Grades					*English Teacher:*
Dates					*Hasanboy Rasulov*

Unit 1 All around me

Lesson 1: A-apricot, B-bee

The aim of the lesson:
Educational: - to learn two letters: Aa and Bb - to revise Class 1 vocabulary (domestic animals)
Developing: - to enable pupils to match the animals and the sounds they produce
Socio-cultural: - to raise awareness of the difference between sounds animals produce in different countries; - to raise awareness of different pronunciation of the letter "A" and single pronunciation of "B".
Competence: *SC1, LC and FLCC in dialogues*
Learning outcomes: By the end of the lesson, pupils will be able to: - recognise, say and write letters Aa and Bb; - say animals and sounds they produce; - recite a poem; - recognise different pronunciation of the letter "A" and single pronunciation of "B".
Type of the lesson: non-standard, mixed
Method of the lesson: group work, pair work
Equipment: Pupil's book, Workbook, the DVD, cards with: letters; hop, jump, walk, run, and climb

TECHNOLOGICAL MAP OF THE LESSON:

№	Part of the lesson	Tasks	Time
1	Organizational Moment	-to greet pupils. - to check up the register	5 min
2	Repeating last lesson	- to give pupils some questions about last lesson. – to ask words from previous lesson	5 min
3	Explaining new theme	- to explain to pupils new vocabulary and theme	20 min
4	Consolidating new theme.	- to consolidate new theme and new words of the theme.	10 min
5	Marking.	- To mark pupils	5 min
6	Homework.	- Giving homework.	

The Procedure of the lesson:

I. Organizing moment: - Greeting.
- Checking the register
- Checking and asking homework

II. Pre-Activity
Activity 1 Listen and sing. *5 min*
Objectives: to warm up; to create an English speaking atmosphere.
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. Show the pupils the textbook.
Say: *'Take out your books.'* Make sure all the children have their Pupil's Book.
Say: *'Open your books on page 6.'* Point to Activity 1. Use gestures and wait for all children to open their textbooks.
Check they have the correct page. Say: *Listen to the song*
'Rain, rain, go away' and repeat.
Play the DVD, track 'Rain, rain, go away'.
Ask: *'What can you see?'* Accept anything reasonable – daddy, mummy, brother, sister, baby, etc

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III. Main part

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

Objective: to revise domestic animals and learn sounds they produce

Say: *'Look at this activity.'* Be sure all of your pupils look at the textbook, point to Activity 2a.

Ask: *'What can you see?'* Accept anything reasonable – domestic and wild animals, or the names of the animals.

Say: *'Yes, you are right. They are animals. Now listen, please.'*

Play the DVD, Activity 2a. Click on some domestic and wild animals; demonstrate several times to help them to hear the sounds of the domestic animals only.

Ask: *'What animals can you hear?'* Accept anything reasonable – horse, goat, cat, etc. Ask your pupils to repeat the sounds. Say: *'What does the horse say?'* Point to the horse and accept the answers. Then say: *'Let's check!'* Do the same with the other animals. You can compare the difference between the sounds of the animals in English speaking countries and in our country.

Activity 2b Play "I can say …" *15 min*

Objectives: to revise animals and sounds they produce to revise the structure "I can ..."

Say: *'Let's work in pairs. Stand up, please.'* Use the gesture to explain the pupils what to do. Choose one pupil to work in pair with you. Demonstrate the first example with the pupil.

Say: *'I say the sound, you call the animal.'*

Say: *'Meow. What animal is it?'* The pupil says: *'A cat.'*

Say: *'Yes, well done!'*

Say: *'Now your turn, please. Start!'* Use the gesture to help the pupils to start the activity.

Walk around the class and listen to your pupils' dialogues. After some time say: *'Stop! Change your roles.'* Use the gesture to help the pupils to understand what to do. Don't forget to praise them.

Activity 3 Play "1, 2, 3 – hop! 1, 2, 3 – stop!".

Objectives: to revise verbs: hop, jump, walk, run, and climb

Say: *'Stand up, please. Listen and do.'* Use 'to listen' gesture to explain the pupils what to do.

Say: *'I say: '1, 2, 3 – hop!' and you hop.'* Demonstrate it yourself. *'I say: '1, 2, 3 – stop!' and you stop. If you don't stop, you're out.'* Use the gesture to help the pupils understand.

Play the game with different verbs – hop, jump, walk, run, and climb.

Note: If necessary, revise the verbs before the game or put cards with words on the board.

