy and Gracy are club champions.

## **Lesson 3 Sports Day**

<b>Aims</b>	<b>Learning outcomes</b>	<b>Vocabulary and</b>	<b>Required equipment</b>
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		<b>structure</b>	
<i>Educational:</i> - to learn about a school sports day; - to learn about team and individual games <i>Developing:</i> - to develop listening skills; - to enable pupils to read for gist <i>Socio-cultural:</i> - to raise awareness of team and individual games	At the end of the lesson pupils will be able to: - name different types of sport; - tell the time; - read for gist; - distinguish team and individual games.	<i>Recycling the vocabulary learnt in previous lessons</i>	Pupil's book, Workbook, the DVD

### **Activity 1 Listen and sing. 10 min**

#### **Objectives: to warm up; to check homework**

*STEP 1:* Checking homework. The pupils mingle, saying to each other correct sentences about Lucy and Gracy.

*STEP 2:* The pupils listen to and sing the song.

Look at Unit 10 Lesson 1 Activity 1 for the DVD script.

### **Activity 2a Listen and match. 7 min**

#### **Objectives: to revise the vocabulary; to develop listening skills**

*STEP 1:* Write on the board "School sports day". Ask: 'Do you have school sports day? When? What do you do on this day?' Accept all reasonable answers.

*STEP 2:* Say: 'You're going to listen to a radio programme about a school sports day.' Say: 'Open your Workbook to Page 56. What sports do you see in the table? Listen and match sports and time.' Play the DVD.

*STEP 3:* Ask the pupils to compare their answers in pairs.

*STEP 4:* Play the DVD again. Check the answers with the whole class.

#### **DVD script:**

School radio

Good morning dear friends. Welcome to our school sports day. We're now at the school playground. We're having a school sports day. We're going to watch football, basketball and handball in the morning. In the afternoon we're going to watch kurash and taekwondo.

Ok, here's a timetable ...

Football is at 9 o'clock.

Basketball is at 10.45.

Handball is at 11.15.

Kurash is at 2.30.

Taekwondo is at 4.40

**Answer key:** football – 9.00/ basketball – 10.45/ handball – 11.15/ kurash – 2.30/taekwondo – 4.40

### **Activity 2b Work in pairs. Listen and say. 7 min**

#### **Objective: to recycle the sports and time**

The pupils work in pairs. Pupil A says a sport, Pupil B says the time. e.g. **A:** Handball. **B:** Handball is at 11.15.

### **Activity 3a Read and match. 5 min**

**Objectives: to develop reading for gist;  
to revise the vocabulary learnt in Lessons 1-2**

The pupils read and match the texts and the pictures.

*Answer key:* 1a, 2b, 3c, 4 d

**Activity 3b Work in pairs. Listen and guess. 5 min**

**Objective: to revise the vocabulary learnt in Lessons 1-2**

The pupils work in pairs. Pupil A describes a person, Pupil B must guess. e.g. **A:** She likes horse riding. **B:** Her name's Jill.

**Activity 3c Read and complete the table. 7 min**

**Objective: to raise awareness of team and individual games**

Ask the pupils to complete the table for team and individual games.

*Answer key:*

Team games: *basketball, football, volleyball, handball*

Individual games: *tennis, biking, chess, horse riding, swimming*

**Homework 4 min**

Ask the pupils to look at the homework. Check that everybody understands what to do. If necessary, explain that they must complete the table in Activity 1a and write four true sentences in Activity 1b.

## Lesson 4 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to recycle the vocabulary learnt in previous lessons <i>Developing:</i> - to enable pupils to create advertisements about different sport clubs	At the end of the lesson pupils will be able to create an ad for the sports club they like.	<i>Recycling the vocabulary learnt in previous lessons</i>	Pupil's book, Workbook, the DVD; paper, pencils, markers

**Activity 1 Listen and sing. 10 min**

**Objectives: to warm up; to check homework**

*STEP 1:* Checking homework. The pupils mingle and read sentences about themselves.

*STEP 2:* The pupils listen to and sing the song.

Look at Unit 10 Lesson 1 Activity 1 for the DVD script.

**Activity 2a Work in groups of 4. Create an advertisement for your club. 15 min**

**Objectives: to revise the vocabulary and structures learnt in the previous lessons;  
to develop creativity**

The pupils work in groups. Ask them to look at the advertisements. Ask the pupils to design an advertisement. Ask them to draw pictures and write a short text. Say they can write address e.g. Green Street, 25.

Say that they must be ready for group presentations.

**Activity 2b Group presentations. 15 min**

**Objectives: to develop listening skills;**

**to develop the ability to appreciate the other people's work**

Before the presentations say that the pupils must listen to each other attentively. Say that they must give “medals” for group presentations.

- 1 – The best advertisement.
- 2 – The best group presentation.
- 3 – The best pictures.

**NB:** You can prepare the medals beforehand or make them with the class.

**Homework 5 min**

Ask the pupils to look at the homework. Check that everybody understands what to do. If necessary, explain that they must write the questions in Activity 1a and write three questions for their friends in Activity 1b. Say that Activity 1b is optional.

**Answer key to Activity 1a:**

- 1) Are you good at running?
- 2) Are good at jumping?
- 3) Can you play chess?
- 4) Can you ride a horse?
- 5) Do you like swimming?
- 6) Do you want to be healthy?

**Unit 11 At the doctor**  
**Lesson 1 A headache, a toothache, a sore throat ...**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn to say the parts of the body;</li> <li>- to learn to give commands with the parts of the body;</li> <li>- to learn about some common illnesses</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to give commands with the parts of the body;</li> <li>- to enable pupils to say some common illnesses</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of some common illnesses</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- name parts of the body;</li> <li>- give commands with the parts of the body;</li> <li>- say some common illnesses.</li> </ul>	<p><i>Recycling the vocabulary related to parts of the body and commands;</i> New words: a sore eye, a sore throat, a sore leg, a sore hand, a headache, a toothache, a tummy ache, a runny nose</p>	<p>Pupil’s book, Workbook, the DVD; picture flashcards for Activity 2</p>

**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.

**DVD script:**

**I have a headache.**

I have a headache.

I have a headache.

I don't want to go to bed.  
I have a temperature.  
I have a temperature.  
I don't want to do my homework.  
I have a tummy ache.  
I have a tummy ache.  
I don't want to eat my lunch.  
I have a sore throat.  
I have a sore throat.  
I don't want to see the doctor.

Every time I have a headache.  
Mummy takes me to the doctor.  
Every time I have a sore throat.  
Mummy takes me to the nurse.  
Every time I have a toothache.  
Mummy takes me to the dentist.  
Every time I see the dentist.  
I always come home feeling bad.

#### *Chorus*

I have a headache.  
I have a headache.  
I don't want to go to bed.  
I have a temperature.  
I have a temperature.  
I don't want to do my homework.  
I have a tummy ache.  
I have a tummy ache.  
I don't want to eat my lunch.  
I have a sore throat.  
I have a sore throat.  
I don't want to see the doctor.

#### **Activity 2 Look and say. 5 min**

**Objective: to revise the parts of the body that the pupils have learnt so far**

Prepare in advance the following flashcards: *face, head, ear, eye, nose, mouth, hair, hand, leg, teeth, tummy*. Show the flashcards of parts of the body one by one, the pupils will say them. Help if necessary.

#### **Activity 3 Play "Simon Says". 5 min**

**Objectives: to revise the vocabulary related to parts of the body;  
to have fun**

Explain to the pupils how to play "Simon says". If you command with the words "Simon says", the pupils should perform it. If you only command without "Simon says", the pupils must not perform it, for example, '*Simon says: Touch your head! Simon says: Touch your nose! Touch your eyes! Simon says: Touch your hand! Touch your leg!*' etc.

You can use the parts of the body with the following commands: *brush your teeth, comb your hair, wash your face, wash your hands, touch your + parts of the body*

#### **Activity 4 Work in pairs. Play "Robot". 5 min**

**Objectives: to practise giving instructions;**

**to revise the vocabulary related to parts of the body;  
to have fun**

Ask the pupils to work in pairs. Explain that Pupil A says instructions, Pupil B does them as a robot. Then they change roles.

The pupils can give the following instructions: *Stand up. Wash your face. Comb your hair. Wash your hands. Brush your teeth. Sit down. Touch your head. Touch your nose. Touch your eyes. Touch your hand. Touch your leg, etc.*

**Activity 5a Look and match. 8 min**

**Objectives: to introduce the new vocabulary;**

**to give practice in guessing the meaning with the help of known words**

*STEP 1:* Say: 'Open your books to Page 54.' Point to the pictures and words in Activity 5a and say: 'Look at the pictures and words. Match them.' As an example, write "1h" on the board, showing how the picture and the word match.

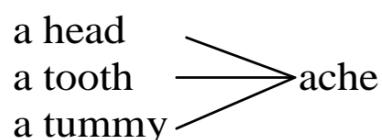
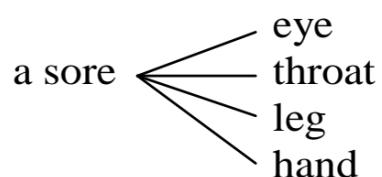
*STEP 2:* Say: 'Open your Workbooks to Page 58.' Point to the line where the pupils are expected to write their answers and say: 'Write your answers here.'

*STEP 3:* Check the answers involving the whole class.

**Activity 5b Look, listen and repeat. 8 min**

**Objective: to practise the pronunciation of the new vocabulary**

*STEP 1:* Write the following diagram on the board:



a runny nose

*STEP 2:* Show how the new words are made by saying: 'a sore eye, a sore throat', etc. and saying their meaning in mother tongue.

*STEP 3:* Play the DVD or say the word combinations. The pupils repeat them after the DVD or you in chorus. (The DVD script is as in Step 1)

*STEP 4:* The pupils can now do Point and Say activity using the pictures in Activity 5a.

**Activity 6 Play "Mime and say". 7 min**

**Objective: to consolidate the new vocabulary**

*STEP 1:* First, demonstrate. Stand in front of the class and do actions for one of the sickness vocabulary (e.g. hold you head and groan for "a headache"). As you do each action, the pupils say the vocabulary (e.g. 'A headache!').

*STEP 2:* After you have done some actions, put the pupils in pairs to act out and identify each vocabulary item.

**Homework 2 min**

Ask the pupils to open their Workbooks to Page 58 and look at Homework 1. Check that everybody understands what to do. If necessary, explain that they must look at the words in the clouds and match the English words with the ones in mother tongue.

Then draw their attention to Homework 2. Explain that they must complete the diagrams about illnesses.

## Lesson 2 I have a high temperature.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn to say illnesses;</li> <li>- to learn to ask about an illness and answer</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to say illnesses;</li> <li>- to enable pupils to ask about an illness and answer;</li> <li>- to develop the pupils' listening skills</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of some more common illnesses</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- say the illnesses;</li> <li>- ask about an illness and answer;</li> <li>- listen for detailed information.</li> </ul>	<p><i>Recycling the vocabulary related to illnesses;</i> New structures: What's wrong? I have a cold. I have a high temperature.</p>	<p>Pupil's book, Workbook, the DVD; illness picture flashcards for Activity 2</p>

### Activity 1 Listen and repeat. 10 min

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

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and repeat it.

Look at Unit 11 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Ask the pupils to take and swap their Workbooks in pairs. Then ask them to open the Workbooks to Page 58 and check each other's homework. Then you can check the answers involving the whole class.

### Activity 2 Look and say. 10 min

**Objective: to revise the illness vocabulary**

In advance, prepare 8 illness flashcards from the previous lesson.

