Subject: English
Audience: pupils, grade 1
Theme: Kid's English. Unit 1 Greetings. Lesson 1 Hello. My name is Zumrad.
Key words: Good morning Hello. My name is ...
Time: 45 minutes

Lesson plan worked out by:

Plan of the lesson:
I. Introduction __________ minutes
II. Reflection and assessment __________ minutes
III. Procedure of a new lesson: __________ minutes
IV. Consolidation of the lesson: __________ minutes
V. Reflection and action plan __________ minutes

Unit 1 Greetings. Lesson 1 Hello. My name is Zumrad.

Aims of the lesson:
Educational aim: - to learn basic greetings
Educative aim: - to raise awareness of ways of greetings
Developing aim - to enable pupils to greet and say their names
The demand of the state educational standard: get the level A1

Type of the lesson: visual
Method: interactive teaching method
Equipment: Textbook, the DVD of the book, puppets.
Form: listening, speaking, acting

Learning outcomes:
By the end of the lesson, pupils will be able to understand the greetings, phrases for saying names and use them in small situations.

I. Introduction:
to make pupils feel themselves comfortable and interested at the lesson.
- Good morning, pupils!
- I'm glad to see you.

II. Reflection and assessment.
- Good morning, pupils!
- I'm glad to see you.

III. Procedure of a new lesson.
Activity 1 Listen.
Objective: to introduce the greeting “Good morning”

STEP 1: Since this is the first English lesson for first class, you need to tell the pupils that the English language is the language of many people who live in other countries. Like us they also work, study, go to the shops, but talk in the English language. Therefore, if we want to communicate with them, understand cartoons, fairy tales and stories produced in these countries, we have to learn English.

STEP 2: Then say that the English language is very beautiful and play the song “Good Morning” for the pupils to listen. You should remember that at this stage, from the very first lesson and during the first half of the school year the pupils need your constant assistance and support. This means that by asking them questions, we just want to draw their attention to the task, but do not expect them to answer correctly.

Before you sing the song, you need to ask what this song is about. You can draw the pupils’ attention to the picture, you can use gestures and facial expressions in order to teach pupils gradually to think independently and learn how to express their opinions. At the first lesson the pupils should be reminded of the rules of etiquette, and that people always greet each
other when they meet. They say ‘Good morning’ only in the morning. Explain to them that therefore they will always sing this song at the beginning of each lesson in the morning.

Remember: Therefore comparatively much time is spent only on the first stage of introducing this song or game. Next, you can use them as phonetic drills at the beginning or organisational moment of the lesson. Pupils gradually get used to the order of the lesson and quickly plunge into a lesson. You should not require from the pupils to memorise the song by heart. They will always be singing it with you at the beginning of each lesson and consequently remember it automatically.

While working with a group of pupils, always be aware that the pupils will be better or less prepared for school. If the pupils have less developed communication skills even in their native language and a bad memory, the last line of the poem can be made easier to sing, e.g.:

Good morning to you, good morning to you.
Good morning dear teacher, good morning to you.

STEP 3: Ask the pupils to look at the right-hand picture of the rising sun and colour it. Give them 1 minute. Ask the pupils to colour the rest of the picture at home.

Tapescript:
Good morning to you, good morning to you.
Good morning dear teacher, good morning to you.

Activity 3a Listen and repeat.
Objectives: to introduce the characters of the book Jasur and Zumrad. to introduce Hello. My name is …

STEP 1: Explain that in every culture, for instance in the Uzbek culture, there are such national values that we endear. We cannot touch some of them, and some exist only in our minds which are intangible. They are our traditions as well as legends and fairy tales. The children in Uzbekistan have been familiar with the characters of fairy tales since ancient times. We read stories, watch cartoons and performances in the puppet theatres about them. The two characters, Zumrad and Jasur, from those stories have come to our English textbook. Zumrad is a very good and hardworking girl, and she wants to learn English well. Jasur is always happy but sometimes naughty.

Ask the pupils to help Zumrad as she needs to help Jasur to learn English better. Next, draw the pupils’ attention to the pictures of puppets and ask them to tell you about them.

STEP 2: Play the DVD. After watching it, show the puppets and ask them “to introduce themselves”. They have to say: Hello, my name is …

IV. Consolidation of the lesson.
Activity 3b Listen and sing.
Objective: to enable pupils to sing a song

Mazkur xujjatni to’liq holada olish uchun +998902295952 telefon raqamiga qo’ng‘iroq qiling va arzon narx evaziga unga ega bo’ling!
Xujjatni e-mailingizga yoki telegram orqali olishingiz mumkin.

P.S. Sizning to’lovingiz www.entt.uz loyihasi rivoji uchun sarflanadi.

Narxi: 10000 sum
Ask the pupils to help the puppets say their names. You can sing here the song “What’s your name?” once more. But this time replace the name of the song with the names of the puppets. In this case you can use both of the names of puppets at the same time, too.

Hello. Hello.
What’s your name? (3 times)
Hello. Hello.
What’s your name?
My name is Zumrad.

Hello. Hello.
What’s your name? (3 times)
Hello. Hello.
What’s your name?
My name is Jasur.

Activity 3c Listen and say.

Objective: to enable pupils to introduce themselves

STEP 1: After practising the phrases “Hello. My name is Zumrad, my name is Jasur”, invite the pupils to introduce themselves to the class on behalf of the puppets.

Hello. My name is Zumrad.
Hello. My name is Jasur.

STEP 2: Then ask the pupils to repeat the question “What’s your name?” in chorus. The pupils answer in chain, e.g.
– What’s your name? – (in chorus) My name is Alisa.
– What’s your name? – (in chorus) My name is Amir. etc.

Optional Activity 4 Play “Ask and Answer”.

Objective: to practise the new language material “What’s your name?”

See the instructions in the Introduction (the section 7) for how to organise the chain drill activities.

V. Reflection and action plan

Summing up of the lesson

Giving marks

Homework:

Explain to the pupils that they should finish colouring the first picture on the right hand page at home. Also explain that the pupils should draw their portraits or stick their pictures on the second activity.

The lesson is over. Good bye pupils

Parent’s corner

Uygavazifa № 1: Tong rasminiboyishni yakunlash va “Good morning” (Xayrli tong) deb aytish.

Uygavazifa № 2: O’zrasminichizish. Agar sizning farzandingizchizishniyoqtimas, urasmo’rniga’qofotosuratiniyopishiribqo’yishimumkin. Ingiliztilidaqandayqilib „Salom. Meningismim …“, deb aytishnieslash (Hello. My name is ...)

Домашнее задание № 1: Закончить раскрашивание картинки утро и сказать «Good morning» (Доброе утро).

Нерастраивайтесь, если ваш ребенок не запомнил это приветствие. Это приветствие он(а) будет слышать в течение четырех уроков в песне и запомнит.

Домашнее задание № 2: Нарисовать собственный портрет. Если ваш ребенок не любит рисовать, он(а) может приклеить собственное фото вместо рисунка и спомнить, как по-английски сказать «Привет. Меня зовут ...» (Hello. My name is ...)

Remember:
After each lesson you should put a message for parents on a Parent’s Corner Board as shown above.
Subject: English
Audience: pupils, grade 1
Theme: Kid’s English. Unit 1 Greetings. Lesson 2 How are you?
Key words: How are you? I’m OK. What’s your name? *goodbye
Time: 45 minutes
Lesson plan worked out by: _______________________________________________
Date of preparing lessons: ____    ______   _____   _____   _____
Work place: Kokand city school №

Plan of the lesson:
I. Introduction  ________ minutes
II. Reflection and assessment  ________ minutes
III. Procedure of a new lesson:  ________ minutes
IV. Consolidation of the lesson:  ________ minutes
V. Reflection and action plan  ________ minutes

Unit 1 Greetings
Lesson 2 How are you?

