

2-4 sinflarda “*Bo’sh o’zlashtiruvchi o’quvchilar*” bilan ishlash rejasi:

N	Theme	Hour	Homework	Date
1	A/an	1	Learn	
2	To do exercises	1	Learn	
3	Numbers	1	Learn	
4	Plurals	1	Learn	
5	Plurals 2	1	Learn	
6	Irregular plurals	1	Learn	
7	Personal Pronouns	1	Learn	
8	To do exercises	1	Learn	
9	The verb to be	1	Learn	
10	To do exercises	1	Learn	
11	This, that, these, those	1	Learn	
12	To do exercises	1	Learn	
13	Have/have got	1	Learn	
14	To do exercises	1	Learn	
15	There is/are	1	Learn	
16	To do exercises	1	Learn	
17	Can	1	Learn	
18	To do exercises	1	Learn	
19	Possessives	1	Learn	
20	To do exercises	1	Learn	
21	The Imperative	1	Learn	
22	To do exercises	1	Learn	
23	Present Continuous	1	Learn	
24	To do exercises	1	Learn	
25	Present Simple	1	Learn	
26	To do exercises	1	Learn	
27	To do exercises	1	Learn	
28	Preposition of place	1	Learn	
29	To do exercises	1	Learn	
30	Preposition of time	1	Learn	
31	To do exercises	1	Learn	
32	Who - What	1	Learn	
33	To do exercises	1	Learn	
34	Revision	1	Learn	

