

Grades					Teacher:
Dates					Name Surname

Unit 1 We learn English.

Lesson 1 I can speak English.

Aims	Linguistic competence	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <p>- to learn how to express own and others' strengths and talents</p> <p><i>Developing:</i></p> <p>- to enable pupils to express and value own and others' strengths and talents</p> <p><i>Sociolinguistic competence:</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.	<p>kind, play the piano</p> <p>I'm kind.</p> <p>I'm good at ...</p>	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

STEP 1: 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.

STEP 2: 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.' 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. Point to the dog and say: 'Anna loves animals. This is her dog. Anna is kind.'

STEP 3: Play the DVD. The pupils listen and repeat after the DVD.

The more we get together

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.

NB: 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.



Activity 2a Look and read. 7 min

Objective: to recycle the new language

Say: 'Read the sentences the girl has written about herself.'

NB: Say that English girls love football very much. They like watching and playing football.

Activity 2b Draw and complete. 10 min

Objective: to recycle the new language

Say: 'Draw your portrait and complete the sentences about you.'



Activity 3 Play "I'm good at ...". 10 min

Objective: to recycle the new language

STEP 1: Drilling with the whole class Say: 'Drawing.' Encourage the class to say: 'I'm good at drawing.' etc.

STEP 2: 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.

Activity 4 Complete the sentences. 5 min

Objective: to consolidate the new language

Say: 'Complete the sentences about the children.'

Answer key: Anvar is good at kurash. Shahzoda is good at dancing. They are good at music.



Homework

Complete the sentences.

Gaplarni tugallang.

My dad is good at _____
My mum is good at _____
My aunt is good at _____
My uncle is good at _____

Homework 3 min

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.

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Lesson 2 She speaks English, French and German.

Aims	Linguistic competence	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> - to learn the names of six countries and the languages people there speak <p><i>Developing:</i></p> <ul style="list-style-type: none"> - to enable pupils to talk about six countries <p><i>Sociolinguistic competence:</i></p> <ul style="list-style-type: none"> - to raise awareness of a similarity between the name of the country and language; - to raise awareness of different countries and languages 	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> - 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</p>	<p>Pupil's book, Workbook, the DVD of the book, the map</p>

Activity 1 Listen and repeat. 10 min

Objectives: to warm up; to check the homework

STEP 1: 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.'

STEP 2: Say: 'Listen and repeat the song.' Play the DVD.

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

Activity 2a Look and read. 10 min

Objective: to introduce six countries and six languages

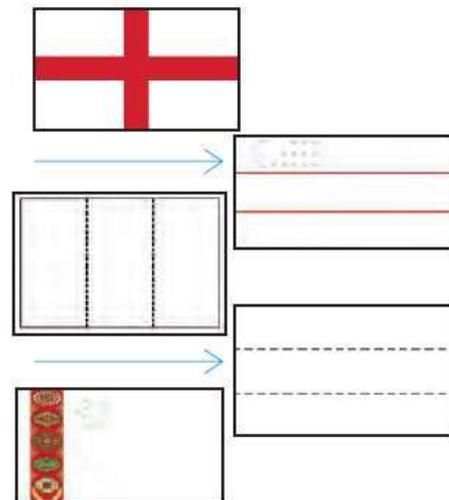
STEP 1: Use the map to show the countries and introduce the children and languages they speak. Help the pupils notice that there is usually a similarity between the name of the country and language, e.g.

Uzbekistan **Uzbek**
 Russia **Russian**
 England **English**
 Turkmenistan **Turkmen**
 France **French**
 Germany **German**

STEP 2: Play the DVD and ask the pupils to listen and repeat.

STEP 3: Write on the board and drill with the class:

Uzbekistan – Uzbek
 England – English
 Russia – Russian
 France – French
 Germany – German
 Turkmenistan – Turkmen



Activity 2b Complete the sentences. 5 min

Objective: to develop writing

Say: 'Complete the sentences about you and your friends.'

Activity 2c Match, read and colour. 10 min

Objective: to introduce the flags of the five countries

Say: 'Look at the flags. Read the descriptions and colour the flags.'

Activity 2d Work in pairs. Play "Listen and guess". 7 min

Objective: to develop speaking and listening for detail

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.'

Homework 5 min

Ask the pupils to open their Workbooks to Page 5 and look at the homework. Explain what to do. Point at Activity 1 and say: 'Write about your dad, mum, sisters and brothers. e.g. My dad speaks Uzbek and Russian.'

In Activity 2, the pupils must complete the names of the countries: Uzbekistan, England, Germany,

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Lesson 3 What do you do after school?