Aims of the lesson:
Educational aim: - to learn basic greetings
- to ask and say how one feels

Educative aim: - to raise awareness of ways of greetings, asking and saying how one feels;
- to raise awareness of the pronunciation of the sounds [u] and [h]

Developing aim - to enable pupils to greet, ask and say how they feel

The demand of the state educational standard: get the level A1

Type of the lesson: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets; a mirror.

Form: listening, speaking, acting

Learning outcomes: By the end of the lesson, pupils will be able to:
- understand the greetings, use a question for asking how somebody is and say how they feel;
- to pronounce the sounds [u] and [h].

I. Introduction:
to make pupils feel themselves comfortable and interested at the lesson.
-Good morning, pupils!
-I’m glad to see you.

II. Reflection and assessment.
   Explain to the pupils that they should finish colouring the first picture on the right hand
page at home. Also explain that the pupils should draw their portraits or stick their pictures on
the second activity.

III. Procedure of a new lesson.
Activity 1 Listen and sing.
   Objective: to sing the song “Good morning”
   Look at the instructions in Lesson 1. This time practise singing the song with your pupils.
   OPTION:
   Besides you can play the game “Good morning. Goodbye”. Say that now they will play a good
game, but first they must learn how to say one little word “Goodbye”. Explain that it is
very important to learn it because polite peopleshould not only greet but also say
goodbye properly. Then work with your pupils on the pronunciation of “Goodbye”.
   The rules of the game are as follows:
   1) Select a pupil. He or she will stand by the door and will not look at the others.
   2) One of the pupils chosen by you says loudly “Good morning” (here he/she
can change his/her voice).
3) The pupil standing by the door should guess who has greeted and answer “Good morning, Malik”.

4) If he/she has guessed right, Malik tells him/her “Good morning”. If he/she has made a mistake and couldn’t guess who said “Good morning”, Malik answers “Good bye”.

Activity 2 Watch and do.
Objective: to practise and pronounce the sound [w]

STEP 1: Explain that there lives Mr. Tongue in our mouths. He lives very comfortably with us in our mouths. It has a cozy and warm house near the house where there is an upper and a lower fence (upper and lower teeth) and even a dog. At night, when you sleep, he is awake and he is bored. Therefore, he lights a candle and reads. In the morning when you wake up, he needs to put out the candle, but sometimes he forgets to do it. Then he needs help. And Zumrad tries to do it. She offers children to help her put out the candle, but it must be done correctly. In order to do it correctly, it is necessary to put the lips forward and “blow out” the candle [wuu-www-what-what-what].

Warn the pupils that they should really try because they will sing the song “What’s your name?” with the name of those who are best to cope with the task.

This task is performed with the purpose of preparing the children for the next activity and pronouncing the question “What’s your name?” correctly.

STEP 2: Play the video game “What’s your name?” and then ask the class to play the same game with their own names.

Activity 3 Play “Ask and Answer”.
Objective: to practise the new language material “What’s your name?”

You should praise all the pupils, but say that two or three pupils were the best to put out the candle and call their names. Therefore, offer to sing the song “What’s your name?” with their names. Also say that they will sing the song with the names of the other pupils of the class in the next lessons.

Now, the pupils are more likely to say the question, so they can ask and answer the question “What’s your name?” in chains. See the instructions in the Introduction (the section 7) for how to organise the chain drill activities.

Activity 4 Watch and do.
Objective: to do physical exercise and energise the pupils

First year pupils also have to learn to sit at their desks in the classroom during a number of lessons. As they are not used to this, it will be difficult for them to sit unmoved. For this reason you need to make a little pause and do some energising exercises. This is usually done by small rhyming songs. Since the purpose of the energising exercise is to give pupils the opportunity to relax, to get up from their seats and move around a bit, it is not much important to choose rhymes for energising exercises. Because the educational process at school does not allow much time for pure entertainment, in this task there is another purpose. Specifically, using this opportunity, the authors propose to perform a physical exercise with numbers from 1 to 10 as in the DVD. The purpose of this activity is not to teach pupils the numbers but to familiarise them with the pronunciation of numbers as entertainment. So the kids take it as a game, but in the future it will help them learn the numbers faster.

Play the DVD. Ask the pupils to watch and repeat.

IV. Consolidation of the lesson.
Activity 5 Listen and repeat.
Objective: to practise and pronounce the sound [h]

The purpose of this activity is to teach pupils how to pronounce the English sound [h].

Remind the pupils about Mr. Tongue and his room. His room has a lot of furniture and a large mirror. When the mirror is dirty, it does not reflect much. Therefore, it needs wiping with a cloth. So, explain and show the pupils that first they need to blow it in a special way to make it misted.

Activity 6 Watch and do.
Objective: to practise the question “How are you?” and an appropriate answer to it
STEP 1: Explain that when Zumrad and Jasurmeet, they greet and ask each other how they are. So ask the pupils to repeat together with them the question “How are you?” At first train the pupils to pronounce the sound to help Zumrad and then repeat the question “How are you?”

STEP 2: Play the DVD and ask the pupils to watch the video. Further explain that there are many variations to answer the question. Ask them to guess the meaning of the following answers: Good; I’m OK; Great; So-so. Help them guess the answers with your gestures. It is very important for the pupils to use the language of gestures as often as possible as it helps them remember the information faster. It is also important to give the pupils freedom to choose an answer to the question so that they could approach creatively later.

Ask them to look at Zumrad and repeat the answers together with her.

STEP 3: Practise the language as follows:

You: How are you?

Pupil 1: I’m OK. / Pupil 2: Good. / Pupil 3: Great. Pupil 4: So-so.

Optional Activity 7 Play “Ask and Answer”.

Objective: to practise the question “How are you?” and an appropriate answer to it

Now you can do the chain drill activity with the target question “How are you?” and answers “Good”/ “I’m OK”/ “Great”/ “So-so”.

See the instructions in the Introduction (the section 7) for how to organise the chain drill activities.

V. Reflection and action plan

Summing up of the lesson

Giving marks

Homework:

Explain to the pupils that they should colour the picture on the right hand page at home and remember how people greet each other and ask and answer how they feel.

The lesson is over. Good bye pupils.
Unit 1 Greetings. Lesson 3

Where do you live?

Aims of the lesson:
Educational aim: - to learn basic greetings
- to learn how to ask and say what is smb.’s name and where smb. lives

Educative aim: - to raise awareness of ways of greetings, asking and saying what is smb.’s name and where smb. lives

Developing aim - to enable pupils to greet, ask and say what is smb.’s name and about the places they live

The demand of the state educational standard: get the level A1

Type of the lesson: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets.

Form: listening, speaking

Learning outcomes: By the end of the lesson, pupils will be able to understand greetings, ask and answer the question about where smb. lives in small situations.

I. Introduction:
to make pupils feel themselves comfortable and interested at the lesson.
- Good morning, pupils!
- I’m glad to see you.

II. Reflection and assessment.
Explain to the pupils that they should colour the picture on the right hand page at home and remember how people greet each other and ask and answer how they feel.

III. Procedure of a new lesson.
Activity 1 Listen and sing.
Objective: to sing the song “Good morning”
Look at the instructions in Activity 1, Lessons 1&2.

Activity 2 Play “Ask and Answer”.
Objective: to practise the question “How are you?” and an appropriate answer to it
This task repeats the material of the previous lesson. The pupils take turns asking and answering the question “How are you?”
See the instructions in the Introduction (the section 7) for how to organise the chain drill activities.

Activity 3 Play “What’s your name?”
Objective: to practise and consolidate the question “What’s your name?” and its answer
During the game “What’s your name?” the pupils practise the pronunciation of the question and get prepared to listening to and understanding the dialogue in Activity 4. To play the game, first you need to select a leader. In chorus the class ask her/him the question “What’s your name?”. The leader answers and then calls the name of another pupil and goes back to his seat. Another pupil who has just been named stands up and takes the place of the leader. The game continues with 2-3 different leaders. This game can be repeated in the next lessons when you have free time as all the pupils want to be involved in the game.