*STEP 1:* Stick the illness flashcards randomly on the board and point to one, e.g. "a sore throat". Chorus the word 3 times. Then move on to the next flashcard, chorusing 3 times. Go through all the flashcards.

*STEP 2:* Next, point to a flashcard and elicit the vocabulary (Teacher: 'What's wrong?' Pupils: 'A sore throat') and then turn the flashcard over and stick it back on the board, blank side showing. Point to the flashcard again and say 'What's wrong?' and elicit the word for the hidden image ('A sore throat'). Now move on to the next flashcard and do the same. Slowly you will turn all the flashcards over so you only have blank flashcards on the board.

*STEP 3:* Play "What's missing?" Display all the flashcards on the board and point randomly at each one to revise, then mix them up taking away 1-2 and ask: 'What's missing?'

### Activity 3 Look, listen and repeat. 10 min

**Objective: to introduce the new structures**

*STEP 1:* Say: 'Open your books to Page 55'. Point to Activity 3 and say: 'Look at the pictures and the words. Guess what they are about'.

*STEP 2:* After some seconds, ask what they have understood. The pupils can answer in mother tongue. Accept all reasonable answers and praise the pupils.

*STEP 3:* Have the pupils repeat the new structures after you in chorus, in rows and 50/50 (half the class asking the question and the other half answering).

*STEP 4:* Take a flashcard off the board and give it to a pair. Say to the pair: *'What's wrong?'* Help the pair to reply, e.g.: *'I have a headache.'* Take the next flashcard from the board and give it to another pair and ask the same question, eliciting the correct response. Do this for all of the flashcards.

*STEP 5:* Now, tell your class you are going to close your eyes for 5 seconds. In that time the pairs will all swap the flashcards. Close your eyes while the pairs swap the flashcards. Open your eyes and say to one pair: *'What's wrong?'* and they should reply according to the flashcard they have. Again, ask all the pairs the same question.

#### **Activity 4 Play "What's wrong?" 5 min**

**Objective: to consolidate the new structures**

Put everyone in pairs. Pupil A mimes an illness, Pupil B asks: *'What's wrong?'* and Pupil A has to answer, e.g.: *'I have a tummy ache'*. Then they change roles.

#### **Activity 5 Listen and tick. 8 min**

**Objectives: to develop the pupils' listening skills;  
to consolidate the new structures**

*STEP 1:* Play the DVD. The pupils just watch the scene.

*STEP 2:* Say: *'Open your Workbooks to Page 59.'* Point to the table and say: *'Look at the table. Watch again and put ticks for the girl and Boy 1'*.

*STEP 3:* Play the DVD again. The pupils watch the scene one more time and put ticks in the table for the girl and Boy 1.

*STEP 4:* Check the answer involving the whole class.

#### **DVD script:**

**Girl:** Good morning, doctor!

**Doctor:** Good morning! Come in. Sit down, please. Now tell me, what's wrong?

**Girl:** Oh, I have a headache and a runny nose. I have sore hands and legs, too.

**Doctor:** Well, can you open your mouth?

**Girl:** *Opens her mouth.*

**Doctor:** Hmm, you have a sore throat, too. Let's take your temperature.

**Girl:** Ok.

**Doctor:** *Puts a thermometer in her armpit. After some seconds takes the temperature, looks at it and says:* Hmm, you have a high temperature, too. *Then checks her heart with a stethoscope and then writes something on a piece of paper and gives it to the girl, saying:* You have a cold. Give your mother or father this paper. Bye.

**Girl:** Thank you. Bye.

*The girl goes out. A boy comes in, putting his hand on his jaw.*

**Boy:** Good morning, doctor!

**Doctor:** Good morning! Sit down, please. What's wrong?

**Boy:** Oh, doctor. I have a headache and a toothache. I have sore eyes, too.

**Doctor:** Well, let me look in your ears and eyes. *Checks his ears and eyes and says:* Your ears and eyes are OK. Well, can you open your mouth?

**Boy:** *Opens his mouth.*

**Doctor:** Hmm, you don't have a sore throat. Let me look at your teeth. Hmm, you have a toothache. Let's take your temperature.

**Boy:** Ok.

**Doctor:** *Puts a thermometer in his armpit. After some seconds takes the temperature, looks at it and says:* Hmm, you don't have a temperature. *Then checks his heart with a stethoscope and then*

writes something on a piece of paper and gives it to the boy, saying: You have a toothache. Give your mother or father this paper. Bye.

**Boy:** Thank you. Bye.

*The boy goes out. Another boy comes in, making a gesture that he has a tummy ache.*

**Boy:** Good morning, doctor!

**Doctor:** Good morning! What's wrong?

**Boy:** Oh, I have a tummy ache. ... *fades.*

**Answer key:**

	<b>Girl</b>	<b>Boy 1</b>
a headache		
a runny nose		
sore eyes		
sore hands		
sore legs		
a tummy ache		
a toothache		
a sore throat		
a temperature		
a cold		

**Homework 2 min**

Ask the pupils to open their Workbooks to Page 59 and look at Homework 1 and 2. Check that everybody understands what to do. If necessary, explain that they must translate the sentences in Homework 1.

Then draw their attention to Homework 2. Explain that they must write sentences as shown in the example using the table in Activity 5.

### **Lesson 3 Drink hot green tea.**

<b>Aims</b>	<b>Learning outcomes</b>	<b>Vocabulary and structure</b>	<b>Required equipment</b>
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn to say illnesses;</li> <li>- to learn to give advice to relieve some illnesses</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to say illnesses;</li> <li>- to enable pupils to give advice to relieve some illnesses;</li> <li>- to develop the pupils' reading skills</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- say the illnesses;</li> <li>- give advice to relieve some illnesses;</li> <li>- read for detailed information.</li> </ul>	<p><i>Recycling the vocabulary related to illnesses</i></p>	<p>Pupil's book, Workbook, the DVD; If possible long, white coat and a toy stethoscope for Activity 3</p>

**Activity 1 Listen and sing. 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 11 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Ask the pupils to take and swap their Workbooks in pairs. Then ask them to open the Workbooks to Page 59 and check each other's homework. Then you can check the answers involving the whole class.

**Activity 2a Look and match. 5 min**

**Objectives: to consolidate illness vocabulary;  
to practise giving advice**

Ask the pupils to open their Workbooks to Page 60 and look at the table. Explain that one of the columns has health problems and the other pieces of advice. Then tell them to match health problems and the advice. Explain that a piece of advice can be given to a number of health problems.

**Answer key:** 1c/e/f; 2e/f/g; 3a; 4b; 5b; 6d; 7b/e/f

**Activity 2b Work in pairs. Say an illness and give advice. 5 min**

**Objectives: to consolidate illness vocabulary;  
to practise giving advice**

Put the pupils into pairs. Explain that Pupil A complains about health, Pupil B gives advice.

**Activity 3 Work in pairs. Play "The doctor and the patient". 10 min**

**Objectives: to consolidate the sickness vocabulary;  
to have fun**

*STEP 1:* First, demonstrate. Ask for a volunteer pupil. Explain that you are the doctor and the pupil is the patient. If you have a long, white coat and a toy stethoscope, this will make the role-play even more realistic (and fun!).

First, create the scene - two chairs facing each other for the doctor's office. Have the "patient" knock to enter the room and tell the patient to sit down. Ask 'What's wrong?' and get the patient to say something, e.g.: 'I have a tummy ache'. Then do an examination, e.g. take his pulse. Then say: 'Ok, anything else?' and elicit another problem, e.g.: 'I have a sore throat'. Again do a medical examination, e.g. look down his throat. Each time elicit more problems and do other examinations, e.g. listen to his back with the stethoscope, check knee reflexes, look in ears, etc.

At the end say: 'Hmm. You look bad. You have a cold!' Then prescribe something, e.g. "Drink hot lemon tea and go to bed".

*STEP 2:* Now put the class into pairs and let them role-play. Let them have as much fun as they want, but helping with the target language.

*STEP 3:* Finally, have the best pairs do their role-plays in front of the class.

**Activity 4a Read and say. 8 min**

**Objective: to develop the pupils' reading and speaking skills**

*STEP 1:* Point to the texts in Activity 4a and say: 'These boys are Aziz, Laziz and Ramiz. Read the texts and say what was wrong with boys'. Let the pupils read the text for some minutes.

*STEP 2:* Ask the pupils to say the health problems of the boys.

**Activity 4b Write advice for the boys. 5 min**

**Objective: to practise giving advice**

Now ask the class to write pieces of advice for Aziz, Laziz and Ramiz in their Workbooks.

**Homework 2 min**

Ask the pupils to open their Workbooks to Page 61 and look at the homework (crossword). Check that everybody understands what to do. If necessary, explain that they must find 9 more words in the crossword and write them next to the crossword.

**Answer key:** headache, runny nose, sore eye, sore hand, sore leg, tummy ache, toothache, sore throat, temperature, cold

## Lesson 4 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn to say illnesses;</li> <li>- to learn to ask and answer Yes/No questions about illnesses one had in the past</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to ask and answer Yes/No questions about illnesses one had in the past;</li> <li>- to enable pupils to read and give information about tables and graphs;</li> <li>- to develop the pupils' speaking skills</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- say the illnesses;</li> <li>- ask and answer Yes/No questions about illnesses one had in the past;</li> <li>- read tables and graphs.</li> </ul>	<p><i>Recycling the vocabulary related to illnesses</i></p>	<p>Pupil's book, Workbook, the DVD</p>

### Activity 1 Listen and sing. 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 11 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Ask the pupils to take and swap their Workbooks in pairs. Then ask them to open the Workbooks to Page 61 and check each other's homework. Then you can check the answers involving the whole class.

### Activity 2 Work in pairs. Ask and answer. 5 min

**Objectives: to revise the illness vocabulary;**

**to enable the pupils to ask and answer Yes/No questions about illness**

*STEP 1:* First, demonstrate. Ask a pupil the question: 'Did you have a headache yesterday?' Help him/her answer: 'Yes I did./No, I didn't.' Ask the same question with different illnesses and get him/her to answer. If you think necessary, you can have the pupils repeat the question and answers in chorus after you.

*STEP 2:* Put the pupils into pairs. Ask them to open their Workbooks and look at the illness words they found in the crossword. Tell them to ask their partners questions using these words.

### Activity 3a Work in groups. Play "Find someone who". 10 min

**Objectives: to consolidate the Past Simple "Yes/No" question and short answers; to develop the pupils' listening and speaking skills**

*STEP 1:* Divide the class into groups of 4 pupils. Explain that in this lesson they talk about the illnesses they had or did not have last month, i.e. in February. Then ask them to open their Workbooks to Page 61 and study the table silently.

*STEP 2:* Ask the pupils to write their name in the top cell of the second column and then their partners' names next to it (the pupils can put the first letter instead of the whole name). After that

ask the pupils to put a tick (✓) or cross (✗) for the illnesses they had/did not have in February to fill in the second column under their own names as answers.

*STEP 3:* When everybody has finished filling in the column for themselves, explain that they will ask each other in their group the question: ‘*Did you have a ...?*’ about the illnesses they had/did not have in February. One pupil can ask questions from only one pupil in their group so the others also have a chance to practise asking questions. The others in the group must listen to their talk and put a tick (✓) or cross (✗) for that pupil.

### **Activity 3b Report. 5 min**

#### **Objective: to practise reporting the results**

When all the groups finish Step 3 in Activity 3a, ask a representative from each group to report about his/her group. For example: “Munira and Laziz had a cold in February.” etc.

### **Activity 3c Make a class graph. 15 min**

#### **Objective: to practise expressing the results visually, i.e. in a graph**

*STEP 1:* Use Activity 3a results to make a class graph. Draw a graph on the board like the one in the Pupil’s Book but without vertical arrows and horizontal lines.