IV. Post-activity

Activity 4 Write the letters. *15 min*

Objective: to learn two letters of the alphabet - Aa and Bb

V. Homework: WB page 5 Activity 1 Write the letters**;** Activity 2 Count and match.. Then coloring the picture

VI. Marking. Giving marks according to pupils' attendance

Deputy director on educational affairs: _____ Signature _____

Grades					*English Teacher:*
Dates					*Hasanboy Rasulov*

Lesson 2 I have ...

The aim of the lesson:
Educational: - to learn two more letters: Cc and Dd; - to practise Class 1 vocabulary (school things, family words, structures)
Developing: - to enable pupils to use the structure "I have ..." with school things, family words
Socio-cultural: - to raise awareness of the pronunciation of the letters "C" and "D".
Competence: SC3, FLCC and LC in questions and dialogues
Learning outcomes: By the end of the lesson, pupils will be able to: - recognise, say and write letters Cc and Dd;
- say what school things they have with a structure "I've got ..." - use new words "grandad" and "granny" as well as the family words that they already know in the familiar structure; - pronounce the sounds of the letters "C" and "D".
Type of the lesson: non-standard, mixed
Method of the lesson: group work, pair work
Equipment: Pupil's book, Workbook, the DVD, cards with letters

TECHNOLOGICAL MAP OF THE LESSON:

№	Part of the lesson	Tasks	Time
1	Organizational Moment	-to greet pupils. - to check up the register	5 min
2	Repeating last lesson	- to give pupils some questions about last lesson. – to ask words from previous lesson	5 min
3	Explaining new theme	- to explain to pupils new vocabulary and theme	20 min
4	Consolidating new theme.	- to consolidate new theme and new words of the theme.	10 min
5	Marking.	- To mark pupils	5 min
6	Homework.	- Giving homework.	

The Procedure of the lesson:

I. Organizing moment: - Greeting.
- Checking the register
- Checking homework: WB page 5 Activity 1,2

II. Pre-Activity
Activity 1 Listen and sing. *5 min*
Objectives: to warm up; to create an English speaking atmosphere.
Say: ***'Open your books on Page 8.'*** Point to Activity 1. Use gestures and wait for all children to open their textbooks. Check they have the correct page.
Say: ***'Listen to the song "Rain, rain, go away" and repeat.'*** Play the DVD, track 'Rain, rain, go away' and ask the pupils to sing.

III. Main part
Activity 2 Look and say. *5 min*
Objectives: to revise vocabulary from Class 1; to enable pupils to use the structure "I have …" with school things

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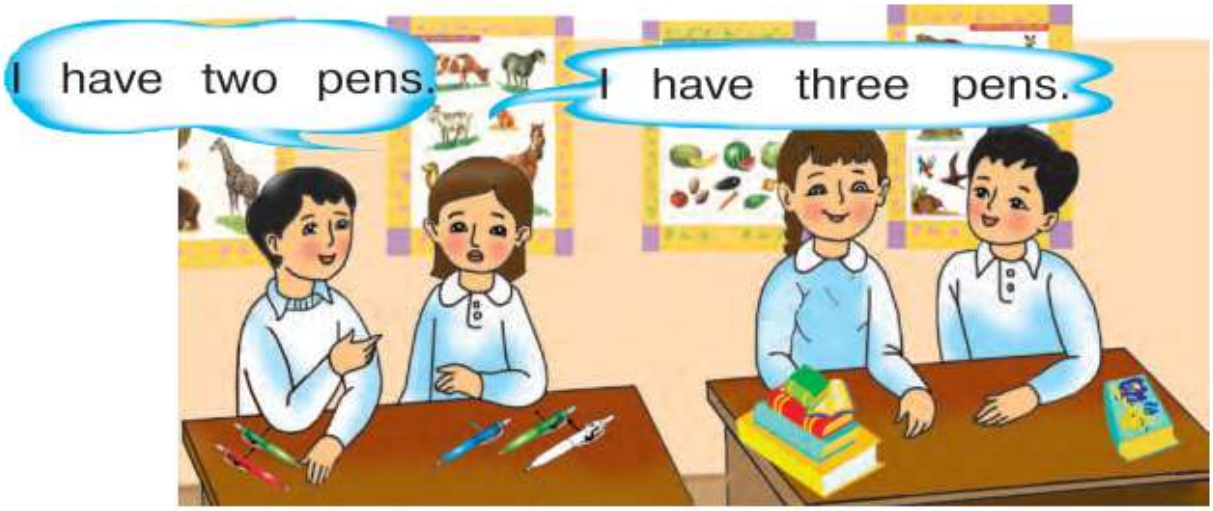
Say: *'Look and listen.'* Use gestures to attract their attention. Play the DVD, animation with "I have ...".