Activity 4 Look and do.
Objective: to do physical exercise and energise the pupils
Look at Unit 1, Lesson 2, Activity 4 for instructions. You can use the DVD used in the activity.
Remember that here and further where a physical exercise with numbers from 1 to 10 is done, you can apply different techniques. For example, count slowly at the beginning and faster at the end. You count with a low voice and then loudly or vice versa.

Activity 5 Look, listen and repeat.
Objective: to practise and consolidate the learnt material
Paint faces on two of your fingers (like the ones on the right hand page of the lesson. We recommend you to prepare it before the lesson starts. Since the characters are a finger girl and a boy, you must not only draw the faces on fingers but also show that one of them is a girl and a boy. To do this, you must make a paper hat for a finger girl or use other available material at your discretion.
When your finger characters are ready, ask the pupils to look at the puppets on your painted fingers and listen to what they say.
– Hi. My name is Alisa. What’s your name?
– Hello. My name is Amir. How are you, Alisa?
– I am OK. How are you, Amir?
– I am Great!
At first, the pupils repeat the dialogue of the fingers slowly after you. Instead of Alisa and Amir you can use the names of the pupils you have chosen from among the class. You must whisper to prompt every phrase as the pupils at this stage cannot repeat the whole dialogue themselves. Here and further, you must remember that prompting with whispers is a necessary condition in order that the pupils can gradually learn the lesson and do not feel fear or discomfort in the classroom.
Remember: Do not delete the painted boy and girl from your fingers. You will need them in Activity 6!

Activity 6 Look, listen and guess.
Objective: to practise the question “Where do you live?” and the answer “I live in ...”
STEP 1: Ask the pupils to listen and guess what the fingers further say:
– Where do you live?
– I live in Tashkent. Where do you live?
– I live in Karshi (here you can name the city/town where the pupils live)
Help your pupils understand the meaning of the question “Where do you live?”. For this, give your pupils a task to listen to the question and the answer, and then guess their meaning in their mother tongue. The clue here is the answer specifying the place where they live.
OPTION: If you are familiar with the song “What’s your name?” you can sing it with the question “Where do you live?” as well.

STEP 2: Play the DVD, the scenes 2 and 3. Ask the pupils where Amir and Alisa live. Ask them to answer instead of Amir and Alisa, e.g. I live in ....

Tapescript:
- Hello, Amir. How are you?
- Hello, Alisa. I’m OK. Where do you live?
- I live in Tashkent. Where do you live?
I live in Bukhara?

IV. Consolidation of the lesson.
Optional Activity 7 Play “Ask and Answer”.
Objective: to practise the question and answer in Activity 6

This task serves as a preparation to the answer for the question “Where do you live?” Ask your pupils to look at the pictures of different places in Activity 6 and name those places which are familiar to them. Then ask which of the places they like and choose a place where they would like to live.

Then you can practise saying “I live in ...” in the following way: ask the pupils to repeat for themselves the answers with different places in order to give every pupil an opportunity to pronounce the answer with the place they have chosen.

After all those, the pupils take turns asking the question “Where do you live?” and answering “I live in...” in chains.

See the instructions in the Introduction (the section 7) for how to organise the chain drill activities.

V. Reflection and action plan

Summing up of the lesson
Giving marks

Homework:

Explain that at home in the first activity on the right hand page they should draw their fingers and paint faces as shown. In the second activity they should colour the places and remember how fingers asked and answered the question about the places they live.

The lesson is over. Good bye pupils.
Subject: English
Audience: pupils, grade 1
Theme: Kid’s English. **Unit 1 Greetings. Lesson 4 Let’s play!**
Key words:
- What’s your name? - My name’s...
- Where do you live? - I live...
- How are you? - I’m OK. - Good. - Great. - So-so.

One, two, three, four, five

Time:
45 minutes

Lesson plan worked out by: ____________________________
Date of preparing lessons: ____________________________
Work place: Kokand city school №

**Plan of the lesson:**
I. Introduction: ______ minutes
II. Reflection and assessment: ______ minutes
III. Procedure of a new lesson: ______ minutes
IV. Consolidation of the lesson: ______ minutes
V. Reflection and action plan: ______ minutes

**Unit 5 Toys and colours. Lesson 4 Let’s play!**

**Aims of the lesson:**
**Educational aim:**
- to learn basic greetings
- to learn how to ask and answer questions

**Educative aim:**
- to raise awareness of ways of asking and answering questions

**Developing aim:**
- to enable pupils to ask and answer questions
- to enable pupils to say the numbers 1-5

**The demand of the state educational standard:** get the level A1

**Type of the lesson:** visual

**Method:** interactive teaching method

**Equipment:** Textbook, the DVD of the book, puppets, 5-6 dices.

**Form:** listening, speaking

**Learning outcomes:** By the end of the lesson, pupils will be able to ask and answer the question learnt in previous lessons in small situations.

**I. Introduction:**
to make pupils feel themselves comfortable and interested at the lesson.
- Good morning, pupils!
- I’m glad to see you.

**II. Reflection and assessment.**

Explain that at home in the first activity on the right hand page they should draw their fingers and paint faces as shown. In the second activity they should colour the places and remember how fingers asked and answered the question about the places they live.

**Poem:**
Good morning, good morning
Good morning to you
Good morning, good morning
I’m glad to see you.

**III. Procedure of a new lesson.**

**Activity 1 Listen and sing.**

Objective: to sing the song “Good morning”

Look at the instructions in Activity 1, Lessons 1&2.

**Activity 2 Play “Questions”**.

Objective: to practise asking and answering questions

Organise this game in small groups of 4. Give each group a dice. Explain that one pupil in a group must throw a dice. If the dice shows the number 1 or 2, the pupil who threw the dice must
ask the question “What’s your name?”, if it shows 3 or 4, the question “Where do you live?” and if it shows 5 or 6, the question “How are you?” from any pupil in the his/her group. The chosen pupil answers his/her question and becomes the leader. The game continues until everybody in the group has had a chance to throw the dice and ask questions.

**Activity 3 Play “Interview”.**

**Objective: to practise asking and answering questions**

In this game pupils become “reporters” in turns and ask the other pupils of the class the following three questions:

- What’s your name?
- Where do you live?
- How are you?

Each question is given by 2-3 only. Explain that the other pupils will have the chance to ask all the questions when the game is repeated in the next lessons.

Remember! It is necessary for you not to forget that you need to prompt them systematically.

**Activity 4 Play “Little Frog”.**

**Objective: to do physical exercise and energise the pupils**

Explain that a snake wants to catch the frogs. During the song the pupils have to jump like little frogs. After the last word “Stop!”, the pupils have to freeze in their places; otherwise the snake “eats” them up. You can repeat this game once more if time allows.

**Tapescript:**

*Little frog, Little frog
Hop, hop, hop.
Little frog, Little frog
Stop, stop, stop.
*Little frog
Stop, stop, stop.*

**Activity 5 Watch and do.**

**Objective: to do physical exercise and energise the pupils**

The pupils watch a video and repeat the actions as in Lesson 2, Activity 4.

**IV. Consolidation of the lesson.**

**Activity 6 Play “Look and Count”**

**Objective: to practise counting**

Explain that you will show the pupils how to count from one to five with the help of your fingers and then ask the pupils to repeat the movements of fingers after you when you start counting. Then ask the pupils to look at the pictures and count. The pupils should just say the numbers, e.g. 3, 4, etc.

**Optional Activity 7 Play “Guess the Number”.**

**Objective: to practise counting with fingers**

Invite one of the pupils to the blackboard and ask him/her to show any number from 1 to 5 with his/her fingers. However, only you can see his/her hand as he/she closes the fingers with a book. Then ask the class to guess the numbers. The one who guesses the correct number becomes a leader.

**V. Reflection and action plan**

**Summing up of the lesson**

**Giving marks**

**Homework:**

Explain to the pupils that at home they should draw and colour the reporter girl. Tell them to remember what questions the reporter boy asked in class and what were the answers.