Aims	Linguistic competence	Vocabulary and structure	Required equipment
Educational: - to learn what the British children do after school Developing: - to develop the pupils' ability to understand and transfer information from the text into a graph - to develop the pupils' ability to make a class graph using the information collected together Sociolinguistic competence: - to raise awareness of what the British children do after school	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

STEP 1: 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.'

STEP 2: Say: 'Listen and sing the song.' Play the DVD. Look at Unit 1 Lesson 1 Activity 1 for the DVD script.

Activity 2a Look, read and complete. 10 min

Objective: to develop reading for detail

STEP 1: Point to the text and say: 'Read the text and answer the questions.'

1) What's the boy's name? 2) Where does he live? 3) What's the teacher's name?

STEP 2: Say: 'Read again and find the words: strict, friendly, classmate, after.' Write on the board and help them understand the meaning of the words.

1) friend – friendly 2) class – classmate 3) strict 4) after school

STEP 3: Drill with the class the new words: 1) the whole class; 2) 50/50; 3) in rows and in pairs.

STEP 4: Prepare slips of paper with the new words: one word per paper. Put the papers on your table. Say: 'X (name) come to my table and take one paper. Read the word and make a sentence. e.g. My teacher is strict.' Ask other pupils to say their sentences. Then invite another pupil to your table.

STEP 5: Say: 'Open your Workbooks. Look at the graph and complete the sentences.'

Answer key:

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.

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?"

STEP 1: Brainstorm different hobbies and things the pupils do after school. Say: 'What do you do after school?' Write ideas on the board. Use the ideas given by the pupils for making a table to play Find Someone Who ... e.g.

		Name
1	... play football after school	
...		

STEP 2: Say: 'Complete the sentences about you and your friends.' This is a usual Find Someone Who ...

Say: 'Work in groups of 4 and ask each other questions: "Do you do homework after school? Do you watch TV after school?"' If a class is weak, drill the questions before asking the pupils to work in groups.

Activity 3b Make a class graph. 13 min

Objective: to make a class graph following the model given

Say: 'Look at the graph. Let's make our class graph.'

Draw a graph on the board. Use the information the groups give you to draw according to the number of pupils per activity.

Homework 2 min

Ask the pupils to open their Workbooks to Page 6 and look at the homework. Explain what to do. Say: '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.'



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Lesson 4 Project

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

Activity 1 Listen and sing. 10 min

Objectives: to warm up; to check the homework

STEP 1: 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.'

STEP 2: Say: 'Listen and sing the song.' Play the DVD.

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

Activity 2a Complete your story. 15 min

Objective: to revise the material learnt

Point to the table and say: 'Draw your portrait, favourite tree and flower. Complete the sentences.'

Activity 2b Play "Interview". 15 min

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

Say: 'Let's play Interview. Ask each other questions.'

e.g. What's your family name?

What's your favourite tree? etc.

Optional Activity 3 Make a presentation.

Objective: to practise making a presentation

Say: 'Work in pairs. Choose two similar facts and two different. Present them to the rest of the class.'

Homework 5 min

As usual. Use the phrases 'Good job! Well done!' for assessment. Assess the pupils according to their work.

My name is _____.

My family name is _____.

My favourite song is _____.

My favourite month is _____.

My favourite day is _____.

My favourite animal is _____.

My favourite colour is _____.

I am good at _____.

My hobby is _____.

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Unit 2 My day

Lesson 1 I get up at 6 o'clock.

Aims	Linguistic competence	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>Sociolinguistic competence:</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

STEP 1: 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.

STEP 2: 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'.

Activity 2 Look, listen and repeat. 10 min

Objective: to introduce the numbers 31 to 100

STEP 1: Say: 'Let's count from 1 to 30'. Start counting. Involve the pupils into the process. Say: 'Excellent. Good job!'

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.

STEP 2: 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: 'Count, please'. Help the group with the number 90, rehearse with the group '100'. Say: 'We can say "a hundred" or "one hundred"'. When the group introduces this number to the class, ask the class to repeat after you in chorus, in pairs and individually.

Activity 3a Work in pairs. Look and say. 5 min

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

In advance prepare a toy clock from a cardboard or a plastic plate.

STEP 1: Take the clock and say: 'Look at my clock. What's the time?' Change the time and ask another pupil: 'What's the time?' Repeat your question to some pupils. Help them with the structure: "It's (1, 1.30, etc.) o'clock."

STEP 2: Say: 'Look at the clocks in Activity 3a. Work in pairs and say the time'. Give them 4 minutes to practise in pairs.