*STEP 2:* Ask the pupils to look at the table in their Workbooks that they completed some minutes ago. Ask them to count the number of pupils in their groups that had such and such illnesses in February using the table.

*STEP 3:* Ask the representatives from the groups to tell you the total numbers. You write them on the board. At the end add them and have the total numbers for the class.

*STEP 4:* Now you can draw vertical arrows and horizontal lines on your graph according to the results. The class graph is ready. Summarise the results, saying like this: ‘*So, this is our class graph. ... pupils had a headache in February. ... pupils had a ...*’ etc. Say that at home the pupils will write about the graph.

Then you can ask your pupils to copy the class graph in their Workbooks on Page 62.

### **Homework**

- 1) Ask the pupils to write sentences about the class graph in Activity 3c.
- 2) Ask the pupils to revise Units 6-11 and get ready for the revision lesson.

## **Revision 5**

<b>Aims</b>	<b>Learning outcomes</b>	<b>Vocabulary and structure</b>	<b>Required equipment</b>
<p><i>Educational:</i> – to revise the vocabulary for the topics of Units 6-11</p> <p><i>Developing:</i> – to enable pupils to work independently to revise the vocabulary</p>	<p>At the end of the lesson pupils will be able to do tasks on the topics from Units 6-11.</p>	<p><i>Revision of the vocabulary for Units 6-11</i></p>	<p>Pupil’s book, Workbook, the DVD of the book; flashcards for Activity 1</p>

### **Activity 1 Work in two teams. Choose and answer. 30 min**

#### **Objective: to revise the material of Units 6-11**

*Look at Revision 4 Activity 2 for the instructions.*

### **Questions and tasks**

## Unit 6: Welcome to our party

**Point 10:** What's ... in English? (*Ask the English translation of one of these phrases: 1) a birthday party, 2) a birthday card, 3) a glass of juice/water, 4) a bowl of salad/palov, 5) a cup of tea, 6) apple/peach/pear juice, 7) tomato/cucumber salad*)

**Point 20:** Say a sentence with "Don't ...".

**Point 30:** Using "Can I have ...", a pupil asks a pupil in his/her team for: 1) a glass of juice/water, 2) a bowl of salad/palov, 3) a cup of tea. (*You should ask only one of them! The pupil is expected to ask: 'Can I have a glass of juice/water, please, etc.'*)

**Point 40:** Using "I'd like ..., please", a pupil asks a pupil in his/her team for: 1) a glass of juice/water, 2) a bowl of salad/palov, 3) a cup of tea. (*You should ask only one of them! The pupil is expected to say: 'I'd like a glass of water/juice, etc., please.'*)

## Unit 7: Holidays

**Point 10:** What holidays are there in Uzbekistan?

**Point 20:** When are the holidays in Uzbekistan?

**Point 30:** What holidays are there in England?

**Point 40:** How do you celebrate the Women's Day/Navruz/Independence Day/Teachers' Day/Constitution Day/New Year's Day? (*You should ask only one of them!*)

## Unit 8: Shops

**Point 10:** What's ... in English? (*Ask the English translation of one of these phrases: 1) a supermarket, 2) a book shop, 3) a flower shop, 4) a toy shop, 5) a model car, 6) a street, 7) buy, 8) in front of, 9) behind, 10) between, 11) opposite, 12) next to*)

**Point 20:** Look at the map in Unit 8, Lesson 1, Activity 2a. Ask a pupil in your team: Where's the hospital/school/supermarket/book shop/flower shop/toy shop/library/computer club? (*The pupil asks one question about where something is. His/her teammate is expected to answer: 'It's opposite/next to/in front of/behind/between the library/school, etc.'*)

**Point 30:** Work in a group of 5 pupils in your team. Listen and stand according to the text. (*You need the following flashcards: a supermarket, a flower shop, a book shop, a hospital, a park. You should read out one of the following texts, the 5 pupils listen to you and stand according to your description. Before reading out the text, you should give the flashcards of places used in the text to the 5 pupils.*)

Text 1:

The **supermarket** is between the **hospital** and **park**. There is a **flower shop** behind the **hospital**. The **book shop** is in front of the **park**.

Text 2:

The **book shop** is between the **flower shop** and **park**. There is a **hospital** behind the **book shop**. The **supermarket** is in front of the **flower shop**.

Text 3:

The **hospital** is between the **supermarket** and **park**. There is a **book shop** behind the **hospital**. The **flower shop** is in front of the **hospital**.

Text 4:

The **park** is between the **hospital** and **supermarket**. There is a **flower shop** behind the **hospital**. The **book shop** is in front of the **hospital**.

**Point 40:** Play "A shop assistant and a buyer". (*One pupil will be a shop assistant and his/her teammate will be a buyer. You need to say a thing to be bought, for example, a model car. The two pupils act out a dialogue something like the following:*

Shop assistant: Can I help you?

Buyer: I'd like a model car, please.

Shop assistant: Red or blue?

Buyer: Red, please.

*Shop assistant: Here's your model car.*

*Buyer: Thank you.)*

### **Unit 9: At the market**

**Point 10:** What's ... in English? (*Ask the English translation of one of these phrases: 1) bean, 2) bread, 3) egg, 4) milk, 5) pea, 6) rice, 7) sausage, 8) 100–900, 9) a kilo of tomatoes, 10) two kilos of potatoes, 11) a hundred soums/two hundred soums/five hundred soums*)

**Point 20:** Look and say how it looks. (*Show a food/fruit/vegetable flashcard, for example, a watermelon. The pupil is supposed to say: 'It/The watermelon looks nice.'*)

**Point 30:** Look and make a sentence about yesterday. (*Show a flashcard of a shop/supermarket/market and a food/vegetable/fruit flashcard. Ask the pupil to make a sentence about yesterday. S/he is supposed to say, for example: 'I went to the market and bought a melon.'*)

**Point 40:** Play "A seller and a buyer". (*One pupil will be a seller and his/her teammate will be a buyer. You need to show a food/fruit/vegetable flashcard, for example, beans. The two pupils act out a dialogue something like the following:*

*A: Can I help you?*

*B: I'd like beans, please.*

*A: Yes, we have beans.*

*B: How much are they?*

*A: 500 soums a kilo.*

*B: Two kilos, please.*

*A: Here you are.*

*B: Thank you.*

### **Unit 10: Sport**

**Point 10:** What's ... in English? (*Ask the English translation of one of these: 1) biking – biker, 2) horse riding – rider, 3) running – runner, 4) jumping – jumper, 5) start, 6) boots, 7) sports uniform, 8) sports centre*)

**Point 20:** Look and say. (*Show a pupil a time, for example, 10.45 and a word/picture flashcard of a sport, for example, football. The pupil must say a sentence, for example: 'Football is at 10.45.'*)

**Point 30:** Mime, ask and say what you are doing. (*A pupil mimes a sport for his team, for example, horse riding. The team is supposed to ask: 'Are you riding a horse?' The pupil must answer: 'Yes./No.'*)

**Point 40:** Say: 'I'm good at...' and get advice. (*A pupil says: 'I'm good at + sport/subject' to his/her team, for example: 'I'm good at playing chess'. His/her team gives advice, for example: 'Go to the Chess Club.'*)

### **Unit 11: At the doctor**

**Point 10:** What's ... in English? (*Ask the English translation of one of these phrases: 1) a sore eye, 2) a sore throat, 3) a sore leg, 4) a sore hand, 5) a headache, 6) a toothache, 7) a tummy ache, 8) a runny nose, 9) a cold, 10) a high temperature*)

**Point 20:** Mime, ask and say your illness. (*A pupil mimes an illness for his team, for example, a toothache. The team is supposed to ask: 'What's wrong?' The pupil must answer: 'I have a toothache.'*)

**Point 30:** Say your illness and get advice. (*A pupil says his/her illness to his/her team, for example: 'I have a cold.' His/her team must give advice, for example: 'Drink hot lemon tea. Don't drink cold water. Don't eat ice-cream.'*)

**Point 40:** Ask about yesterday's illness and answer. (*A pupil asks his/her teammate Yes/No question about his/her illness yesterday, for example: 'Did you have an earache yesterday?' His/her teammate must give a short answer in the past, for example: 'Yes, I did.' or 'No, I didn't.'*)

**Activity 2 Work in pairs. Do the quiz “I can ...”. 15 min**

**Objectives: to revise the material studied in Units 10-11;**

**to train pupils to be able to assess their knowledge, skills and overall progress;**

**to let pupils see how much they can do in English;**

**to encourage them into revising the material they have not learnt properly**

Set up pair work. Ask the pupils to do the quiz “I can ...” together with their partners. This quiz does not test memory – it is a learning opportunity, so the pupils should be allowed to use their Pupil’s books and Workbooks.

They discuss the answers and, where necessary, write them in their “I can ...” exercise books.

### **PROGRESS CHECK 5 (Units 10-11)**

There are 5 tasks in Progress Check 5 which are designed for 1 hour. The tasks are developed to check listening, reading and writing. Total score for 5 tasks is 80. You can organize speaking and give 20 for the correct answers.

Speaking can be organized with the pictures taken from the lessons.

For example:

1) Page 50 Activity 2a – The pupils should look at the picture and say sentences, e.g. *‘I’m good at jumping.’*

2) Page 52 Activity 3a – The pupils should look at the pictures and say sentences with the structures *“I like/don’t like + doing”*

3) Page 54 Activity 5a - The pupils should look at the pictures and answer your questions, e.g.

**You:** (showing a picture) *What’s wrong?* **Pupil:** *He has a sore leg.*

#### **Task 1 Listen and match. 5 x 3 = 15**

Ask the pupils to open their Workbooks to Page 63, look at Task 1 and look at the sports and times. Say that they should listen to the children and the sports and times. Check they understand what to do and play the DVD. You can play the DVD again if necessary.

**Answer key:**

Kurash: 9.55

Taekwondo: 10.15

Football: 11.05

Basketball: 12.30

Handball: 4.15

Volleyball: 5.20

#### **DVD script:**

School radio

Good morning dear friends. Welcome to our school sports day. We’re having a school sports day. We’re going to watch kurash, taekwondo and football in the morning. In the afternoon we’re going to watch basketball, handball and volleyball.

OK, here’s a timetable ...

Kurash is at 9.25.

Taekwondo is at 10.15.

Football is at 11.05.

Basketball is at 12.30.

Handball is at 4.15.

Volleyball is at 5.20.

#### **Task 2 Look, read and write T for true and F for False. 5 x 3 = 15**

Ask the pupils to read the text and write T for true and F for False next to the sentences.

**Answer key:**

- 1 Sardor loves biking. T
- 2 He goes to the Biking club in the morning. F
- 3 He cleans and washes his bike on Mondays, Wednesdays and Fridays. F
- 4 He rides his bike before school. F
- 5 Sardor likes his uniform. T
- 6 My brother is a city champion. T

**Task 3 Look at the pictures. Complete the sentences. 5 x 3 = 15**

Ask the pupils to look at the pictures and complete the sentences.

**Answer key:**

- 1) He has a sore leg.
- 2) He has a tummy ache.
- 3) He has a sore hand.
- 4) He has a runny nose.
- 5) He has a sore throat.
- 6) He has a toothache.

**Task 4 Write the correct questions. 5 x 4 = 20**

Ask the pupils to read the sentences and write the questions.