The lesson is over. Good bye pupils.
Subject: English  
Audience: pupils, grade 1  
Theme: Kid’s English. Unit 2 I’m in class 1. Lesson 1 It’s a pen.
Key words: Numbers 1-10; What’s this? It’s a … ; a pen, a pencil, a book, a copybook, a bag, yes, no

Time: 45 minutes
Lesson plan worked out by: ____________________________
Date of preparing lessons: _____    ______   _____   _____   _____
Work place: ____________________________ school №

Plan of the lesson:
I. Introduction ________ minutes
II. Reflection and assessment ________ minutes
III. Procedure of a new lesson: ________ minutes
IV. Consolidation of the lesson: ________ minutes
V. Reflection and action plan ________ minutes

Unit 2 I’m in class 1. Lesson 1 It’s a pen.

Aims of the lesson:
Educational aim: - to learn basic greetings  
- to learn how to ask and answer questions
Educative aim: - to raise awareness of ways of asking and answering questions;  
- to raise awareness of the pronunciation of the sound [p].
Developing aim  - to enable pupils to ask and answer questions  
- to enable pupils to say the numbers 1-10 and backwards

The demand of the state educational standard: get the level A1
Type of the lesson: visual
Method: interactive teaching method
Equipment: Textbook, the DVD of the book, puppets, flashcards describing a pen, a pencil, a book, a copybook, a bag
Form: listening, speaking, acting
Learning outcomes:
By the end of the lesson, pupils will be able to:
- ask and answer the question learnt in previous unit in small situations;
- ask and answer a question about what something is;
- name some school things;
- pronounce the sound [p].

I. Introduction:
to make pupils feel themselves comfortable and interested at the lesson.
- Good morning, pupils!
- I’m glad to see you.

II. Reflection and assessment.
- Good morning, pupils!
- I’m glad to see you.

Explain to the pupils that at home they should draw and colour the reporter girl. Tell them to remember what questions the reporter boy asked in class and what were the answers.

III. Procedure of a new lesson.
Activity 1 Listen and repeat.
Objective: to reinforce the greeting “Good morning”
Ask the pupils to remember the song “Good morning” in the previous lessons. Play the DVD.
Then explain that this time they will learn a new poem. Recite the poem, the pupils repeat after you several times.
Poem:
Good morning, good morning
Good morning to you
Good morning, good morning
I’m glad to see you.

Activity 2 Play “Interview”.
Objective: to revise and systematize the questions learnt in Unit 1: What’s your name?
Where do you live? How are you?
Explain to the pupils that the reporter’s work involves meeting famous people, asking them questions, and then writing about them in magazines and newspapers. After that, invite the pupils to play reporters. You need to select one reporter to play the game. To show that the selected pupil is a reporter, ask him/her to wear something, such as sunglasses, a hat; girls can wear your scarf, etc. This is the attribute of the game. The reporter should ask different questions, the others respond. As children have no speaking skills yet, ask each pupil playing the role of a reporter to give only 2-3 questions. Then select another pupil to perform the role of the reporter. This game will be repeated in the next lesson. Therefore, ask the pupils to remember what question they have been asked today. They will also ask another question in the next lesson.

Activity 3 Listen and repeat.
Objective: to do physical exercise and energise the pupils with the numbers 1-10 and 10-1
Look at Unit 1, Lesson 2, Activity 4 for instructions.
While counting from 1 to 10, the pupils develop automatic memorization of numbers one after another. Therefore, ask the pupils to learn to count from 1 to 10 and backwards from 10 to 1. You need to reverse your hand movements accordingly. Say the numbers with a clear, loud voice so that the pupils will start to count with you.

Activity 4 Watch and play.
Objective: to practise using the numbers
This game is called Bingo, which is familiar to most of the teachers like you.
STEP 1: Before you begin, say that the pupils will now play Bingo. To do this, divide the pupils into 2 teams. Draw tables divided into 8 parts on the blackboard for each team. Invite one pupil from each team to come to the blackboard. They write numbers from 1 to 8 randomly in the cells. When the tables are ready, show the pupils cards with numbers from 1 to 8. Shuffle and put them on your table.
STEP 2: Explain to the pupils that you will take one flashcard and say the number, but you will not immediately show the flashcard to the teams. The pupils must understand which number it is, find it in the table and cross it out. After that you can show the flashcard. The purpose of the game is that there should be 4 crossed out cells in the table in a row. If so, the team yells Bingo. The teams are allowed to prompt their representatives at the blackboard. The game is played fast.

Activity 5 Look, listen and repeat.
Objectives: to practise and pronounce the sound [p]
to introduce the new vocabulary (pen, pencil, book, copybook, bag)
to introduce the new question “What’s this?” and the structure “It’s a X”
STEP 1: The purpose of the first step is to teach pupils how to pronounce the English sound [p] and prepare their vocal apparatus to pronounce such sounds. So, have the pupils blow on their palms shortly [p-p-p-p-p] several times to pronounce it correctly.
STEP 2: Explain to the pupils that it is time for them to learn how to talk about their classroom things as they have become pupils now. The most necessary things for them are a pen, a pencil, a book and a bag. Show the pupils the objects and suggest them learn how to pronounce them. The pupils repeat each word after you in chorus and individually. Then ask a pupil to come to the blackboard. You say an object, which s/he must show. Then organise the
activity on the contrary. You will show an object which the pupils say at first in chorus and then individually.

STEP 3: Explain to the pupils that at school they should ask correct questions and answer them correctly. Therefore, they are recommended to learn to answer the question “Bu nima?/Чтоэто?” So, explain that in English it sounds as “What’s this?”

Go on saying that now the children need to learn how to answer this question and show the pictures of the objects on flashcards by hanging them on the blackboard. Next have the pupils answer the questions about each flashcard in chorus and individually like “It’s a pen. It’s a pencil. It’s a book. It’s a bag. It’s a copybook.”

STEP 4: Offer the pupils to speak about the classroom things they have. You should remember that children need your constant support and attention. They need to be prompted continuously.

IV. Consolidation of the lesson.
Optional Activity 6 Play “Yes./No.”

Objectives: to consolidate the new vocabulary

STEP 1: Offer the pupils to repeat the names of objects again and play a game. Say that for this they first need to learn how to pronounce the two words “Yes” and “No”, and then practise their pronunciation in chorus and individually.

STEP 2: Invite the leader to the blackboard and ask him to think of an object (for example, of a book) but not to tell anyone. The rest have to guess what kind of object it is and say “a pen”, ‘a pencil’, etc.

The leader answers ‘Yes’ or ‘No’. If the pupils do not guess for 2 times what object the leader thought of, you will ask the pupils to ask him/her the question “What’s this?” in chorus. Then the leader responds “It’s a book”.

If the leader forgets what word he has thought of during the game, it is necessary for him/her to say it in his/her native language. Then the other children he can prompt him/her.

V. Reflection and action plan

Summing up of the lesson
Giving marks

Homework:
Explain to the pupils that at home they should draw lines in the first activity between the numbers according to their order, and draw and colour the picture in the second activity on the right hand page. Also explain that the pupils should say the numbers and school things.
The lesson is over. Good bye pupils
Unit 2 I’m in class 1. Lesson 2 How old are you?

Aims of the lesson:
Educational aim: - to learn basic greetings;
- to learn how to ask and answer questions
Educative aim: - to raise awareness of ways of asking and answering questions;
- to raise awareness of the use of candles on birthday cakes
Developing aim - to enable pupils to ask and answer questions about age and objects;
- to enable pupils to say the numbers 1-10 and backwards

The demand of the state educational standard: get the level A1

Type of the lesson: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, flashcards describing a pen, a pencil, a ruler, a crayon, a book, a copybook, a bag

Form: listening, speaking, acting

Learning outcomes: By the end of the lesson, pupils will be able to:
- ask and answer the question learnt in this lesson and previous unit in small situations;
- ask and answer a question about what something is;
- name some school things.