Activity 3b Look, read and match. 10 min

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

STEP 1: Take the toy clock and put it to 2.05. Say: 'Look at my clock. What's the time?' Help them with the structure: "It's two oh five." Say that instead of zero we should say 'oh'. Say: 'Repeat after me, please. It's two oh five'.

Change the time to 2.35 and ask: 'What's the time?' Help them with the structure: "It's two thirty-five." Say: 'Repeat after me, please. It's two thirty-five'.

STEP 2: Say: 'Open your Workbooks to Page 8'. Wait until everybody opens the right page. Point to the clocks in Activity 3b. Say: 'Read the sentence; look at the clocks and write the number in the circle'. 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.

Activity 4 Work in pairs. Ask and answer. 10 min

Objective: to revise everyday activities

First, revise the vocabulary. Put the pictures on the board. Point to the picture and ask the pupils to name them: 1. get up; 2. brush my teeth; 3. have breakfast; 4. go to school; 5. do morning exercises; 6. wash my face and hands; 7. get dressed; 8. make my bed; 9. comb my hair. Ask the questions: 'When do you get up? When do you brush your teeth? When do you have breakfast? When do you wash your face and hands? When do you go to school? When do you get dressed? When do you make your bed?'

Homework 5 min

Ask the pupils to open their Workbooks to Page 8 and look at Homework 1. Check that everybody understands what to do. Explain that they must look at the clocks and write the time. Give one example. Then draw their attention to Homework 2 on Page 8. Explain that here the pupils will write the questions to the given sentences. Point to the example and work at it together.

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Lesson 2 My school day

Aims	Linguistic competence	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> - to teach the pupils to describe events using then, after, before <p><i>Developing:</i></p> <ul style="list-style-type: none"> - to enable pupils to use time talking about a usual day <p><i>Sociolinguistic competence:</i></p> <ul style="list-style-type: none"> - to raise pupils' awareness of how the children in England spend their free time 	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> - use time to describe daily activities; - use the conjunctions: then, after, before. 	<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

STEP 1: Say: 'Stand up, please. Good morning, class'. Say: 'How are you?' Get the answers from the pupils. Say: 'Sit down, please'. *STEP 2:* Say: 'Take out your textbooks and workbooks'. Say: 'Open your Workbooks to Page 8.' Point to the Homework. 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. **Answer key:** 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? Praise the pupils whose homework is correct. *STEP 3:* Play the DVD. Say: 'Listen to the song and sing it'.

Activity 2 Listen, read and tick. 5 min

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

STEP 1: Say: 'Open your Workbooks to Page 9. Look at Activity 2'. Point to the Activity.

Say: 'Listen to the DVD and tick the time you hear'. Help them: play the DVD, stop after # 1 and check it together. Say: 'It's 3.05'. Ask the pupils to repeat after you.

STEP 2: Play the DVD from the stop. Ask the pupils to listen and tick the other times.

STEP 3: Play the DVD again and ask the pupils to check their answers together. Say: 'Compare the answers in pairs.'

DVD script: 1) It's 3.05; 2) It's 4.35; 3) It's 5.50; 4) It's 6.45; 5) It's 9.30; 6) It's 10.55; 7) It's 8.05; 8) It's 11.25

Activity 3a Read and find the words. Match. 10 min

Objective: to introduce the new vocabulary

STEP 1: Say: 'Open your Textbooks to Page 11. Look at Activity 3a'. When all the textbooks are open to the correct page, say: 'Read the text about Becky silently and find the new words'.

STEP 2: Ask the pupils to open their Workbooks to Page 9. Say: 'Match the words with the translation, please'.

STEP 3: Now say: 'Work in pairs and check the words in the Wordlist'.

STEP 4: After pair work you can check the answers together and help with spelling.

Activity 3b Read and underline the true answer. 10 min

Objectives: to consolidate the activities; to give practice in reading

STEP 1: 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.

Note: To check the answers return to the text in Activity 3a.

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

Say: 'Let's play! Now look at Activity 3c in your books'. Point to Activity 3c.

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'.

Homework 5 min

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'. 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.

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Lesson 3 On Sunday ...