Point to Activity 2. Point to the 1st boy and say: *'Look at the picture. This boy says: 'I have two pens.'* Point to the 1st girl and say: *'This girl says: I have three pens.'* Point to the 2nd boy and say: *'What does this boy have?'* Point to the 2nd girl and say: *'What does this girl have?'* Say: *'Put your school things (a book, a pen, a crayon, etc.) on the desks. Let's play!'* Ask: *'What do you have?'* Elicit pupils' answers: 'I've got one pen', 'I've got two pencils,' etc.
Note: Before the game, if necessary, revise school things: a book, a copy book, a ruler, a pen, a pencil, a crayon. You can revise by asking a question 'What's this?' or 'Is it a pen?' etc.

Activity 3 Play "I've got two grandads". *5 min*
Objectives: to revise vocabulary from Class 1; to enable pupils to use the structure "I've got …" with family members; to learn new words: *grandad and granny*.
Say: *'Look and listen'.* Play the DVD, a family tree for family members' revision. When the pupils listen to it once, stop the DVD on each member and ask: *'Who is this?'* Elicit answers: 'grandad, granny, daddy, mummy,' etc.
Say: *'Let's play! Work in pairs'* Use gestures to divide the pupils into pairs. Demonstrate a dialogue with one pupil first.
'I've got 2 grandads. And you?' Help your pupil to answer.

Activity 4 Write the letters. *15 min*
Objective: to learn two more letters of the alphabet – Cc and Dd
Say: *'Look and listen.'* Play the DVD, letters C, D. Let the pupils listen to the pronunciation several times. Show the pictures. Say: *'C [si:] is [k] for Cat* (click on the picture of the cat) *and for Cow* (click on the picture of the cow)'. *D [di:] is [d] for Doll* (click on the picture of the doll) *and Duck* (click on the picture of the duck)'

IV. Post-activity
Activity 5 Work in pairs. Play "Look and guess". *10 min*
Objective: to consolidate the letters A, B, C and D
Point to Activity 5. Point to the letter in the picture and ask *'What's the letter?'*
Say: *'Write the letter A in the air.'* Show how to do it. Repeat with the letters B, C and D. Then say: *'Look and guess the letter.'* Write the letter D in the air and let the pupils look and guess. (Repeat the procedure with A, B and C.)

V. Homework: WB page 7 Activity 1, 2 Then learning new words
VI. Marking. Giving marks according to pupils' attendance

Deputy director on educational affairs: _____ ***Signature*** _____

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Grades					*English Teacher:*
Dates					*Hasanboy Rasulov*

Lesson 3 This is my friend.

The aim of the lesson:
Educational: - to learn two more letters: Ee and Ff; - to practise Class 1 vocabulary (This is my friend. My name's... . Her\his name's...)
Developing: - to enable pupils to identify the difference between "his" and "her"; - to enable pupils to say about themselves and their friends with target structures.
Socio-cultural: - to raise awareness of the difference between "he"–"she" and "his"– "her" - to raise awareness of different pronunciation of the letter "E" and single pronunciation of "F".
Competence: SC4, FLCC and LC in acquaintances
Learning outcomes: By the end of the lesson, pupils will be able to: - recognise, say and write the letters Ee and Ff; - say about themselves and their friends with structures "My name's … This is my friend. His/ her name's ..."; - recognise different pronunciation of the letter "E" sounds and single pronunciation of "F".
Type of the lesson: non-standard, mixed
Method of the lesson: group work, pair work
Equipment: Pupil's book, Workbook, the DVD, cards with: letters; hop, jump, walk, run, and climb

TECHNOLOGICAL MAP OF THE LESSON:

№	Part of the lesson	Tasks	Time
1	Organizational Moment	-to greet pupils. - to check up the register	5 min
2	Repeating last lesson	- to give pupils some questions about last lesson. – to ask words from previous lesson	5 min
3	Explaining new theme	- to explain to pupils new vocabulary and theme	20 min
4	Consolidating new theme.	- to consolidate new theme and new words of the theme.	10 min
5	Marking.	- To mark pupils	5 min
6	Homework.	- Giving homework.	