I. Introduction:
to make pupils feel themselves comfortable and interested at the lesson.
-Good morning, pupils!
-I’m glad to see you.

II. Reflection and assessment.
Explain to the pupils that at home they should draw lines in the first activity between the numbers according to their order, and draw and colour the picture in the second activity on the right hand page. Also explain that the pupils should say the numbers and school things.

III. Procedure of a new lesson.
Activity 1 Listen and repeat.
Objective: to reinforce the greeting “Good morning”
Ask the pupils to remember the poem “Good morning” that they learnt in the previous lesson. Ask if anybody can say the poem by heart. If there is any, ask him/her to say it.
Then recite the poem, the pupils repeat after you.

Poem:
Good morning, good morning
Good morning to you
Good morning, good morning
I’m glad to see you.

**Activity 2 Look and count.**

**Objective:** to introduce the question “How old are you?” and the answer “I’m six/seven.”

**STEP 1:** Explain that in many countries it is traditional to put a certain number of candles on the cakes according to the age of the child on his/her birthday. Then ask the pupils to look at the pictures in the textbook and guess how old the puppets are. After hearing the answer, ask this pupil to tell the class how he/she knew it and praise him/her.

**STEP 2:** After that, offer the pupils to learn to ask the question “How old are you?” Tell them its meaning in their mother tongue (Yoshingnechada? / Сколько тебе лет?). Then have the pupils practise it in chorus and individually.

Further explain to the pupils that now they have learned to ask how old somebody is, and they need to learn how to respond to this question as well. Therefore, offer the pupils to answer the question together with the puppets:

**Jasur:** I am six.

**Zumrad:** I am seven.

After making sure everybody has understood what the puppets said, have them practise the answers using the pictures of the book.

**Activity 3 Play “Ask and Answer”**.

**Objective:** to consolidate the new question and its answer

Explain that now it is time for the pupils to say their own ages asking the question “How old are you?” and answering “I’m six/seven.” in chains.

If there are a lot of pupils in the class, it is necessary to divide them into half. At first you can organise the chain drill only with one half and then with the other half.

Also look at the instructions in the Introduction (the section 7) for how to organise the chain drill activities.

**Activity 4 Play “Interview”**.

**Objective:** to consolidate the questions and answers learnt in Unit 1 and this lesson.

Look at Unit 2, Lesson 1, Activity 2 for instructions.

This time add the question “How old are you?” and its answer.

Suggestion: If you feel your pupils are tired or bored, you can do an energising activity with the numbers 1-10, 10-1 as you did in Unit 2, Lesson 1, Activity 3.

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

**Objectives:** to recycle the learnt structure
  **to introduce more vocabulary (ruler, crayon)**

**STEP 1:** When you first use the pictures of objects and then real objects, it makes the tasks interesting, as a result the children feel less tired. You should avoid long monotonous tasks. For a change and increasing motivation, you can ask the objects of various pupils. This can be done with the purpose of encouraging the pupils. You can come up a pupil and say that this pupil is trying very hard, and then take his/her pen or pencil and show it to the class and have the class name it: This is a pen. This is a pencil. This is a book. This is a bag. This is a copybook. This method is sure to encourage your pupils to try more.

**STEP 2:** Offer the pupils to learn two more things: a ruler and a crayon, and ask the pupils whether they are necessary for them. Confirm yourself that they are. Without a ruler they cannot draw a straight line or without the crayons they cannot colour the pictures.

Next, offer the pupils to learn to pronounce them correctly with the new structure “This is a ...”. Have them practise in chorus and individually. Then mix old and new pictures and repeat them together with the class.

**Optional Activity 6 Play “Ask and Answer”**.
Objective: to consolidate the new structure “This is a XXX”

Explain that now the pupils will practise their objects using the structure “This is a XXX” in chains. The procedure of the chain drill is as usual:

P1: This is a ruler.
P2: This is a crayon, etc.

Also look at the instructions in the Introduction (the section 7) for how to organise the chain drill activities.

IV. Consolidation of the lesson.
Optional Activity 7 Play “Is it a pen?”

Objective: to consolidate the new structure “This is a XXX”

This is the repetition of the game the pupils played in the previous lesson.

Again invite a leader to the blackboard and ask him to think of an object (for example, of a crayon) but not to tell anyone. The rest have to guess what kind of object it is and say ‘This is a pen’, ‘This is a pencil’, etc.

The leader answers ‘Yes’ or ‘No’. If the pupils do not guess for 2 times what object the leader thought of, you will ask the pupils to ask him/her the question “What’s this?” in chorus. Then the leader responds “This is a crayon”.

If the leader forgets what word he has thought of during the game, it is necessary for him/her to say it in his/her native language. Then the other children he can prompt him/her.

V. Reflection and action plan

Summing up of the lesson
Giving marks

Homework:
Explain to the pupils that at home they should colour the cakes in the first activity on the right hand page and count the candles on them. In the second activity they should also colour the crayons and count them. Ask the pupils to bring a small mirror next lesson. They need it to pronounce a special English sound: th – this.

The lesson is over. Good bye pupils
Unit 2 I'm in class 1. Lesson 3 What's this?

Aims of the lesson:
Educational aim: - to learn basic greetings;
- to learn how to ask and answer questions

Educative aim: - to raise awareness of ways of asking and answering questions;
- to raise awareness of the similarities and differences between the sounds [θ] and [z] in English and mother tongue.

Developing aim
- to enable pupils to ask and answer questions about objects;
- to enable pupils to say the numbers 1-10 and backwards

The demand of the state educational standard: get the level A1

Type of the lesson: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, number flashcards, mirror, flashcards describing a pen, a pencil, a ruler, a crayon, a book, a copybook, a bag

Form: listening, speaking, acting

Learning outcomes: By the end of the lesson, pupils will be able to:
- ask and answer the question learnt in this lesson and previous unit in small situations;
- ask and answer a question about what something is;
- name some school things;
- to pronounce the sounds [θ] and [z].

I. Introduction:
to make pupils feel themselves comfortable and interested at the lesson.
- Good morning, pupils!
- I’m glad to see you.

II. Reflection and assessment.
   Explain to the pupils that at home they should colour the cakes in the first activity on the right hand page and count the candles on them. In the second activity they should also colour the crayons and count them. Ask the pupils to bring a small mirror next lesson. They need it to pronounce a special English sound: th – this.

III. Procedure of a new lesson.

Activity 1 Listen and say.

Objective: to reinforce the greeting “Good morning”
Ask the pupils to remember the poem “Good morning” that they learnt in the previous lessons. Ask if anybody can say the poem by heart. If there is any, ask him/her to say it. Then recite the poem, the pupils repeat after you.

Poem:
Good morning, good morning
Good morning to you
Good morning, good morning
Activity 2 Watch and play.
Objective: to practise using the numbers
This game is the same as the one in Unit 2, Lesson 1, Activity 4. However, the table is different: 3x3.
STEP 1: Before you begin, say that the pupils will now play Bingo. To do this, divide the pupils into 2 teams. Draw tables divided into 9 parts on the blackboard for each team. Invite one pupil from each team to come to the blackboard. They write numbers from 1 to 9 randomly in the cells. When the tables are ready, show the pupils flashcards with numbers from 1 to 9. Shuffle and put them on your table.
STEP 2: Explain to the pupils that you will take one flashcard and say the number, but you will not immediately show the flashcard to the teams. The pupils must understand which number it is, find it in the table and cross it out. After that you can show the flashcard. This time the purpose of the game is that there should be 3 crossed out cells in the table diagonally, horizontally or vertically. If so, the team yells Bingo. As usual the teams are allowed to prompt their representatives at the blackboard. The game is played fast.