**Answer key:**

- 1) I'm good at swimming. *Are you good at swimming?*
- 2) I'm good at maths. *Are you good at maths?*
- 3) I can play football. *Can you play football?*
- 4) I can ride a bike. *Can you ride a bike?*
- 5) I like playing tag. *Do you like playing tag?*
- 6) I want to be healthy. *Do you want to be healthy?*

**Task 5 Read and write advice for the girls. 3 x 5 = 15**

Ask the pupils to read the sentences and write advice for the girls.

**Answer key:**

Advice for Guzal: Don't eat chocolate and sweets.

Advice for Kamola: Drink hot lemon tea and go to bed.

Advice for Sevara: Drink hot green tea. Drink hot milk./Don't eat ice-cream./Don't drink cold water.

## Unit 12 Travelling

### Lesson 1 How did you get here?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> - to learn how to ask and answer the question <i>How did you get here?</i></p> <p><i>Developing:</i> - to enable pupils to ask and answer the question <i>How did you get here?</i></p> <p><i>Socio-cultural:</i></p>	<p>At the end of the lesson pupils will be able to ask and answer the question <i>How did you get here?</i></p>	<p><i>Vocabulary:</i> today, get-got, metro</p> <p><i>Structures:</i>How did you get here? By bus.</p>	<p>Pupil's book, Workbook, the DVD; flashcards for Activity 3b</p>

- to raise awareness of different museums			
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**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 what they have understood.

**DVD script:**

**Ninety-nine miles from home**

We're ninety-nine miles from home.

We're ninety-nine miles from home.

We walk a mile; we rest a while.

We're ninety-nine miles from home.

We're ninety-eight miles from home.

We're ninety-eight miles from home.

We walk a mile; we rest a while.

We're ninety-eight miles from home.

**NB:** Continue singing, subtracting one each time e.g. ninety-seven, ninety-six etc.

**Activity 2 Play "Walking cars".10 min**

**Objectives: to revise the vocabulary related to transport; to warm up**

*STEP 1:* Write "Walking cars" on the board. Ask the pupils what "Walking cars" might mean. Tell them that in this activity they will be the "Walking cars", but they will be walking in place. Demonstrate walking in place: lift your feet and swing your arms as if you are walking, but without moving forward.

*STEP 2:* Write the following commands or symbols on the board and demonstrate the movements.

Go straight.

Slow down.

Speed up.

Stop. (*all pupils should freeze*)

Turn left.

Turn right.

Make a U-turn. (*turn around 180 degrees and continue walking in place*)

Honk your horn. (*make a beep sound*)

**NB:** Do not teach the words. The pupils should listen and follow your instructions.

**Activity 3a Look, listen and repeat. 5 min**

**Objectives: to introduce a new structure;**

**to revise vocabulary related to transport**

*STEP 1:* Draw in one corner of the board a house, write "HOME". In the closest to you corner a building and write "SCHOOL". Point to the two buildings, draw a route starting from "HOME" and say: 'I got here (point to "SCHOOL") by minivan.' Choose one student and ask: 'How did you get here today?' Elicit a full answer. e.g. 'I got here by bus.'

*STEP 2:* Write on the board "I got here by minivan." Ask the pupils to repeat after you in chorus.

*STEP 3:* Elicit some answers: e.g. 'How did Takhmina get here today?' Help the pupils to answer: 'She got here by ... .'

**Activity 3b Play "How did you get here today?" 10 min**

**Objectives: to recycle the new structure;  
to revise the vocabulary related to transport**

*STEP 1:* Divide the class into 8 groups or pairs. Distribute the flashcards to the groups: a bus, a bike, a motorbike, a car, a minivan, a train, a plane, a horse.

*STEP 2:* The whole class ask in chorus: *'How did you get here today?'* Group 1: *'We got here by bus.'* (They pretend to drive a bus and beep the horn.)

The whole class in chorus: *'How did you get here today?'* Group 2: *'We got here by bike.'* (They pretend to be cycling and ring a bell.)

Continue with the rest of the group:

by bus: pretend to drive a bus and beep the horn;

by bike: pretend to be cycling and ring a bell;

by motorbike: pretend to be riding a motorbike;

by car: pretend to drive a car and beep the horn;

by minivan: pretend to drive a minivan and beep the horn;

by train: do the train gesture – moving your hands around like a wheel and “chu-chu”ing;

by plane: pretend to be an airplane by holding your arms right out;

by horse: pretend to ride a horse.

*STEP 3:* If you are not afraid of noise, ask the whole class: *'How did you get here today?'* All the groups answer and make actions simultaneously.

**Activity 3 Listen and repeat. 5 min**

**Objectives: to recycle the new structure; to revise the vocabulary related to transport**

*STEP 1:* Play the DVD./Read the rhyme in chorus.

*Chorus:*

How did you get here today?

How did you get here today?

*Kid 1:*

I got here on foot today,

You got here by bus.

She got here by minivan,

He got here by car.

*Chorus:*

How did you get here today?

How did you get here today?

*Kid 2:*

I got here by train today,

You got here by plane.

She got here by motorbike,

I got here by horse!

*Chorus: Wow!*

*STEP 2:* The pupils read aloud in chorus.

*STEP 3:* If you have time, ask the pupils to role play with actions.

**Activity 4 Complete the sentences. 5 min**

**Objective: to consolidate the new structure**

Ask the pupils to open their Workbooks to Page 65 and complete the sentences.

**Homework 5 min**

Ask the pupils to look at the homework. Check that everybody understands what to do. If necessary, explain that they must write the sentences using the information.

**Answer key:**

I got to the zoo by bus.

I got to the museum by taxi.  
 I got to the park by bike.  
 I got to the flower shop on foot.  
 I got to the hospital by car.  
 I got to the market by minivan.  
 I got to the book shop by motorbike.

## Lesson 2 Where are you going?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i>            - to learn how to ask where people are going</p> <p><i>Developing:</i>            - to enable pupils to ask where people are going</p>	<p>At the end of the lesson pupils will be able to:</p> <p>- ask where people are going to;            - answer the question "Where are you going?"</p>	<p><i>Where are you going?</i></p> <p><i>Recycling the vocabulary learnt in previous lessons</i></p>	<p>Pupil's book, Workbook, the DVD; flashcards for Activities 2b and 3b</p>

### Activity 1 Listen and repeat. 10 min

**Objectives: to warm up; to check homework**

*STEP 1:* Checking homework. The pupils mingle, reading to each other sentences from the homework.

*STEP 2:* The pupils listen to and repeat the song. Look at Unit 12 Lesson 1 Activity 1 for the DVD script.

### Activity 2a Look, read and repeat. 5 min

**Objective: to practise the question "Where are we going?"**

*STEP 1:* The pupils look at the picture and read silently. Check they understand the meaning of the question.

*STEP 2:* Then ask the pupils to repeat the question after you in chorus, in rows and in pairs.

### Activity 2b Play the "Snake" game. 10 min

**Objectives: to revise the question "Where are we going?"; to have fun**

**NB:** Put the flashcards with different places on the walls before the lesson.

*STEP 1:* Ask the pupils: 'Where's a zoo?' And get them to point to the flashcard.

*STEP 2:* Get everyone to line up behind you.

*STEP 3:* Get everyone to shout 'Where are you going?' Shout back: 'Over here! To the zoo!' Then start walking to a different part of the classroom, with everyone following in a line behind you (like a snake). Keep doing this as you snake your way around the classroom at different speeds. Other pupils can also have a go by being the head of the snake.

Move together from one place to another.

### Activity 3a Look, listen and complete. 7 min

**Objectives: to revise the question "Where are we going?"; to develop listening skills**

*STEP 1:* Ask the pupils to open their Workbooks to Page 66 and look at the picture. Say the Bob and his family are going to the Train Museum.

*STEP 2:* Play the DVD. Ask the pupils to listen and complete the dialogue.

**DVD script and Answer key:**

**Bob:** Where are we going?

**Dad:** We're going to the Train Museum.

**Mum:** How are we going there?

**Dad:** By bus.

**Mum:** Ok then. Let's go.

### Activity 3b Play "I'm going to..." 10min

**Objective:** to consolidate the question "Where are we going?" and the structure "I'm going to ..."

**STEP 1:** Prepare two sets of place flashcards for this game, which practices the key structures "Where are you going?" and "I'm going to ...".

**STEP 2:** Get everyone to close their eyes as you place each flashcard from the first set around the room (e.g. place the zoo card in the corner, the park card under a desk, etc.).

**STEP 3:** Then, tell everyone to open their eyes. Give a card (e.g. zoo) from the second set to a pupil. Have the following conversation (model):

*Teacher: Where are you going?*

*Pupil: To the zoo. (I'm going to the zoo.)*

*Teacher: How are you going there?"*

*Pupil: By bus.*

*Teacher: Ok then. Goodbye.*

*Pupil: Goodbye.*

**STEP 4:** The pupil must then search for the zoo flashcard. When s/he finds it, s/he can return to you for another card. As the first pupil is searching, give another card (e.g. the school) to another pupil and have the same conversation. Eventually, you will have pupils searching all over the place and returning for another card. It can be a bit noisy but great fun.

**Extension:** The pupil searches for the card acting out the transport (e.g. steering the wheel of a car, etc.). Each time the student searches s/he must use a new means of transport.

### Homework 3 min

Ask the pupils to look at the homework. Check that everybody understands what to do. If necessary, explain that they must complete the dialogue.

## Lesson 3 Wow! That's interesting!

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to learn the places of interest of Tashkent; <i>Developing:</i> - to enable pupils to ask and give instructions of how to get a place of interest <i>Socio-cultural:</i> - to raise awareness of Tashkent's places of interest	At the end of the lesson pupils will be able to ask and give instructions of how to get a place of interest.	<i>Recycling the vocabulary learnt in previous lessons</i>	Pupil's book, Workbook, the DVD; place flashcards for Activity 3

### Activity 1 Listen and sing. 10 min

**Objectives:** to warm up; to check homework

**STEP 1:** Checking homework. The pupils work in pairs and read the dialogue.

**STEP 2:** The pupils listen and sing the song.

Look at Unit 12 Lesson 1 Activity 1 for the DVD script.

**Activity 2a Look, listen and repeat. 5 min**

**Objective: to introduce Tashkent's places of interest**

*STEP 1:* Ask the pupils to look at the photos with Tashkent's places of interest: Amir Temur Square, Art Museum, Train Museum, Tashkent Land, Tashkent Zoo, Chorsu Market. Check they know the places.

*STEP 2:* Work on pronunciation as usual. Play the DVD, the pupils repeat the sights after it. (The DVD script is the same as in the Pupil's book).

**Activity 2b Look, listen and repeat. 5 min**

**Objective: to introduce the structure "You can take bus ..." and the word "metro"**

*STEP 1:* Ask the pupils to read the dialogue. Help them understand what the sentence "You can take bus number 60" means. Help them with the word "metro".

*STEP 2:* Work on pronunciation as usual. Play the DVD, the pupils repeat after it. (The DVD script is the same as in the Pupil's book).

**Activity 2c Work in pairs. Play "How can I get to ...". 8 min**

**Objectives: to practise the structure: You can take bus ...;  
to revise Tashkent's places of interest**

Ask the pupils to work in pairs. Ask them to play using the dialogue in 2b and the places of interest from 2a.

**Activity 3 Play "Moving Flashcards". 7 min**

**Objective: to recycle prepositions and places of interest**

*STEP 1:* Play "Moving Flashcards". Draw "streets" on the floor and put the flashcards along them in different places.

*STEP 2:* Ask the pupils to look at the flashcards for 30 seconds. Say: 'Close your eyes!' Then move one flashcard. Say: 'Open your eyes!', and the pupils must say e.g. 'The zoo is next to the museum. It was next to the square.'

Continue to play with other flashcards.