Date _____

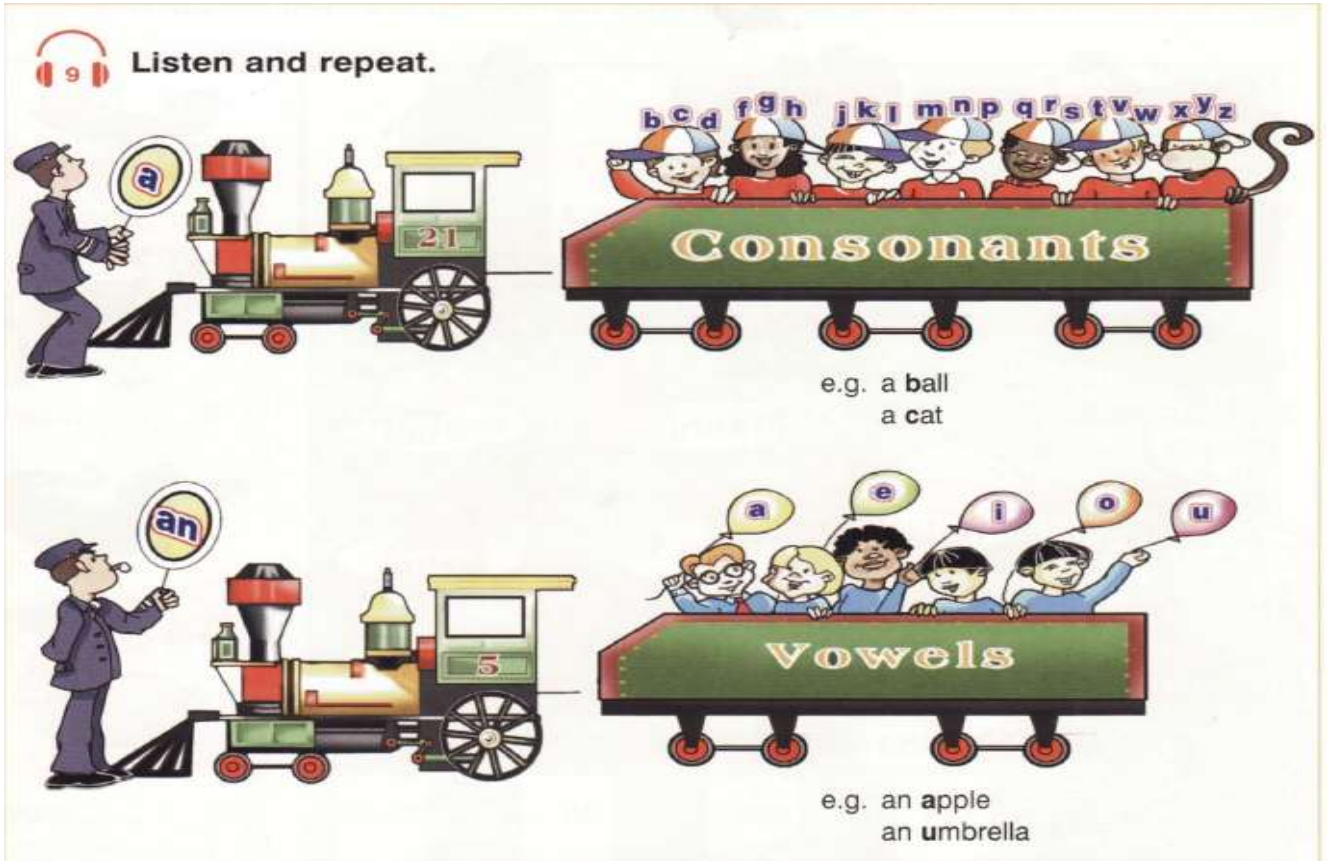
Teacher: Name Surname

I. The theme of the lesson: A/an





II. The aim of the lesson: to develop pupils knowledge, oral speech, their pronunciation, reading and writing habits, to improve their opinion about our independence state, about English speaking countries, working with dictionaries.

III. The equipment of the lesson: Blackboard and pictures, Tests, crosswords. Dictionaries and other necessary things. Different games which are belong to the theme

IV. NEW THEME:



3 Fill in: a or an.

- | | | | |
|---|---|---|---|
| 
1 dog | 
2 elephant | 
3 zebra | 
4 ant |
| 
5 snake | 
6 frog | 
7 octopus | 
8 cow |
| 
9 insect | 
10 bird | 
11 lion | 
12 alligator |

Marking. Giving marks to pupils according to their attendance

Homework. Learn new words

Date _____

I. The theme of the lesson: Exercises

II. The aim of the lesson: to develop pupils' knowledge, oral speech, their pronunciation, reading and writing habits, to improve their opinion about our independence state, about English speaking countries, working with dictionaries.

III. The equipment of the lesson: Blackboard and pictures, Tests, crosswords. Dictionaries and other necessary things. Different games which are belong to the theme

IV. NEW THEME:

a + ll /ɔ:/	ball, call, small, all, tall, fall
e is silent at the end	make, bake, snake, cake, apple, kite
ee /i:/	bee, sheep, see, feet, seed, meet
oo /ʊ/ or /u:/	book, cook, good, pool, moon BUT: door, floor

c + a, o, u /k/	cat, cost, cup, coffee, coat, can
c + e, i, y /s/	cell, cinema, cycle, city, certain
k is not pronounced before n	knit, knife, know, knee
q + u /kw/	queen, quit, question
y /j/ at the beginning	yes, yellow, yacht
y /i/ at the end /aɪ/ in one syllable words	Mary, tidy, Sally, cherry, sky, fly, dry, spy, cry
s /z/ between vowels	rose, close, rise

6 Circle the odd word out.

- | | | |
|------------------------------|-----------------------------|----------------------------------|
| 1 a mouse / cat / <u>owl</u> | 3 an orange / lemon / apple | 5 a pineapple / cake / ice cream |
| 2 an ant / donkey / elephant | 4 a umbrella / hat / girl | 6 an horse / ostrich / ant |

7 Fill in: ball, apple, cat, egg, dog, frog, umbrella, box, yo-yo, queen, onion, glass, Indian, man, kite, pen.

a

.....

.....

.....

an

.....

.....

.....



Speaking Activity

Student A: Say an animal from Ex. 3. Student B: Repeat adding a or an.