Activity 3 Listen and repeat.
Objective: to practise the sounds: [з] – this; [z] – is
STEP 1: Explain that the sound [з] as in the word “is” is very easy to pronounce; it is the same as the sound [з/з] in Uzbek / Russian. After that, have the pupils repeat the sound in chorus and individually.
STEP 2: Now explain that the sound [з] as in the word “this” is quite different from the sound “z”. The pupils must pronounce it in a special way. So, explain to them how to pronounce the sound [з]. After that, ask the pupils to take the mirrors you asked them to bring today. Explain that they must look at their tongue in the mirror, put the tip of their tongue between their teeth and pronounce the sound by letting the air voiced. After they practise it by themselves a few times, you can have the pupils repeat the sound after you in chorus and individually.

Activity 4 Look, listen and repeat.
Objective: to practise the vocabulary
This activity is called a chant which means that you should keep clapping between words, and raise your hands when it is time to say the last word. You can stomp your feet the second time instead of clapping your hands.
- pen (clap) bag (clap) book (clap) copybook
- copybook (clap) pencil (clap) crayon (clap) ruler
Explain to the pupils that the chant is not a poem. It should be read aloud pronouncing every syllable distinctly and separately. Most importantly, it is necessary to maintain the rhythm. In this chant the pupils clap or stomp their feet rhythmically after each word. At the end of the chant, the children raise their hands up and shout out the last word loudly.
In order to help the pupils, you can put the flashcards describing the school things on the blackboard.

Activity 5 Listen and say.
Objective: to practise saying the vocabulary with the structure “This is a …”
STEP 1: Ask the pupils to put all the school things they have on their table. Ask some of the pupils to show their objects and say “This is a pen”, etc. Say that the pupils are so smart that they are already able to say all the objects correctly in English. You can think of your system to encourage the best pupils. This can be a sticker star or a special honour roll where you write the names of the best children (there may be almost all children) and then praise them to the parents. You can ask the pupils which one they prefer.
STEP 2: Ask the pupils to work in pairs this time. They show each other their objects and say “This is a book”, etc.

Activity 6 Look and play “This is a pen”.
Objective: to practise saying the vocabulary with the structure “This is a …”
STEP 1: Ask two pupils to come to the blackboard. One of them must take his book with him. Explain that the pupil with a book will show his/her book and say a false sentence like “This is a pen.” The other pupil must correct him saying “No. This is a book.”

STEP 2: After the demonstration, the pupils work in pairs and do the same as they have just seen.

IV. Consolidation of the lesson.

Activity 7 Play “What’s this?”

Objective: to recycle the question “What’s this?” and its answer “It’s a XXX”

Since the question “What’s this?” was asked in chorus several times, there might be pupils who have already learned it by heart. You can invite them to the blackboard and offer them to ask questions instead of you. This is a kind of encouragement.

In this game you can use objects or their pictures on the blackboard. Explain that one team ask the question and the other team respond in turns. Then they change roles, i.e. one pupil from the first team goes to the blackboard and, showing the picture, asks: ‘What’s this?’ The pupils from the second team respond: ‘It’s a pen.’ If the answer is correct, the team gets a point. When the teams change roles, a strong pupil from the other team also asks: ‘What’s this?’ showing a different picture. The pupils of the first team answer. Since there are a few flashcards describing objects, the same object can be repeated time and again. Have the pupils do their part as quickly as possible.

V. Reflection and action plan

Summing up of the lesson

Giving marks

Homework:

Explain to the pupils that at home they should find the school things in the picture on the right hand page and colour them.

The lesson is over. Good bye pupils
I. Introduction

II. Reflection and assessment

IV. Consolidation of the lesson:

V. Reflection and action plan

Unit 2 I’m in class 1. Lesson 4 Let’s play!

Aims of the lesson:

Educational aim: - to learn basic greetings;
- to learn how to ask and answer questions

Educative aim: - to raise awareness of ways of asking and answering questions like in the press conference.

Developing aim - to enable pupils to ask and answer questions about objects;

The demand of the state educational standard: get the level A1

Type of the lesson: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, number flashcards, flashcards describing a pen, a pencil, a ruler, a crayon, a book, a copybook, a bag

Form: listening, speaking, acting

Learning outcomes: By the end of the lesson, pupils will be able to:
- ask and answer the question learnt in this and previous units in small situations;
- ask and answer a question about what something is;
- name some school things.

I. Introduction:

to make pupils feel themselves comfortable and interested at the lesson.
- Good morning, pupils!
- I’m glad to see you.

II. Reflection and assessment.

- Explain to the pupils that at home they should find the school things in the picture on the right hand page and colour them

Poem:

Good morning, good morning
Good morning to you
Good morning, good morning
I’m glad to see you.

III. Procedure of a new lesson.

Activity 1 Listen and say.

Objective: to reinforce the greeting “Good morning”

Look at Unit 2, Lessons 3 for instructions.

Activity 2 Watch and do.

Objective: to recycle the questions and their answers

Say that the pupils will now play Press Conference. Explain to them that famous people are invited to the press conference. Journalists gather and ask them questions. You also need to tell the children that they already know much. Therefore, they may ask 4 questions:

What is your name?
How old are you?
Where do you live?
How are you?
Choose the “journalists” and “famous people” among the pupils for the game who will answer questions.

Explain to the pupils that they must speak about themselves before asking questions in order to develop their speaking abilities: My name is Kamila. What is your name? etc.

Activity 3a Look, listen and repeat.
Objective: to recycle the numbers
Open one of your palms face up and with the help of the fingers of your other hand show the jumping monkeys on it. Translate the poem for children and explain that now there are 4 monkeys left because one of them fell down. Then 3, 2 and 1.
Five little monkeys
Are jumping on the bed
One fell down
And bumped his head
Mama called the doctor
And the doctor said
“That’s what you have
From jumping on the bed.”

Activity 3b Look, listen and play.
Objective: to recycle the numbers
Now you can ask the children to repeat the poem and finger movements after you.

Optional Activity 4 Play “What’s this?”
Objective: to recycle the question “What’s this?” and the structure “This is a XXX” with school things
Divide the class into two teams. Put the flashcards with the pictures of school things on the blackboard. Explain that 2 pupils from each team will come to the blackboard. One of them shows a flashcard and asks a question from the other pupil. He/she answers and asks his partner the same question as follows:
A: What’s this?
B: This is a pen. What’s this?
A: This is a book.

Then they take their seats. Instead, a new pair comes to the blackboard who do the same activity as above.

IV. Consolidation of the lesson.
Optional Activity 5 Play “Cross the River”.
Objective: to recycle the vocabulary
Put 5 flashcards on the floor. Explain to the children that these are the stones through which one can go across the fast flow of the river. If the pupils say the word correctly, they will go across the flow. If they say the word incorrectly, they will fall into the water. It is necessary for them go through them quickly and say the words: pen, pencil, book, etc. Say that not everyone will be able to pass this flow. Only the most courageous and determined daredevils can do it. You need to change the flashcard places from time to time or replace them with the new ones.

Suggestion:
You can play Bingo as an extra activity with any objects or numbers the pupils have learnt. Look at Unit 2, Lesson 1, Activity 4 for instructions.

V. Reflection and action plan
Summing up of the lesson
Giving marks
Homework:
Ask the pupils to revise at home the two units that they have studied and get prepared for the revision lesson.
The lesson is over. Good bye pupils.
Revision 1

Aims of the lesson:
Educational aim: - to warm up how to ask and answer questions
Educative aim: - to raise awareness of ways of asking and answering questions like in the press conference.
Developing aim - to enable pupils to ask and answer questions about smb.'s name, age, the place where smb.lives, how smb. feels;
- to enable pupils to recognise and say school things.

The demand of the state educational standard: get the level A1

Type of the lesson: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, number flashcards, flashcards describing a pen, a pencil, a ruler, a crayon, a book, a copybook, a bag

Form: listening, speaking, acting

Learning outcomes: By the end of the lesson, pupils will be able to ask and answer the question and say the vocabulary learnt in previous units.

I. Introduction:
to make pupils feel themselves comfortable and interested at the lesson.
-Good morning, pupils!
-I'm glad to see you.