**Extension:** To make it more challenging, move 2 or 3 cards at the same time.

**Activity 4 Complete the sentences. 5 min**

**Objective: to develop writing skills**

Ask the pupils to complete the dialogue using the words in the cloud.

**Answer key:**

In Tashkent we went to the Train Museum. We got there by metro. We saw a lot of old trains. My dad said: 'Wow. That's interesting!' I liked the museum. It was great! My dad bought a book about the museum.

**Homework 5 min**

Ask the pupils to look at the homework. Check that everybody understands what to do. If necessary, explain that they must complete the sentences using the text from Activity 4 as a model.

**Answer key:**

My mum wanted to go to the Art Museum. We got there by taxi. We saw a lot of traditional pictures. My mum liked the museum. She said: 'Wow. That's interesting!' She bought two pictures to decorate her room. My dad took photos.

## Lesson 4 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
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<p><i>Educational:</i> - to learn to make presentations</p> <p><i>Developing:</i> - to enable pupils to design and make presentations on places of interest</p>	<p>At the end of the lesson pupils will be able to make a presentation on places of interest.</p>	<p><i>Recycling the vocabulary learnt in previous lessons</i></p>	<p>Pupil's book, Workbook, the DVD; paper, pencils, markers</p>
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**Activity 1 Listen and sing. 10 min**

**Objectives: to warm up; to check homework**

*STEP 1:* Checking homework. The pupils work in pairs and read to each other the text.

*STEP 2:* The pupils listen to and sing the song.

Look at Unit 12 Lesson 1 Activity 1 for the DVD script.

**Activity 2a Work in groups. Prepare a presentation. 20 min**

**Objective: to prepare a presentation**

Ask the pupils to prepare a presentation with Tashkent places of interest. Ask them to draw pictures. Then they should write how to get there. Also they should write the things to see there and things to buy.

Allocate the places to the groups.

**Group 1**

Chorsu Market

**Group 2**

Art Museum

**Group 3**

Tashkent city centre

**Group 4**

Tashkent Zoo

**Activity 2b Listen and choose. 10 min**

**Objective: to develop listening skills**

Ask the pupils to listen to other groups' presentations and choose a place to visit. Encourage them to say as many sentences as they can. Praise them.

Say they can use the sentences like: e.g. *I'd like to go to ... . I can get ... I'd like to see ... I'd like to buy ...*

**Homework 5 min**

Ask the pupils to look at the homework. Check that everybody understands what to do. If necessary, explain that they must complete the sentences in Activity 1. In Activity 2 they should use the information from the table and write three sentences about Chorsu Market and three sentences about Tashkent Zoo.

**Unit 13 Great Britain  
Lesson 1 It's in Europe.**

<b>Aims</b>	<b>Learning outcomes</b>	<b>Vocabulary and structure</b>	<b>Required equipment</b>
<p><i>Educational:</i> - to learn about Great</p>	<p>At the end of the lesson pupils will be</p>	<p><i>Recycling the vocabulary</i></p>	<p>Pupil's book, Workbook, the DVD;</p>

<p>Britain;  - to learn to compare geographic places  <i>Developing:</i>  - to enable pupils to use one syllable comparative and superlative degrees of adjectives;  - to enable pupils to say how to get to a place;  - to develop the pupils' speaking and listening skills  <i>Socio-cultural:</i>  - to raise awareness of some facts of Great Britain</p>	<p>able to:  - name the geographic names in Great Britain;  - say how they get to a place;  - use one syllable comparative and superlative degrees of adjectives;  - talk about Great Britain.</p>	<p><i>related to transport and places; revising one syllable comparative and superlative degrees of adjectives</i>  New words:  Europe, Great Britain, Scotland, Wales, Tower of London, The River Thames</p>	<p>answers on separate sheets of paper for Activity3</p>
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**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.

**DVD script:**

**London Bridge is falling down**

London Bridge is falling down,  
falling down, falling down.

London Bridge is falling down,  
my fair lady!

Built up with iron bars,  
iron bars, iron bars,  
Built up with iron bars,  
my fair lady!

Iron bars will bend and break,  
bend and break, bend and break,  
Iron bars will bend and break,  
my fair lady!

Built up with sticks and stones,  
sticks and stones, sticks and stones,  
Built up with sticks and stones,  
my fair lady!

Sticks and stones will wash away,  
wash away, wash away,  
Sticks and stones will wash away,  
my fair lady!

London Bridge is falling down,  
falling down, falling down.  
London Bridge is falling down,

my fair lady!

**Activity 2a Look, listen and repeat. 5 min**

**Objective: to introduce the new vocabulary**

Say: 'Open your books to Page 64.' Point to the map and words in Activity 2a and say: 'Look at the map and words. Listen and repeat.' Play the DVD or read the places on the map, having the pupils repeat them after the DVD or you in chorus, rows and individually.

**DVD script:**

Europe, Great Britain, Scotland, Wales, England, London, Tower of London, River Thames

**Activity 2b Work in pairs. Look, ask and answer. 7 min**

**Objectives: to revise one syllable superlative degrees of adjectives;  
to develop the pupils' speaking skills**

*STEP 1:* Ask the pupils to look at the table in Activity 2b. Ask the following questions one by one, the pupils give short answers as shown in the example, just place names.

- 1) What's the biggest country of Great Britain?
- 2) What's the capital of Great Britain?
- 3) What's the biggest city of Great Britain?
- 4) What's the longest river of Great Britain?
- 5) What's the deepest river of Great Britain?
- 6) What's the tallest mountain of Great Britain?

*STEP 2:* 50/50 drilling. Half the class ask questions, the other half answer using the information in the table.

e.g. - What's the capital of Great Britain?  
- London.

*STEP 3:* Set up pair work. Now in turn the pupils ask and answer.

**Activity 3 Listen and repeat. 10 min**

**Objectives: to revise the past simple;  
to develop the pupils' speaking skills**

*STEP 1:* Say you will read a story about a boy Jim and his travel. Write four questions on the board and practise them with the whole class. Leave spaces for answers.

What did he do?	
Where did he go?	
What did he see?	
Why was he sad?	

*STEP 2:* Explain that the pupils will ask the questions in chorus and you will reply. Prepare the answers on separate sheets of paper. Put each answer next to the question after you read the answer.

**NB:** After the last answer, explain if necessary what "why" and "alone" mean.

What did he do?	He said goodbye to his friends one day, He wanted to travel and go away.
Where did he go?	He went to Germany and France by plane, He went to see Great Britain by train.
What did he see?	He saw big cities, rivers and seas, He saw high mountains and beautiful trees.
Why was he sad?	He wanted his friends, he wanted his home, He didn't want to travel alone.

*(adapted from C. Read)*

**STEP 3:** Divide the class into 4 groups. Allocate the answers to questions one for each group. Give them time to practise their sentences.

e.g. **Group 1**

He said goodbye to his friends one day,

He wanted to travel and go away.

**STEP 4:** The whole class asks the 4 questions. The groups in turn answer.

**Activity 4 Work in pairs. Play “Where do you want to go?” 10 min**

**Objectives: to revise the vocabulary related to transport and places;  
to develop the pupils’ speaking skills**

**STEP 1:** Revise the words in the cloud.

**STEP 2:** Ask the pupils to look at the dialogue. 50/50 drill: half the class (A) ask questions, and the other half (B) answer.

**STEP 3:** The pupils work in pairs. In turn they ask questions and answer using the words in the cloud.

**Activity 5 Play “True/False”. 5 min**

**Objectives: to check the pupils’ knowledge of the lesson;  
to develop the pupils’ listening skills**

Read out the following sentences. The pupils must repeat the sentence if it is correct. When they hear a false sentence they must fold their hands and stay silent.

**The sentences:**

- 1) London is the capital of Germany.
- 2) London is the capital of Great Britain.
- 3) London is the biggest city in Great Britain.
- 4) Great Britain is in Europe.
- 5) Scotland is bigger than England.
- 6) England is the biggest country in Great Britain.
- 7) The River Thames is the longest river in Great Britain.
- 8) The River Thames is the deepest river in Great Britain.
- 9) The River Severn is longer than the River Thames.
- 10) Ben Nevis is the tallest mountain.

**Answer key:**

1 False; 2 True; 3 True; 4 True; 5 False; 6 True; 7 False; 8 True; 9 True; 10 True

**Homework 3 min**

1) Ask the pupils to open their Workbooks to Page 69 and look at Homework 1. Check that everybody understands what to do. If necessary, explain that they must complete the gaps with the words using the table in Activity 2b.

**Answer key:**

England is the biggest country in Great Britain. London is the capital of England and Great Britain. London is the biggest city in Great Britain. The River Thames is the deepest river. The Severn is the longest river. Ben Nevis is the tallest mountain. It is in Scotland.

2) Then draw their attention to Homework 2. Explain that they must underline the correct answers.

**Answer key:**

- 1) London is bigger than / the biggest city in Great Britain.
- 2) Scotland is smaller than England / the smallest.

- 3) England is bigger than / the biggest country in Great Britain.
- 4) The River Thames is the shortest river / shorter than the River Severn.
- 5) The River Thames is deeper than / the deepest river in Great Britain.
- 6) The River Severn is longer than the River Thames / the longest.
- 7) Ben Nevis is taller than / the tallest mountain.

## Lesson 2 We are going to London.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn to say feelings and give advice;</li> <li>- to learn to put stress correctly for 1,2,3 syllable words;</li> <li>- to learn to use 1,2,3 syllable simple, comparative and superlative degrees of adjectives</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to use 1,2,3 syllable simple, comparative and superlative degrees of adjectives;</li> <li>- to enable pupils to compare British or Uzbekistan places, food and animals</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the use of 1,2,3 syllable simple, comparative and superlative degrees of adjectives</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- say feelings and give advice;</li> <li>- put stress correctly for 1,2,3 syllable words;</li> <li>- use 1,2,3 syllable simple, comparative and superlative degrees of adjectives;</li> <li>- compare British or Uzbekistan places, food and animals.</li> </ul>	<p><i>Recycling the vocabulary related to the structures used for saying the feeling, asking for things and giving advice;</i> New structure: 3 syllable comparative and superlative degrees of adjectives</p>	<p>Pupil's book, Workbook, the DVD</p>

### Activity 1 Listen and repeat. 10 min

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

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and repeat it.

Look at Unit 13 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Ask the pupils to take and swap their Workbooks in pairs. Then ask them to open the Workbooks to Page 69 and check each other's homework. Then you can check the answers involving the whole class.

### Activity 2a Look and read. 5 min

**Objectives: to revise the structures used for saying the feeling and asking for things;  
to develop the pupils' reading skills**

*STEP 1:* Ask the pupils to open their books to Page 65 and look at the picture in Activity 2a. Explain that the pupils are going to London by bus. Ask them to read what the children are saying.

*STEP 2:* You can ask some questions like "Where are they going to?" "How are they going to London?" "What's "I'm happy/thirsty/hungry/tired/sad" in mother tongue?" and get answers.

**Activity 2b** Play “I’m thirsty.” 5 min

**Objectives:** to revise the structures used for saying the feeling and giving advice;  
to develop the pupils’ speaking skills

This is a usual Chain Drill activity. The pupils practise saying “I’m happy/thirsty/hungry/tired/sad” and giving advice. Explain that they can use the words in the word box to give advice.

e.g. **Pupil A:** I’m thirsty.

**Pupil B:** Drink water.

**Activity 3** Look, listen and write. 8 min

**Objectives:** to work on the pronunciation of 1, 2, 3 syllable adjectives;  
to prepare for the next activity

*STEP 1:* Ask the pupils to open their Workbooks to Page 70 and look at Activity 3. Explain that they are going to listen to some words and write the number of syllables as shown in the example.