Aims	Linguistic competence	Vocabulary and structure	Required equipment
Educational: - to teach pupils how to use the time in the description of daily activities Developing: - to enable pupils to say how they spend Sunday Sociolinguistic competence: - to raise awareness of talking about daily duties of children in England and Uzbekistan	At the end of the lesson pupils will be able to understand and say phrases for talking about daily activities.	<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>	Pupil's book, Workbook, the DVD

Activity 1 Listen and sing. 10 min

Objective: to warm up by singing the song

STEP 1: Say: 'Stand up, please. Good morning, class'. Say: 'How are you?' Get the answers from the pupils. Say: 'Sit down, please'. **STEP 2:** Say: 'Take out your textbooks and workbooks'. Say: 'Open your Workbooks to Page 10.' Point to the Homework. Say: 'Work in pairs. Swap your Workbooks. Check the sentences in Activity 1'. Go round the class and monitor the work. **Note:** 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: 'Look at your questions in Activity 2. Answer the questions in pairs, please'. Make sure all the pupils understand what to do. Help if necessary. **STEP 3:** Play the DVD. Say: 'Now let's listen to the song and sing it'.

Activity 2 Play "Simon says". 5 min

Objectives: to revise the daily activities; to give practice in listening

STEP 1: This is a usual "Simon says" game. Before starting the game, revise the activities. Show actions, e.g. getting dressed, doing homework, etc.

STEP 2: Play the DVD. Say: 'Look and listen to the children in the video'. Remember the rules of the game together with the pupils. Then say: 'Now let's play Simon says!' **Possible actions:** 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

Activity 3 Read and match. 5 min

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

STEP 1: Ask the pupils to open their Workbooks. Say: 'Open your Workbooks to Page 11'. Explain what to do. Demonstrate the example given in Activity 3. Read the beginning and wait until the pupils continue with the end. Say: 'make my...' and the pupils find and say: 'bed'. **STEP 2:** Divide the class into As and Bs. As read the beginning, Bs read the end.

Activity 4 Work in pairs. Play "Look and say". 10 min

Objectives: to revise the learnt material; to give practice in speaking

STEP 1: Ask the pupils to work in pairs. Say: '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'.

e.g. You come home, have lunch and then do homework. Make sure all the pupils understand what to do.

Activity 5 Complete the sentences about your Sunday. 10 min

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

STEP 1: Revise with the pupils the words **never, usually, always** and **often**.

STEP 2: 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. **e.g.** On Sunday I never go to school.

STEP 3: Ask the pupils to read their sentences to the whole class.

Homework 5 min

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.

Complete the table about your Sunday. Jadvalni yakshanba kuningiz haqida to'ldiring.

Time:	Name:
e.g. 9.30	Activity
	get up

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Lesson 4 Project

Aims	Linguistic competence	Vocabulary and structure	Required equipment
<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>Sociolinguistic competence:</i> - to raise the pupils' awareness of asking time and talking about every day activities	At the end of the lesson pupils will be able to: -say the time; -ask and answer the questions about everyday activities.	<i>Recycling the vocabulary learnt at the previous lessons</i>	Pupil's book; the DVD; Workbook; paper; markers; pencils

Activity 1 Listen and sing. 10 min

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

STEP 1: Say: 'Stand up, please. Good morning, class'. Say: 'How are you?' Get the answers from the pupils. Say: 'Sit down, please'. *STEP 2:* 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 get up at 9.30 on Sunday. What about you? Use a typical chain drill to give more practice in speaking. Ask the pupils to describe Sunday using the question What about you? And you?*

STEP 3: Then play the DVD. Say: 'Listen and sing it'. Look at Unit 2 Lesson 1 Activity 1 for the DVD script.

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

STEP 1: Divide the class into small groups of 4/5.

STEP 2: Distribute paper and markers/pencils to each group.

STEP 3: Ask the groups to look at the pictures in Activity 2 and prepare their own poster. Say: 'Prepare the poster "Our Sunday" in groups'. *STEP 4:* Say: 'Write the sentences under the pictures.'

e.g. We fly a kite. **Note:** 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.

Activity 3 Present your poster. 15 min

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

Say: 'If your presentations are ready, take your seats.'

You can organise the presentation in two ways:

1. Invite 1 or 2 representatives from each group to make a presentation of their poster.
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.

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.

Note: You can also play the DVD to see how the pupils do the presentation.

Homework. 5 min

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.



Homework

1

Write sentences using "don't".

"don't" so'zidan foydalanib gaplar yozing.

e.g. I have breakfast at 7 o'clock on Sunday.

I don't have breakfast at 7 o'clock on Sunday.

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REVISION 1

Aims	Linguistic competence	Vocabulary and structure	Required equipment
<i>Educational:</i> - to revise the vocabulary for the topics of Units 1–2 <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 1 and 2.	<i>Revising the vocabulary for Units 1 and 2</i>	Pupil's book, Workbook, the DVD; dice and counters

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; 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.

Head of teaching process _____

Signature _____

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Head of teaching process _____ *Signature*_____

Date _____