II. Reflection and assessment.
Ask the pupils to revise at home the two units that they have studied and get prepared for the revision lesson.

Poem:
Good morning, good morning
Good morning to you
Good morning, good morning
I’m glad to see you.

III. Procedure of a new lesson.
Activity 1 Play “Ask and Answer”
Objectives: to warm up;
to enable pupils to ask and answer questions
Say that today you will act as a famous person. Explain to the pupils that they should ask you questions as in the press conference. The pupils ask the following questions:
What’s your name?
How old are you?
Where do you live?
How are you?
You should monitor the pupils and find out the most active pupils. If these pupils have learnt the material well, you must use their knowledge to help the weaker pupils.
Activity 2 Play “What’s your name?”
Objective: to enable the weaker pupils to show their oral speech abilities.

Explain to the pupils that they will now play volleyball which is well known to everybody. It is played by 2 teams. One team throw a ball to the other team and the other team catch the ball and send it back. In this game, the ball is in fact a question. So it is possible to use a real ball or other objects.

Ask the capable pupils to become judges. The other players start the game. A player of the first team asks a question such as “What’s your name?” and throws the ball to the other team. A player of the second team should catch the ball and answer “My name is Dilshod”. In this case, i.e. for the right question and the right answer both teams get 1 point each. After that, the next pair of pupils ask and answer a question. However, this time the second team ask a question and the first team answer it.

If there are very weak pupils in the class, you should attach capable pupils to the weak ones in order to help them respond.

You must make sure that each child could ask at least one question and give one answer.

Activity 3 Play “Cross the River.”
Objective: to repeat the school things

Before you start the activity, you should hang all the flashcards describing the school things on the blackboard and have the class repeat all the words in chorus. Then ask the pupils to say all the flashcards quickly in order one by one: pen, pencil, bag, book, copybook, ruler, crayon. You should also explain that if a pupil forgets a word, s/he can skip it and say the other words. The most important thing is that the pupils should say at least 5-6 words. After each pupil you must change the places of the words on the blackboard so that pupils won’t memorise their order.

First, invite the volunteers. As usual, they will be strong pupils who can quickly cope with the task. The remaining pupils who either do not want or cannot do the task, should be given easier extra tasks. You should attach capable pupils to the weak ones in order to enable them to say a few objects.

You should also explain to the pupils that there are no good and bad pupils, and have them understand not all are able to learn English quickly. You must explain to the pupils that the capable and weak pupils are equally important to you. And everyone should try.

Activity 4 Play “Is it a pen?”
Objective: to enable pupils to use interrogative sentences: “What’s this?” and “Is it a pen?”

Tell the pupils that Zumrad is a very diligent girl. She gets ready for school by herself and never forgets necessary things at home. As regards to the boy, he, on the contrary, is very careless in terms of school, and he sometimes forgets his things at home. Therefore, ask the pupils to find out what 2 school things he has left at home. For this, you need to hide the two flashcards and remind the pupils how to ask the question “Is it a pen?” You will only answer “Yes. / No.” When there is only one flashcard left, and all the pupils have asked the questions, you should ask the pupils if they surrender. If so, you should remind them what question they must ask (What’s this?). After the pupils asked the right question, you may give the appropriate answer.

IV. Consolidation of the lesson.

Optional Activity 5 Play “This is a crayon.”
Objective: to recycle names of school things

The pupils demonstrate their ability to get ready for school correctly. They take the school things out of their bag and say them. For example, “This is a crayon”, etc.

V. Reflection and action plan

Summing up of the lesson
Giving marks

Homework:
If it is necessary to make a pause between the activities, and if time allows, you can have the pupils do an energising exercise where you think it is appropriate. Ask the pupils to revise at home the two units that they have studied and get prepared for the revision lesson.
The lesson is over. Good bye pupils.

Subject: English
Audience: pupils, grade 1
Theme: Kid’s English. Unit 3 My family. Lesson 1 This is my mother
Key words: this, family, father, mother, brother, sister, baby, red, yellow, green
Time: 45 minutes

Lesson plan worked out by: ____________________________
Date of preparing lessons: ____________
Work place: _______ school №________

Plan of the lesson:
I. Introduction ____________ min
II. Reflection and assessment ____________ min
III. New theme: ____________ min
IV. Consolidation of the lesson: ____________ min
V. Reflection and action plan ____________ min

Unit 3 My family. Lesson 1 This is my mother

Aims of the lesson:
Educational aim: - to learn how to ask and answer questions
Educative aim: - to raise awareness of the family members and colours;
- raise awareness of the pronunciation of the sound []
Developing aim - to enable pupils to ask and answer questions
- to enable pupils to say family members and colours

The demand of the state educational standard: get the level A1

Type of the lesson: visual
Method: interactive teaching method
Equipment: Textbook, the DVD of the book, puppets; colour flashcards
Form: listening, speaking, acting

Learning outcomes:
By the end of the lesson, pupils will be able to:
- ask and answer the question learnt in previous lessons in small situations;
- name family members;
- name three main colours (red, yellow, green);
- pronounce the sound []

I. Introduction:
to make pupils feel themselves comfortable and interested at the lesson.
- Good morning, pupils!
- I’m glad to see you.

II. Reflection and assessment.
- Good morning, pupils!
- I’m glad to see you.

If it is necessary to make a pause between the activities, and if time allows, you can have the pupils do an energising exercise where you think it is appropriate. Ask the pupils to revise at home the two units that they have studied and get prepared for the revision lesson.

III. Procedure of a new lesson.
Activity 1 Listen and sing.
Objective: to sing the song
Look at Unit 1, Lesson1, Activity 2 for the instructions.
Tapescript:
Hello. Hello.
What’s your name? (3 times)
Hello. Hello.
What's your name?
My name is Peter/Sally.

Activity 2 Play “What’s your name?”
Objective: to consolidate the language material of the previous units
Ask the pupils to imagine that the puppet Zumrad begins to study in their class. Choose a girl among your pupils to perform the role of Zumrad. The other pupils in the class begin to ask her the following questions:
- What is your name?
- How old are you?
- Where do you live?
- How are you?

You may repeat this game in the next lessons whenever you want and you are free to choose any pupil among the class as a “newcomer”. This is especially recommended for weaker classes as they need more time to learn sentences.

Activity 3 Look and listen.
Objective: to introduce new words by means of a poem
STEP 1: Tell the pupils that Zumrad wants to introduce her family to the class. As she is a puppet, her family members are puppets as well.
Ask the pupils to look at the palm with finger puppets. The thumb is Zumrad’s daddy, the index finger is her mum, the middle finger is her brother, the ring finger is her sister and the little finger is the baby.

STEP 2: Then read the poem for pupils to listen. Then ask the pupils to repeat the poem line by line all together.

It is not necessary to learn the poem by heart all at once. It only serves for introducing the new words. The pupils can memorise this poem gradually as it can be repeated during the whole unit.

Do not forget to praise earnest pupils. Compare who says the words better and more correctly. Let the process of speaking in a foreign language give pupils pleasure and satisfaction. But if someone is the first to learn it by heart, it is necessary to listen to and praise him/her.

Poem:
This is my father.
This is my mother.
This is my brother tall. (at this moment all should stand up and sit down again since the
This is my sister. brother is tall)
This is a baby.
How I love them all.

Activity 4 Look and say.
Objective: to consolidate the new words
to practice pronouncing the sound [ι]
At first have the pupils practise the sound [ι] in the words “father”, “mother” and “brother” after you in chorus and individually.

Then, in order to consolidate the new material you can ask the pupils to say the words on pictures or on fingers randomly. Show a number of pictures, the pupils say the word on it at first in chorus and then individually. The pupils are not required to give a full answer at this stage as “This is my mother”. It is enough to say one word, for example “mother”.

Then again repeat the entire poem. During the activity tell the pupils the meaning of the word “family”. After practising the pronunciation of the new words and consolidating them, ask the pupils to help Zumrad to name her family.