*STEP 2:* Play the DVD, the pupils do the task.

**DVD script and the Answer key:**

late (1), sad (1), tired (1), busy (2), happy (2), hungry (2), healthy (2), thirsty (2), interesting (3), beautiful (3), delicious (3), dangerous (3)

*STEP 2:* Check together by saying a word and clapping hands.

*STEP 3:* Work on 1 and 2 syllable words first. Pupils raise hands or stand up when they pronounce a stressed syllable. For example: sad – pupils raise hands or stand up. Happy – stand up saying the syllable ‘hap’ and sit down saying ‘py’.

*STEP 4:* Work on “interesting, beautiful, delicious, dangerous” on stick note paper.

Draw a table on the board:

0 _ _	_ 0 _

Remind that 0 means stressed and \_ means unstressed syllable. Ask the pupils to put the words in the left or right column. Continue with the rest of the words.

**Answer key:**

0 _ _	_ 0 _
interesting, beautiful, dangerous	delicious

**Activity 4a** Look, read and say. 5 min

**Objective:** to introduce the comparative and superlative forms of 3 syllable adjectives

*STEP 1:* Say that with short words we say e.g. tall – taller – the tallest. Say that with long words we say “beautiful- more beautiful - the most beautiful”. Point to the pictures and say: “The swallow is beautiful. The humming bird is more beautiful. The peacock is the most beautiful.” If necessary, ask the meaning of the three sentences.

*STEP 2:* The pupils repeat after you in chorus, in rows and in pairs.

**Activity 4b** Read and complete. 5 min

**Objective:** to practise writing the comparative and superlative forms of 3 syllable adjectives

Ask the pupils to open their Workbooks to Page 70 and look at Activity 4b. Ask the pupils to write the comparative and superlative forms of the words.

**Activity 5** Work in groups of three. Listen and say. 5 min

**Objective: to practise saying sentences with the simple, comparative and superlative forms adjectives**

Set up groups of three pupils. Explain that in their groups they can talk about British or Uzbekistan places, food and animals like the example: Pupil A says a simple sentence about one of them, Pupil B says a comparative sentence about it, Pupil C says a superlative sentence.

**Homework 2 min**

Ask the pupils to open their Workbooks to Page 70 and look at the homework. Check that everybody understands what to do. If necessary, explain that they must complete the gaps with appropriate words to compare things.

**Lesson 3 It's rainy.**

<b>Aims</b>	<b>Learning outcomes</b>	<b>Vocabulary and structure</b>	<b>Required equipment</b>
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn to extract information from the diary;</li> <li>- to learn the correct use of the verbs in the Past Simple;</li> <li>- to learn about the sights and weather of England</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to extract information from the diary;</li> <li>- to enable pupils to use the verbs in the Past Simple;</li> <li>- to develop the pupils' reading, listening and speaking skills</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the sights and weather of England</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- listen to a text and say if information is True/False;</li> <li>- extract information from the diary;</li> <li>- choose the correct verbs in the Past Simple.</li> </ul>	<p><i>Recycling the vocabulary of the unit; revising the Past Simple; New words: Trafalgar Square, Oxford Street</i></p>	<p>Pupil's book, Workbook, the DVD</p>

**Activity 1 Listen and sing. 10 min**

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

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it.

Look at Unit 13 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Ask the pupils to take and swap their Workbooks in pairs. Then ask them to open the Workbooks to Page 70 and check each other's homework. Walk around the class and monitor.

**Activity 2 Look, listen and say "True or False". 10 min**

**Objective: to develop the pupils' reading and listening skills**

*STEP 1:* Ask the pupils to open their books to Page 66 and look at Activity 2. Ask them to read the sentences silently. Say they will listen to the text and say "True" if the sentence is correct. They say "False" if the sentence is not correct.

*STEP 2:* Play the DVD. Ask the pupils to read the sentences and say "True" or "False".

**DVD script:**

**Anora:** Oh, no ...look ... It's raining.

**Botir:** Yes, it's rainy and windy ... Let's play games.

**Sevara:** No ... let's go to the museum. I'd like to go to the Tower of London. It's old and interesting ...

**Anora:** Yes ... let's go ... Look at the map, it's here ... on the River Thames ... We can go by bus.

**Answer key:** 1 False; 2 True; 3 False; 4 True; 5 False; 6 True

**Activity 3a Read Anora's diary. Underline correct words in the sentences. 10 min**

**Objectives: to develop the pupils' reading skills;**

**to consolidate the Past Simple regular and irregular verbs**

**STEP 1:** Ask the pupils to look at the pictures in Activity 3a. Explain that Anora and her friends visited these places in London last week. Say the places having the pupils repeat them after you in chorus several times.

**STEP 2:** Ask the pupils to open their Workbooks to Page 71 and study Anora's diary in Activity 3a.

**STEP 3:** Ask the pupils to read the text under Anora's diary and underline the correct verbs.

**Answer key:**

On Monday they were/was in London. They walk/walked in the centre of London. They see/saw a lot of old, historical houses and shops. It was/were interesting.

On Tuesday it was/were rainy and windy. They don't like/didn't like the weather. They went/go to the Tower of London. It was/were great.

**Activity 3b Look and say. 5 min**

**Objectives: to develop the pupils' speaking skills;**

**to consolidate the Past Simple regular and irregular verbs**

**STEP 1:** Ask the pupils to look at Anora's diary again and study the notes for Wednesday.

**STEP 2:** Ask the pupils say sentences about Wednesday using the words in the word cloud. For example: "On Wednesday it was sunny and warm," etc.

**Activity 3c Play "Help the teacher". 8 min**

**Objectives: to develop the pupils' listening skills;**

**to consolidate the Past Simple regular and irregular verbs;**

**to check the pupils' knowledge of the unit**

Start the story and pretend that sometimes you forget some words. Ask the pupils to help you.

**You:** It was a very interesting travelling. We went to ... ummm... the biggest country in Great Britain ...er...

**Pupils:** England.

**You:** ... yes, England. Thank you. We went to ... the capital of Great Britain ...er...

**Pupils:** London.

**You:** Thank you ... On Sunday the weather was good. It was sunny and ... (warm). We went to see a famous museum ... it's on the River Thames ...

**Pupils:** The Tower of London.

**You:** Yes, thank you ... We saw the deepest river in Great Britain ... the River ...

**Pupils:** Thames.

**You:** Thank you. On Monday we went to ... that famous square in London ...

**Pupils:** Trafalgar Square.

**You:** Thank you ... On Tuesday we went to Scotland ... We wanted to see the tallest mountain

...

**Pupils:** Ben Nevis.

**You:** Thank you. Well done!

### Homework 2 min

Ask the pupils to open their Workbooks to Page 71 and look at the homework. Check that everybody understands what to do. If necessary, explain that they must first look at Anora's diary in Activity 3a and then write four sentences about Wednesday.

## Lesson 4 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to learn to encode and decode messages <i>Developing:</i> - to enable pupils to encode and decode messages	At the end of the lesson pupils will be able to encode and decode messages.	<i>Recycling the vocabulary of the unit</i>	Pupil's book, Workbook, the DVD; three boxes: red, pink and green, picture flashcards and encoded sentences for Activity 2b

### Activity 1 Listen and sing. 10 min

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

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it.

Look at Unit 13 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Ask the pupils to take and swap their Workbooks in pairs. Then ask them to open the Workbooks to Page 71 and check each other's homework. Walk around the class and monitor.

### Activity 2a Look at the secret code. Read the sentence. 10 min

**Objectives: to enable the pupils to decode a message;  
to have fun**

*STEP 1:* Ask the pupils to look at and study the secret code.

*STEP 2:* Ask the pupils to find where Lucy is from. Decode the word together. Say, what letter is number 6? – F – write F next to number 6. Continue with the rest of the numbers and letters. Ask the pupils to read the sentences in chorus (France).

*STEP 3:* Ask the pupils to find where Jim, Madina and Dima are from in the same manner. Then check the answers together.

**Answer key:**

1 This is my friend Lucy. She is from *France*.

2 My friend Jim is from *Scotland*.

3 My friend Madina is from *Nukus*.

4 My friend Dima is from *Russia*.

### Activity 2b Work in pairs. Read your sentence. 20 min

**Objectives: to enable the pupils to decode a message;  
to have fun**

Before the lesson prepare three boxes: red, pink and green. Put pictures with a bus, a plane, a bike, a train, a taxi, a motorbike, a horse, a helicopter into the boxes as follows:

**Red box:** a bike, a taxi, a horse

**Pink box:** a motorbike, a plane, a helicopter

**Green box:** a bus, a train

Ask the pupils to work in pairs or threes. Distribute the cards with encoded sentences. Ask the pupils to work together, decode and write their sentence. When you check their sentence, ask them to find their picture in the box.

*The sentences: (they will be encoded)*

- 1) Your bike is in the red box.
- 2) Your motorbike is in the pink box.
- 3) Your bus is in the green box.
- 4) Your taxi is in the red box.
- 5) Your plane is in the pink box.
- 6) Your train is in the green box.
- 7) Your horse is in the red box.
- 8) Your helicopter is in the pink box.

### **Homework 5 min**

Ask the pupils to write a sentence on a piece of paper and encode it separately. Their partners will decode the sentence.

## **PROGRESS CHECK 6** **(Units 12 – 13)**

There are 4 tasks in Progress Check 6 which are designed for 1 hour. The tasks are developed to check listening, reading and writing. Total score for 4 tasks is 81. You can organize speaking and give 19 for the correct answers.

Speaking can be organized with the pictures taken from the lessons. For example:

1) Page 60 Activity 3c – The pupils should look at the pictures and answer your questions, e.g. **You:** How did you get there?

**Pupil:** By metro.

*Or*

**You:** Where are you going?

**Pupil:** I'm going to the zoo.

**You:** How are you going there?

**Pupil:** By bus.

2) Page 62 Activity 2a – The pupils should look at the pictures and talk to you as in the example in Activity 2b.

3) Page 64 Activity 2b – The pupils should look at the table and answer your questions, e.g. **You:** What's the biggest country of Great Britain? **Pupil:** England.

### **Task 1 Listen and underline the correct words. 4 x 5 = 20**

Ask the pupils to open their Workbooks to Page 72, look at Task 1 and read the sentences. Say that they should listen to Bob and his family and underline the correct words. Check they understand what to do and play the DVD. You can play the DVD again if necessary.

**Answer key:**

1 They are going shopping / walking.

2 They are going to OloyMarket / ChorsuMarket.

3 They are going to the market by taxi / by metro.

4 They want to buy fruit / vegetables.

5 There a lot of book shops in the market / next to the market.

**DVD script:**

**Bob's mum:** Good morning.

**Receptionist:** Good morning. Can I help you?  
**Bob's mum:** We want to go shopping. Do you have markets in Tashkent?  
**Receptionist:** Yes, we have a lot of markets ... OloyMarket, ChorsuMarket ...  
**Bob's mum:** Oh yes, we'd like to go to ChorsuMarket. How can we get there?  
**Receptionist:** You can take a taxi or go by metro.  
**Bob's mum:** Oh good, we can see Tashkent metro ... what metro station is it?  
**Receptionist:** It's ChorsuStation.  
**Bob's mum:** Can we buy fruit there? I'd like to buy apples and pears ...  
**Receptionist:** Yes, there are a lot of fresh fruit and vegetables ...  
**Bob's dad:** Can I buy books there?  
**Receptionist:** Yes, there are a lot of bookshops next to the market.  
**The family:** Thank you, goodbye ...