A or An?

dog

a dog



Marking. Giving marks to pupils according to their attendance

Homework. Learn new words

Date _____


Teacher: Name Surname



I. The theme of the lesson: Numbers

II. The aim of the lesson: to develop pupils knowledge, oral speech, their pronunciation, reading and writing habits, to improve their opinion about our independence state, about English speaking countries, working with dictionaries.

III. The equipment of the lesson: Blackboard and pictures, Tests, crosswords. Dictionaries and other necessary things. Different games which are belong to the theme


IV. NEW THEME:

 Listen and repeat.



1 one 3 three 5 five 7 seven 9 nine
2 two 4 four 6 six 8 eight 10 ten

 Listen and repeat.



30 thirty 40 forty 50 fifty 60 sixty 70 seventy 80 eighty 90 ninety 100 one hundred

3 Write out the numbers.

1 **63** : ...sixty-three... 3 **55** :
2 **47** : 4 **82** :
5 **91** :
6 **76** :

Marking. Giving marks to pupils according to their attendance

Homework. Learn new words

2-4 sinflarda *“Iqtidorli o’quvchilar”* bilan ishlash rejasi:

N	Theme	Hour	Homework	Date
1- 2	Welcome to Happy House!	2	Learn	
3- 4	What’s your name?	2	Learn	
5- 6	My name is...	2	Learn	
7- 8	Who’s this?	2	Learn	
9- 10	It’s Otto!	2	Learn	
11- 12	Story time!	2	Learn	
13- 14	It’s a house	2	Learn	
15- 16	Review	2	Learn	
17- 18	What’s in my bag	2	Learn	
19- 20	There’s a book	2	Learn	
21- 22	This is my bag	2	Learn	
23- 24	Ten little fingers!	2	Learn	
25- 26	One more is...	2	Learn	
27- 28	Look! How many pencils?	2	Learn	
29- 30	The number conga	2	Learn	
31- 32	Review2	2	Learn	
33- 34	Test 1-2	2	Learn	

Date _____

Teacher: Name Surname
Unit 1 Welcome to Happy Street

Lesson 1 Welcome to Happy house

Aims	Learning outcomes	Vocabulary	Materials
Educational: To increase pupils' knowledge and skills. Developing: to develop listening and speaking skills	By the end of the lesson pupils will be able to: - meet the main characters - sing a song - 'role-play' simple introductions	<i>Hello!</i> <i>I'm (+ name).</i> <i>Mum Dad Polly Jack Daisy Otto</i>	HH Class Book HH Activity Book CD1: Listeners Flashcards: Mum Dad Polly Jack Daisy Otto

Procedure of the lesson:

I. Organizing moment: Greeting.

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

Main part of the lesson:

Activity 1 Introduction

Welcome your class by saying Hello!/Hello, everyone! several times. Point to yourself and say I'm (+ your name). Ask the children to look at the cover of their Class Book and invite them to comment on it in their own language (L1). What can they see? Tell them the title and explain what it means. Tell the children that in their English lessons they are going to learn about a special house and a special family.

Say Open your Class Books at pages four and five. Write the numbers 4 and 5 on the board and hold up your book. Ask the children to look at the picture and tell you what they can see (L1). Who are the people? How many children are there? What animals can they see? Explain that two sets of inhabitants live in the house - the human family (include Otto the cat in this group) and the mice. Tell the class that the mice live secretly under the floors of the house but come out when the humans are not looking.

Activity 2 Presentation



Use the flashcards to present the family members. Hold them up one by one, in the following order: Mum, Dad, Polly Jack, Daisy, Otto, saying their names as you do so. Place the flashcards on the board using Blu-Tack, and repeat the names. Say the names in random order and for each name invite a member of the class to come to the front and point to the correct card. The other children tell you whether they are correct or not.

Say Look at your books and listen to the CD. Point to the picture in your book, then hold your hand to your ear and point to the CD player. Play the first part of the audio (Listen and point) and ask the class (L1) to point to each of the characters in the book in turn. Show the children what to do by holding up your own book and pointing.

Activity 3 Listening and song

- Tell the children (L1) that the characters are going to say 'Hello' to them. Say Listen. Play the first line of Listening 2 and ask the class Who is it? Invite the children to point to the correct character in their books and tell you who is speaking (Mum).