The Procedure of the lesson:

I. Organizing moment: - Greeting.
- Checking the register
- Checking and asking homework

II. Pre-Activity
Activity 1 Listen and sing. *5 min*
Objectives: to warm up; to create an English speaking atmosphere.
Say: *'Open your books on Page 10.'* Point to Activity 1. Use gestures and wait for all children to open their textbooks. Check they have the correct page.
Say: *'Listen to the song "Rain, rain, go away" and repeat.'*
Play the DVD, track 'Rain, rain, go away' and ask the pupils to sing.

III. Main part
Activity 2 Play "Snowball". *10 min*
Objectives: to revise the structures: *My name's ...; his name's ...; her name's ... ;* to enable pupils to identify the difference between "he" – "she" and "his" – "her".
Remind the pupils the difference between he-his and she-her. Invite one boy and one girl to the board. Point to the boy and say: ***'He is a boy. His name's ...'*** (Say the pupil's name.) Then point to a girl and

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say: ***'She is a girl. Her name's ...*** (Say the girl's name.) Then say: ***'Look and listen.'*** Use gestures to attract their attention. Point to Activity 2 and play the DVD, video with "Snowball" activity. Demonstrate with one group. Point to the 1st pupil near you and ask: ***'What's your name?'*** Pupil 1 answers: 'My name's ...' Help the next pupil to say: 'His (her) name's …. My name's ….' Then ask the next pupil to repeat and say his (her) own name, etc. Then say: ***'Let's play this game! Stand up and make a line.'*** Use the gestures to help the pupils to understand what to do.

Optional Activity 3 Play "This is my friend. His name's … ."
Objective: to revise the structures: *My name's …, This is my friend, His name's …, Her name's … .*
Step 1 Say: *'Let's play. We are English now.'* Calls some English names for boys and ask them to choose any they like. Start yourself. Say: *'My name's Diana.*' (for example).
Say: *'Boys, listen and choose – Mike, Andrew, Bob, Andy, Harry,'* etc Then say: *'Girls, listen and choose – Ann, Kate, Mary, Diana.'* etc.
Step 2 Say: *'Let's play.'* Start yourself first. Shake one pupil's hand and say: '*Hello, my name's Barbara'*. Use mime to help the pupil to introduce himself/herself. Then shake another pupil's hand and repeat the procedure.
Step 3 Ask the pairs to introduce their new friends to each other. Come with one pupil to one pair and say: *'Hello, this is my friend. His/her name's … .'* Ask the pupils to continue.

Optional Activity 4 Look and do.
Objectives: to do physical exercise and to energise the pupils; to introduce another physical activity.
Point to Activity 4 and say: *'Look at the pictures.'*
Say: *'Number 1 – hands up. Number 2 – Hands down. Number 3 – Hands on the hips. Number 4 – Sit down. Number 5 – Bend to left. Number 6 – Bend to the right. Number 7 – Hands to the sides. Number 8 – Hands down.'*
Say: *'Look and listen.'* Play the DVD, video with this activity.
Say: *'Stand up, please. Look and do.'* Use gestures to attract their attention.
Stand in front of the pupils and do the activity together with the pupils.
Say the commands first slowly then faster and faster.
The order of the commands can vary: *'Hands up! Hands down! Hands on the hips! Sit down! Stand up! Hands to the sides! Bend to the left! Bend to the right!'*

IV. Post-activity
Activity 5 Write the letters. *15 min*
Objectives: to learn two more letters of the alphabet – Ee and Ff; to practise writing the letters; to consolidate the letters.
Say: ***'Look and listen.'*** Play the DVD, letters E, F. Let the pupils listen to the pronunciation several times. Show the pictures. Say: ***E [i:] for English*** (click on the picture of the English textbook) ***and E [e] for Elephant*** (click on the picture of the elephant). ***F [f] for Fish*** (click on the pictures of the fish) ***and Frog*** (click on the picture of the frog).' The pupils listen to the DVD and repeat.
Stand facing a board and say: ***'Look – letter E'*** (show in the air that you write a big letter E). Ask: ***'Repeat after me.'*** (use gestures to encourage the pupils to write the letter in the air. Monitor that all pupils repeat after you. Then say: ***'Look – letter E'*** (show that you 'write the letter C on your hand). When the pupils finish 'writing' on their hands, write the letter on the board.

V. Homework: WB page 9 Activity 1, 2 Then learning new words
VI. Marking. Giving marks according to pupils' attendance

Deputy director on educational affairs: _____ Signature _____

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