**Task 2 Read and complete the sentences. 7 x 4 = 28**

Ask the pupils to read the text and choose the correct form of the words.

*Answer key:*

On Sunday they were in Tashkent. They walked in the centre of Tashkent. They saw a lot of old, historical houses and shops. It was interesting. On Monday it was warm and sunny. They liked the weather. They went to Tashkent Zoo. Bob fed birds. It was the most interesting day.

**Task 3 Read and write questions. 3 x 5 = 15**

Ask the pupils to read the sentences and write the questions.

*Answer key:*

- 1) Where are you going?
- 2) How can you get there?
- 3) How did you get there?

**Task 4 Write three sentences about yesterday. 3 x 6 = 18**

Ask the pupils to write three sentences about yesterday.

*Answer key:* Pupils' own answer.

**Unit 14 The world of fairy tales**  
**Lesson 1 The donkey and the sparrow**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to learn to describe things using adjectives <i>Developing:</i> - to enable pupils to answer the questions <i>Socio-cultural:</i> - to raise pupils' awareness of fairy tales; - to enable pupils to tell the Uzbek folk fairy tale "The donkey and the sparrow"	At the end of the lesson pupils will be able to: -tell about fairy tales; -describe something using adjectives of appearance and feeling.	<i>Recycling: sad, big, small, tasty</i> <i>The structure:</i> <i>I'd like</i> <i>The verbs in the Present and Past Simple:is-was, see-saw, ask-asked, go-went, look-looked</i> New vocabulary:blew, fell, said	Pupil's book, Workbook, the DVD, flashcards of fruit and vegetables for Activity 3

**Activity 1 Watch and say. 7 min**

**Objectives:** to warm up; to introduce the new cartoon "The donkey and the sparrow"

*STEP 1:* First ask the pupils about fairy tales:

- 1) What's your favourite fairy tale?
- 2) Who are heroes of fairy tales? (*People, animals, birds, things.*)
- 3) Can animals, birds, and things speak in fairy tales? (*Yes, they can.*)

*STEP 2:* Then play the DVD and ask them to watch the cartoon.

The pupils watch the cartoon and answer the questions:

- 1) What's the name of the cartoon? (*At the beginning of the cartoon it will be written*)
- 2) Who are the heroes of the cartoon? (*The donkey and the sparrow.*)
- 3) What did the donkey see in the garden? (*Pumpkins and apples.*)

### **Activity 2 Listen and repeat. 8 min**

**Objective: to introduce the new words: blew, fell, said**

*STEP 1:* Play the DVD several times. Ask the pupils to listen to and repeat the new words.

*STEP 2:* Then ask them to look at the cloud on Page 68. Help the pupils understand the meaning of the words by emotions and gestures. Elicit the answers, put them on the board and check together.

### **Activity 3 Play "Take a card and say". 10 min**

**Objectives: to revise the adjectives: tasty, big, small;  
to give practice in speaking**

*STEP 1:* Put the flashcards of fruit and vegetables of different size on your table.

*STEP 2:* Say: 'Let's play a game'. Divide the class into 2 groups. Make 2 lines.

*STEP 3:* Explain that they must take the flashcards and say a word combination. e.g. If the pupil says 'a watermelon', the team gets 1 point. For 'a big watermelon' the team gets 2 points. For 'a big tasty watermelon' the team gets 3 points.

*STEP 4:* Invite the pupils in turn to take the flashcards.

*STEP 5:* Count the scores. Call the winner group.

### **Activity 4a Read and put in order. 10 min**

**Objectives: to consolidate the learnt material;  
to give practice in reading**

*STEP 1:* Ask the pupils to read the parts of the fairy tale and put them in order.

*STEP 2:* Play the DVD, Activity 1 again. Ask the pupils to watch the cartoon and check their answers together.

**Answer key:**

c) The donkey and the sparrow

b) One day the donkey was in the garden. He was under the apple tree. He looked at the beautiful apples in the trees. Then he saw big pumpkins in the garden. The donkey was very sad. He said, 'Oh, it's bad. They are yucky!'

d) There was a sparrow on the tree. He asked, 'Why are you sad?' The donkey said, 'Look at these tasty apples in the trees. They are very small. And now look at those pumpkins. They are very big. And they are yucky. I'd like big apples and small pumpkins.'

a) The wind blew and an apple fell on the head of the donkey.

The donkey said, 'Oh, my head!'

The sparrow said, 'It's good the apples are not big.'

- Yes, - said the donkey, and went away from the tree.

### **Activity 4b Read and underline. 5 min**

**Objectives: to consolidate the new vocabulary;  
to develop the pupils' listening skills**

*STEP 1:* Ask the pupils to open their Workbooks to Page 74 and look at Activity 4b.

**STEP 2:** Tell them to read the sentences from the fairy tale. Ask to find the correct word and underline it.

**STEP 3:** Check the answers involving the whole class.

**Answer key:**

- 1) One day the donkey came to the school/the garden.
- 2) The donkey saw beautiful apples in the tree/in the garden.
- 3) The donkey saw pumpkins in the trees/in the garden.
- 4) The apples are small and tasty/big and tasty.
- 5) The donkey didn't like the apples/the pumpkins.
- 6) He was very happy/sad.

**Homework 5 min**

Ask the pupils to look at the Homework on Page 74. Explain that they must read the sentences, think and complete with the correct verbs. Check that everybody understands what to do. Draw their attention to the word “yesterday”.

**Lesson 2 Who is the wisest?**

<b>Aims</b>	<b>Learning outcomes</b>	<b>Vocabulary and structure</b>	<b>Required equipment</b>
<p><i>Educational:</i> - to learn to use in speech different degrees of adjectives</p> <p><i>Developing:</i> - to enable pupils to read for specific information - to enable pupils to tell and act Uzbek folk fairy tales</p>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- say the comparative and superlative adjectives;</li> <li>- read for specific information;</li> <li>-tell the Uzbek folk fairy tale “Who is the wisest?”</li> </ul>	<p><i>Recycling: young, head, hand;</i> <i>The structures and forms:</i> <i>the 1st, 2nd, 3rd</i> <i>The comparative and superlative forms of adjectives</i> New: rich, wise</p>	<p>Pupil's book, Workbook, the DVD; 6 sheets of paper with the words of the fairy tale characters for Activity 3</p>

**Activity 1 Work in pairs. Check your homework. 5 min**

**Objectives: to revise the Past Simple; to give practice in speaking**

Ask the pupils to check each other's homework. Then check the homework together involving the whole class and making a stress on the correct form of the verbs.

Yesterday I saw a cartoon on TV. I liked it very much. Then I came to the park. I saw my friends. We played games.

**Activity 2a Read and guess what the son said. 10 min**

**Objectives: to revise comparative adjectives; to improve the pupils' reading skills**

**STEP 1:** Write down the words *wise-wiser-the wisest, rich- richer-the richest* on the board. Draw the pupils' attention to comparative and superlative adjectives. Ask the pupils to guess the meaning. Put them next to each word.

**STEP 2:** Ask to open their textbooks to Page 69 and look at Activity 2a. Say: ‘Now, let's read the fairy tale “Who is the wisest?”, and guess what the sons said.’

**STEP 3:** Ask the pupils to read in turn. Do not interrupt them while reading. Help with correct pronunciation after that.

### **Activity 2b Watch and check. 10 min**

**Objectives: to introduce the new cartoon “Who is the wisest?”;  
to improve the pupils’ listening and speaking skills**

Play the DVD. Say: ‘Let’s watch the cartoon and check your answers.’ Ask the pupils:

- 1) What’s the name of the cartoon?
- 2) Who are the heroes of the cartoon? Elicit all the ideas, put them on the board.
- 3) What did the first son say?
- 4) What did the second son say?
- 5) What did the third son say?
- 6) Did Father like their words?
- 7) What did the youngest son say?
- 8) What did Father say?

Ask the pupils to find and read the answers in the text.

#### **DVD script:**

Once upon a time there was an old man with four sons.

One day he said to his sons, ‘I’m old now. Who wants to have our family farm? Who is the wisest?’

The first son said, ‘I’m wise! I’m rich. I have a beautiful house and a horse.’

The second son said, ‘I’m wiser! I’m richer! I have a beautiful house, a horse and a shop.’

The third son said, ‘I’m the wisest! I’m the richest! I have a beautiful house, a horse and two shops’.

Father didn’t like their words. He asked the youngest son, ‘Well, what about you? What do you have?’

The youngest son said, ‘I don’t have beautiful houses, horses and shops. I have my hands to work and my head to think.’

Father liked his words very much. He said, ‘Your youngest brother is the wisest. I want to give him our family farm.’

### **Activity 2c Complete the sentences. 5 min**

**Objectives: to consolidate the learnt vocabulary;  
to improve the pupils’ writing skills**

Ask the pupils to open their Workbooks to Page 75 and complete the sentences.

Ask the pupils to swap their Workbooks in pairs. Then ask them to check each other’s answers. After that you can check the answers with the whole class.

#### **Answer key:**

The second son said, ‘I’m wiser! I’m richer!’

The third son said, ‘I’m the wisest! I’m the richest!’

### **Activity 3 Role play. 10 min**

**Objective: to improve the pupils’ speaking skills**

*STEP 1:* In advance, prepare 6 sheets of paper with the words of the fairy tale characters.

1. Narrator: Once upon a time there was an old man with four sons. One day he said to his sons... The first son said... The second son said... The third son said... Father didn’t like their words. He asked the youngest son... The youngest son said... Father liked his words very much. He said...

2. Father: I’m old now. Who wants to have our family farm? Who is the wisest?... Well, what about you? What do you have? Your youngest brother is the wisest. I want to give him our family farm.

3. The first son: I’m wise! I’m rich. I have a beautiful house and a horse.

4. The second son: I’m wiser! I’m richer! I have a beautiful house, a horse and a shop.

5. The third son: I’m the wisest! I’m the richest! I have a beautiful house, a horse and two shops.

6. The youngest son: I don't have beautiful houses, horses and shops. I have my hands to work and my head to think.

*STEP 2:* Elicit 6 pupils. Give them 1-2 minutes to read the sentences and prepare for the Role play.

*STEP 3:* Say: 'Now, let's play this fairy tale!' Ask the 6 pupils to act it out.

*STEP 4:* Involve all the class to praise "the actors" with applause.

**Homework** 5 min

Ask the pupils to open their Workbooks to Page 75. Explain what to do in Activity 1. Ask to remember their favourite fairy tales and draw the heroes. Then explain what to do in Activity 2. Tell them to answer the questions about fairy tales. Offer to choose from the fairy tales they learnt in English lessons.

### Lesson 3 The Chinese New Year story

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> - to learn to say the past forms of the verbs</p> <p><i>Developing:</i> - to enable pupils to read for specific information; - to enable pupils to tell Chinese fairy tale</p> <p><i>Socio-cultural:</i> - to raise awareness of the Chinese New Year story</p>	<p>At the end of the lesson pupils will be able to:</p> <p>- tell the Chinese New Year story; - use the structure: The year of the ___ is number _</p>	<p><i>Recycling:</i> dog, goat, horse, rooster, rabbit, monkey, snake, tiger, dragon; <i>Numbers 1 to 12;</i> New: emperor, rat, ox, boar</p>	<p>Pupil's book, Workbook, the DVD</p>

**Activity 1 Work in pairs. Check your homework. 5 min**

**Objectives: to consolidate the learnt material;  
to give practice in reading**

Ask the pupils to check each other's homework. Monitor work in pairs.