- Play the rest of Listening 2, stopping briefly after each character. Ask the children to point to each character and tell you who they think is speaking.
- Now play the song (Listening 3).
- Invite five members of the class to come to the front and face the rest of the class. Give out the flashcards of Mum, Dad, Polly, Jack, and Otto and demonstrate that you want the children to hold the cards up in front of their faces. Explain that they should listen to the audio and when they hear their character, they should step forward. Play the song again and repeat with other members of the class.
- Invite the class to be Otto. Show them how they can make Otto's ears by holding up their index fingers at the top of their heads. Invite the whole class to join in with the last line.
- Play the song as often as you think necessary and invite the children to join in when they feel ready.

Activity 4 Practise

Tell the children they will be using two books in class: their Class Books and their Activity Books. The Activity Book is for puzzles, drawing, colouring, etc. Hold up the two books and say This is your Class Book and This is your Activity Book. Make sure the children understand which book is which. Say Open your Activity Books at page two. Write the number 2 on the board and hold up your book. Ask the children to say the names of the characters in the top row (Dad, Daisy Jack). Play the first line of the audio. Then ask the children which name they heard (Daisy). Show them how the picture of Daisy has been circled. Now play the rest of the audio. Children circle the characters whose names they hear. When they have finished, check their answers. Play the audio again if necessary.

Activity 5 Speaking practice

- Hold up each flashcard in turn in front of your face and say Hello, I'm (Otto), etc. for each of the characters, mimicking their voices. Make the occasional mistake by giving the wrong name. Invite the class to correct you.
- Introduce yourself as each of the characters and invite the children to respond by introducing themselves to you using their own names, e.g. Teacher: Hello, I'm Jack. Child: Hello, I'm Marta.
- Hand out the flashcards. The children with the flashcards can now take the part of the characters, as you did above, while the rest of the children introduce themselves using their own names.
- If you have space in the classroom, invite the children to move around introducing themselves to each other so that everybody has lots of practice. Change roles so that everyone has a chance to be both themselves and the characters from the book.

Activity 6 Reinforcement (optional)

- Play a game to reinforce the character names. Choose one of the flashcards at random, look at it and hold it up in front of your face. Say, e.g. Hello, I'm Mum! If the name is correct, the children respond by saying Hello! If it isn't, they shake their heads.

Teacher tip!

At this stage you might feel it is appropriate for some children to do Reinforcement activity 1 (Teacher's Resource Book page 3). This can be done at any time after this lesson. See notes on Teacher's Resource Book page 28. of their books and inside their Class Books).

- Hold up the flashcards of Spike and Ruby, one in each hand with the backs of the cards towards the children. Ask a member of the class to guess which is Spike and point to one of the cards. Ask Where's Spike? Then turn the picture to face the class and ask Is it Spike? Do the same for Ruby, repeating as necessary.

Homework. Learn new words and do exercises on Activity book

Marking

Date _____

Teacher: Name Surname

Lesson 2 What's your name?

Aims	Learning outcomes	Vocabulary	Materials
Educational: To increase pupils' knowledge and skills. Developing: to develop listening and speaking skills	By the end of the lesson pupils will be able to: - meet the mouse characters - follow a simple story - act out the story - do an activity practising Hello! and Goodbye!	<i>What's your name?</i> <i>I'm (Spike).</i> <i>Ruby</i>	HH Class Book HH Activity Book CD1: Listeners Flashcards: Mum Dad Polly Jack Daisy Otto

Procedure of the lesson:

I. Organizing moment: Greeting.

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

Main part of the lesson:

Activity 1 Introduction

Before the lesson, hide the puppets or flashcards of Spike and Ruby somewhere in the classroom. Say Sshhh! Listen. Put your finger to your lips then your hand to your ear in support of your instructions. When you have the attention of the whole class, make quiet squeaking noises and look around you, under the table, among the children's desks, etc. as if you are searching for the source of the noise. Ask the children what they think the noise might be, and invite them to help you look around the room.