**Activity 2a Look and name the animals. 5 min**

**Objectives: to revise animals' vocabulary;  
to give practice in speaking**

Play the DVD and ask the pupils to look at the animals. Tell the pupils to call the animals they know. Play the DVD once more to check the list of the animals.

**Possible answers:** tiger, monkey, rabbit, snake, horse, goat, rooster, dog, dragon, pig, cow and mouse. Elicit all the words and write them on the board.

Ask the pupils: 'Why are these 12 animals together?' Elicit all the ideas. Help, if it is difficult for them to guess. Explain that they gave names to every New Year.

**Activity 2b Listen and repeat. 5 min**

**Objectives: to introduce the new words: emperor, rat, ox, boar;  
to revise the animal vocabulary**

Ask the pupils to listen to the DVD and repeat the words. Play the DVD twice. Explain the meaning of the new words. Now, return to the list of the animals and ask the pupils to call it with the new animals.

**Note:** It's better to follow this order:rat, ox, tiger, rabbit, dragon, snake, horse, goat, monkey, rooster, dog and boar.

**Activity 2c Watch and write numbers. 10 min**

**Objectives: to introduce the new cartoon “The Chinese New Year story”;  
to revise numbers**

*STEP 1:* Play the DVD. Ask the pupils to watch the cartoon.

*STEP 2:* Ask the pupils:

1) What's the name of the cartoon? (*At the beginning of the cartoon it will be written*)

2) Who are the heroes of the cartoon?

**The answer:**emperor, rat, ox, tiger, rabbit, dragon, snake, horse, goat, monkey, rooster, dog and boar.

*STEP 3:* Now ask the pupils to open their Workbooks to Page 76. Say: '*Take your pens, look at Activity 2c, and prepare to listen and write the numbers for each animal*'.

*STEP 4:* Check that everybody understands what to do and is ready to listen. Play the DVD again.

*STEP 5:* Ask the pupils to swap their Workbooks in pairs and check each other's answers.

*STEP 6:*Then you can match the animals and numbers together.

**DVD script:**

**The Chinese New Year story**

One day the Chinese Emperor wanted to give a name to each year.

Twelve animals came. There was a big river.

The rat asked the ox, 'I cannot swim. Can you help me?'

The ox said, 'Yes, I can. Sit on me.'

They swam. The rat saw the land and jumped on it.

The Emperor said, 'Well, the rat is the first. The year of the rat is number 1. The ox is the second. The year of the ox is number 2.'

Then he saw the tiger and the rabbit. 'Look! Here are the tiger and the rabbit. The year of the tiger is number 3. The year of the rabbit is number 4.'

They saw the dragon. The Emperor said, 'The year of the dragon is number 5.'

After that the snake, horse, goat, monkey, rooster, dog and boar came to the Emperor.

**Activity 3 Read and put in order. 5 min**

**Objective: to improve the pupils' reading skills**

*STEP 1:* Ask the pupils to open their textbooks to Page 70 and look at Activity 3. Tell them to read the sentences and put them in order. Help with the first sentence as an example.

*STEP 2:* Ask to open their Workbooks to Page 76 and write the answers in Activity 3.

*STEP 3:* Ask the pupils in turns to read the sentences in the correct order.

**Answer key:** 1d, 2c, 3i, 4b, 5a, 6f, 7h, 8e, 9g

**Activity 4 Play “The great race” 10 min**

**Objectives: to improve the pupils' writing skills;  
to have fun**

*STEP 1:* Tell the pupils that they will make a Chinese Zodiac now.

Divide the class into 2 teams. Make 2 lines. Say that they must run one by one to the board and write animal. When everybody is ready, say, '*1, 2, 3, run and write!*' The pupils start their "great race". It is acceptable if the team members help each other.

*STEP 2:* Check the words together. The winner is the team with the correct order of the animals.

**Note:** It is not necessary to assess their spelling, just the order of the animals.

**Homework 5 min**

Explain what to do in Activity 1. Say they must remember the Chinese New Year story and complete the sentences. Then explain what to do in Activity 2. Demonstrate the example. They must put the words in order to make a sentence.

**Answer key:****Activity 1**

- 1) One day the Chinese Emperor wanted to give a name to each year.
- 2) The rat asked the ox, 'I can't swim. Can you help me?'
- 3) The year of the dragon is number 5.

**Answer key:****Activity 2**

- 1) The year of the snake is number 6.
- 2) The year of the horse is number 7.
- 3) The year of the goat is number 8.
- 4) The year of the monkey is number 9.
- 5) The year of the rooster is number 10.

**Lesson 4 Project**

<b>Aims</b>	<b>Learning outcomes</b>	<b>Vocabulary and structure</b>	<b>Required equipment</b>
<i>Educational:</i> - to learn to use the past and present to describe events <i>Developing:</i> - to enable pupils to write and tell stories; - to enable pupils to read for specific information	At the end of the lesson pupils will be able to: - discuss the fairy tales and their characters; - tell their own stories.	<i>Recycling the animals, numbers, adjectives, past and present forms of verbs</i>	Pupil's book, Workbook, the DVD; flipcharts, markers/pencils

**Activity 1 Watch and answer. 10 min****Objectives: to warm up; to consolidate the learnt material**

Tell the pupils that they will watch 3 cartoons: "The donkey and the sparrow", "Who is the wisest?", "The Chinese New Year story"

Play the DVD. Ask them to name the cartoons. Tell the pupils to call the heroes. Check the answers together. Ask the pupils: 'What story is your favourite? Who is your favourite hero from these fairy tales?'

**Activity 2 Work in groups. Complete the table. 10 min****Objective: to improve the pupils' writing skills**

*STEP 1:* Divide the class into groups of 4/5.

*STEP 2:* Discuss the fairy tales. Ask: 'Who can be a hero of a fairy tale?' Elicit all the ideas: animals, people, things.

*STEP 3:* Ask the pupils to open their Workbooks to Page 77. Say: 'Work in groups and complete the table.' Give them 5 minutes to do the work.

*STEP 4:* Check and discuss the answers with the whole class.

**Activity 3a Work in groups. Make a fairy tale. 10 min****Objective: to develop the pupils' writing skills**

The pupils work in the same groups. Give each group flipcharts and pencils/markers. Ask the pupils to draw and write a new fairy tale using the heroes from Activity 2. Walk around the class and help if necessary. Calm the children if they do not draw very well. Say that it is interesting to see funny characters.

**Activity 3b Work in groups. Make a presentation. 15 min**

**Objective: to develop the pupils' speaking skills**

Ask the groups to present their work. Invite 3 representatives from each group to the board. Ask two team members to hold the flipchart and show it to the class. A presenter tells a fairy tale. Watch the time and give 3 minutes to each group to present their fairy tale. Allow the other teams to ask the presenter about the story and its heroes.

**Revision 6**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> – to revise the vocabulary for the topics of Units 12-14</p> <p><i>Developing:</i> – to enable pupils to work independently to revise the vocabulary</p>	<p>At the end of the lesson pupils will be able to say words on the topics of Units 12-14.</p>	<p><i>Revision of the vocabulary for Units 12-14</i></p>	<p>Pupil's book, Workbook, the DVD; dice and counters</p>

**Activity 1 Work in pairs. Play "Revision". 20 min**

**Objective: to consolidate the vocabulary of Units 12-14**

*STEP 1:* Prepare sets of cards with the following words: Samarkand, Bukhara, Tashkent, London, England, Scotland, Tashkent Zoo, Tashkent Train Museum, Tashkent Art Museum. There should be enough sets of cards for each pair.

*STEP 2:* Ask the pupils to play in pairs. Each pair must have a counter for each pupil (you can give them small pieces of paper of different colours). Say that they should move from number 1 to number 15. Ask the pupils to put their counters on START. Pupil 1 chooses a card e.g. Samarkand. S/he must say three sentences: 'I'm going to Samarkand.' (1) S/he can move to yellow colour. Then: 'I'm going to Samarkand by train.' (2) And moves to brown. Then: 'I'd like to see Gur Emir.' (3) And moves to pink. Then Pupil 2 chooses a card and says 3 sentences about it.

The first who reaches FINISH is the winner.

**Activity 2 Work in pairs. Do the quiz "I can ...".**

**Objectives: to revise the material studied in Units 12-14;**

**to train pupils to be able to assess their knowledge, skills and overall progress;**

**to let pupils see how much they can do in English;**

**to encourage them into revising the material they have not learnt properly**

Set up pair work. Ask the pupils to do the quiz "I can ..." together with their partners. This quiz does not test memory – it is a learning opportunity, so the pupils should be allowed to use their Pupil's books and Workbooks.

They discuss the answers and, where necessary, write them in their "I can ..." exercise books.

**Revision 7**

**Work in pairs. Do the quiz “I can ...”.**

**Objectives: to revise the material studied in Units 1– 14;**

**to train pupils to be able to assess their knowledge, skills and overall progress;**

**to let pupils see how much they can do in English;**

**to encourage them into revising the material they have not learnt properly**

Set up pair work. Ask the pupils to do the quiz “I can ...” together with their partners. This quiz does not test memory – it is a learning opportunity, so the pupils should be allowed to use their Pupil’s books and Workbooks.

They discuss the answers and, where necessary, write them in their “I can ...” exercise books.

## **PROGRESS CHECK 7**

**(Units 1 – 14)**

There are 4 tasks in Progress Check 7 which are designed for 1 hour. The tasks are developed to check listening, reading and writing. Total score for 4 tasks is 80. You can organize speaking and give 20 for the correct answers.

Speaking can be organized with the pictures taken from the Progress Checks.

### **Task 1 Listen and write T for true and F for false sentences. 7 x 5 = 35**

Ask the pupils to look at the sentences. Say that they should listen to the text and write T for true and F for false sentences.

**Answer key:**

- 1) David plays football for 10 years. T
- 2) He usually gets up at 5 o’clock. T
- 3) On Sunday he gets up at 6 o’clock. F
- 4) He plays football in the morning and afternoon. F
- 5) He swims after school. F
- 6) David went to London this summer. T
- 7) His favourite place is the Tower of London. F

### **DVD script:**

**Interviewer:** Today our special guest’s David Brown, a famous football player.

Hi David, thank you for coming. David, I’d like to ask you about your life ... When did you start playing football?

**David:** I started playing football when I was four years old. I play football for ten years!

**Interviewer:** Wow 10 years ... David, what’s your usual day?

**David:** Well ... usually I get up early at 5 o’clock...

**Interviewer:** Oh ... at 5 o’clock? ... and on Sunday?

**David:** *(laughing)* ... on Sunday I get up at 5 too ...

**Interviewer:** Do you play football in the morning?

**David:** No ... I start my day with swimming ... I swim for one hour and then I go to school ... We play football after school in the afternoon.

**Interviewer:** You went to England this summer ... did you like it?

**David:** Oh yes ... it was great! My favourite place is London...

**Interviewer:** What did you see in London?

**David:** ... I liked the city centre ... I saw the Tower of London, Oxford Street ... my favourite place is Trafalgar Square... . It’s the most interesting square ...

### **Task 2 Read and complete. 7 x 3 = 21**

Ask the pupils to read the sentences. Say that they should write the past form of the verbs as shown in the example. Check they understand what to do.

***Answer key:***

My friends came to Uzbekistan for summer holidays. They saw a lot of old and beautiful cities in Uzbekistan.

They liked Tashkent Train Museum.

Then they went to Bukhara by train.

My friends were very happy. They hada special holiday for this summer. They said, 'It wasgreat!'

**Task 3 Look at the photos. Choose one place and write. 12**

Ask the pupils to choose one place and write about it.

**Task 4 Complete the sentences. 4 x 3 = 12**

Ask the pupils to complete the sentences.

***Answer key:***

The pupils own answers.