Gradually reveal the puppets or flashcards of Spike and Ruby and tell the children their names. Ask the class (L1) where they have seen the mice before (e.g. on the covers of their books and inside their Class Books).

- Hold up the flashcards of Spike and Ruby, one in each hand with the backs of the cards towards the children. Ask a member of the class to guess which is Spike and point to one of the cards. Ask Where's Spike? Then turn the picture to face the class and ask Is itSpikel Do the same for Ruby, repeating as necessary.

Activity 2 Story

Tell the class that they are going to hear a story about Spike, Ruby, and Otto.



Hold up storycard 1 and explain that this is the beginning of the story. Use the prompts on the back of the card to talk about what is in the picture, and encourage the children to make their own comments and observations. Ask them what they think is going to happen in the story. Read the story text or play the first part of the audio. Continue in the same way with storycards 2, 3, and 4, discussing the pictures and then reading the story text. Stick the storycards on the board in the wrong order, using Blu-Tack. Ask a child to come to the front and find the first card, and stick it underneath the others. Do the same with the remaining cards, sticking them in the

correct order on the board. Say Open your Class Books at page six, demonstrating your instruction. Make sure that all the children have found the page before playing the audio. Play the audio straight through while the children follow the story in their books.

Activity 3 Classroom theatre

- Invite three children to come to the front of the class to take the parts of Spike, Ruby, and Otto while you take the part of Mother Mouse (Mum). If you like, give the children playing Spike, Ruby, and Otto the appropriate masks to use. Arrange two chairs at the front of the class. The child who is Ruby should sit on one. Say to the class I'm Mum. As you don't have a mask, you might like to squeak (Eek! Eek!) to show you're a mouse.
- Explain to the children that they are going to act out the story. Begin by playing just the knock on the door from the audio. Ask the class Who is it? using mime to support your question.
- Play the rest of the audio, with pauses after each frame to explain the actions. Encourage the whole class to tell you about the pictures. Frame 1: Invite the child playing Spike to mime the action of knocking. Then you, as Mother Mouse, open the door and motion Spike to come in. Spike then goes and sits next to Ruby.
Frame 2: Invite Spike and Ruby to mime introducing themselves as the mice are doing in the picture.
Frame 3: Invite the child playing Otto to mime the action of knocking on the door. Ask Who is it? as you mime opening the door and gasping in surprise. (Otto could say Miaow! Hello!)
Frame 4: Ask the class to tell you about the picture. Mime the action of slamming the door in Otto's face and invite Ruby and Spike to wave and clap in delight.
- When you have been through the story once, invite other groups of children to come and act out the story with the CD.

Activity 3 Practice

Say Open your Activity Books at page three. Write 3 on the board.

Remind the children of the meaning of Hello! And Goodbye! Leave the classroom and say Goodbye! As you go out. Come in again and say Hello! Repeat. This time encourage the children to respond with Hello! And Goodbye! Point to the two pictures at the top of page 3 of the Activity Book. For each picture, ask the class What is Spike saying? Hello or Goodbye?

Tell the children to look at the other pictures and decide whether Spike is saying Hello! or Goodbye! Explain and demonstrate that they should then circle the correct small picture of Spike below each picture.

- Go through the answers with the whole class. Then invite volunteers to pretend to be the mice in the pictures and say Hello! or Goodbye!

Answers 1 Goodbye! 2 Hello! 3 Hello! 4 Goodbye!

Teacher tips!

While the children are working, use this quiet time to move around the class working with individuals to review the language of the lesson. At this stage you might feel it is appropriate for some children to do Extension activity 1 (Teacher's Resource Book page 4). This can be done at any time after this lesson. See notes on Teacher's Resource Book page 28.

To give the children further practice and consolidate the language of the unit you may wish, at this stage or later, to use some of the games and activities specifically designed for this purpose (see the Classroom games section, pages 103 to 109).

Homework. Learn new words and do exercises on Activity book

Marking

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