Now you can practise the pronunciation of all sentences line by line, at first in chorus, then individually.

This is a father.
This is a mother.
This is a brother.
This is a sister.
If there are strong pupils in the class, you can suggest them play Zumrad’s role and name the members of their family.

**Activity 5 Look and do.**
**Objective:** to do physical exercise and energise the pupils with the numbers 1-10 and 10-1

Look at Unit 1, Lesson 2, Activity 4 for instructions.
While counting from 1 to 10, the pupils develop automatic memorization of numbers one after another. Therefore, ask the pupils to learn to count from 1 to 10 and backwards from 10 to 1. You need to reverse your hand movements accordingly. Say the numbers with a clear, loud voice so that the pupils will start to count with you.

**IV. Consolidation of the lesson.**
**Activity 6 Look, listen and repeat.**
**Objective:** to practise saying the colours

From this lesson on the pupils are gradually familiarised with colours. At this lesson you will start to introduce the main colours to the pupils; they are red, yellow and green. These colours will be repeated at the subsequent lessons where one more colour will simultaneously be introduced in addition to them. The work on colours should be carried out in parallel with the main theme. In such a way colours will gradually be entered into the basic structures. Colours will appear in structures for the first time in the second quarter, in Unit 5. By this time the pupils will step by step memorise many colours and the pupils will have chance to build more difficult structures of type “I’ve got a red ball” easier.

It is possible to use colour flashcards, crayons or other subjects for introducing these colours. At first one colour, red is introduced. The pupils study this colour in chorus and say it individually. In this way other colours are also introduced. Then you may show multi-coloured flashcards randomly and the pupils repeat them again in chorus.

You can also teach the colours by using the DVD animation for the current activity in the same way. When the streetlight flashes colours, say them and ask the pupils to repeat them between the pauses. After that, the pupils will have to say the colours between the pauses of the streetlight themselves.

**Optional Activity 7 Look, listen and point.**
**Objective:** to practise more saying the colours

Explain to the pupils that now you want to check how much they have remembered these colours. Say that now you will name a colour but not show a flashcard. The pupils should understand the colour on hearing, find an object of this colour and point to it. It can be clothes, a picture in the class, etc. It is clear that the pupils should stand up and move around during this game.

**V. Reflection and action plan**
**Summing up of the lesson**
**Giving marks**
**Homework:**
Explain to the pupils that they should colour the pictures on the right hand page according to their natural colours and remember the names of the colours they learnt during the lesson. The lesson is over. Good bye pupils
Lesson plan worked out by: ________________________________
Date of preparing lessons: _______ _______ _______ _______
Work place: __________ _______ _______ _______ _______ school №

Plan of the lesson:

I. Introduction __________ min
II. Reflection and assessment __________ min
III. New theme: __________ min
IV. Consolidation of the lesson: __________ min
V. Reflection and action plan __________ min

Unit 3 My Family. Lesson 2 I've got a sister

Aims of the lesson:
Educational aim: - to learn how to say colours
Educative aim: - to raise awareness of the family members, colours and gender category;
- raise awareness of the pronunciation of the sounds [θ] and [ðθ].
Developing aim: - to enable pupils to say family members and colours

The demand of the state educational standard: get the level A1

Type of the lesson: visual
Method: interactive teaching method
Equipment: Textbook, the DVD of the book, puppets, colour flashcards; flashcards with Zumrad and Jasur’s family

Form: listening, speaking, acting

Learning outcomes: By the end of the lesson, pupils will be able to:
- ask and answer the question learnt in previous lessons;
- name family members;
- name five main colours (red, yellow, green, blue, pink);
- pronounce the sounds [θ] and [ðθ].

I. Introduction:
to make pupils feel themselves comfortable and interested at the lesson.
- Good morning, pupils!
- I’m glad to see you.

II. Reflection and assessment.

Explain to the pupils that they should colour the pictures on the right hand page according to their natural colours and remember the names of the colours they learnt during the lesson.

III. Procedure of a new lesson.
Activity 1 Listen and sing.
Objective: to sing the song

Look at Unit 1, Lesson 1, Activity 2 for the instructions.

Activity 2 Play “His Name Is”.
Objectives: to introduce the possessive pronouns “her/his”
to practise the pronunciation of the sound [ðθ]

STEP 1: Explain to the pupils that they will remember two small words and then they can play a game. Therefore, they should listen and understand the meaning of these two words.

At first have the pupils repeat the word “his” after you and then the word “her” paying a particular attention to the sound [ðθ]. Have the pupils repeat the sound [ðθ] in chorus and individually.
STEP 2: Further you need to show a puppet or flashcard Zumrad and say ‘Her name is Zumrad’. Then show Jasur and say ‘His name is Jasur’. Further show a girl and a boy from the class and say ‘Her name is …’ or ‘His name is…’ accordingly.

Then you should clarify what these two words mean in the pupils’ mother tongue. For consolidation suggest the pupils say the word ‘his’ when you will name a boy from the class or the word ‘her’ when you name a girl. At first slowly and then quickly name the pupils from the class, the pupils should say ‘his’ or ‘her’. It is especially important for the Uzbek children because in Uzbek grammar there is no gender category in the 3rd person singular.

STEP 3: Further suggest the pupils tell ‘His name is …’, or ‘Her name is …’ about the pupils when you point to a pupil silently. S/he stands up and all the pupils repeat his/her name in chorus after you: ‘His name is Ruslan’. ‘Her name is Guzal’.

Activity 3 Watch and do.
Objective: to do physical exercise and energise the pupils with the numbers 1-10 and 10-1

Look at Unit 1, Lesson 2, Activity 4 for instructions.

While counting from 1 to 10, the pupils develop automatic memorization of numbers one after another. Therefore, ask the pupils to learn to count from 1 to 10 and backwards from 10 to 1. You need to reverse your hand movements accordingly. Say the numbers with a clear, loud voice so that the pupils will start to count with you.

Activity 4a Look and say.
Objectives: to introduce the structure “I’ve got a …”

to practise the pronunciation of the sound [ə]

Say that Jasur loves his family very much and suggest the pupils learn how to speak about the family together with him. Now he wants to tell that he has a mum and a dad, and also a brother and a sister.

After that, have the pupils practise the sound [ə] in the structure “I’ve got …”. Then ask them to repeat the following sentences after you systematically: in chorus and individually.

I’ve got a father.
I’ve got a mother.
I’ve got a brother.
I’ve got a sister.

Activity 4b Watch and repeat.
Objective: to consolidate the structures “I’ve got a …” and “His/her name is …”

Play the DVD. Explain that Zumrad and Jasur want to tell what their parent’s names are. Show the flashcards where Zumrad and Jasur’s family are drawn as well.

Tapescript:
Zumrad: I’ve got a father. His name is Farid.
Jasur: I’ve got a mother. Her name is Shahnoza.

All the sentences are practised as usual. At first in chorus, and then individually. The pupils may use the names of their parents if they want.

Activity 4c Show and say.
Objective: to consolidate the structures “I’ve got a …” and “His/her name is …”

Suggest individual pupils tell about their mum or dad according to their will.

I’ve got a father. His name is …
I’ve got a mother. Her name is …

Remember that the pupils need your constant prompt and praising.

IV. Consolidation of the lesson.
Activity 5 Watch and repeat.
Objective: to revise and introduce new colours

At first, revise the learnt colours with pupils and then teach blue and pink colours. Play the DVD song, ask the pupils to watch and repeat it.
**Tapescript:**
Red and yellow, green and blue
Green and blue
Green and blue
Red and yellow, green and blue
Green and blue and pink.

**Optional Activity 6 Play “Is it pink?”**
**Objective: to consolidate the new colours**
Explain that the leader comes to the blackboard and hides a colour flashcard. The rest of the pupils ask questions like “Is it pink?”, etc. until they guess the colour. The one who guessed right becomes the leader.

**V. Reflection and action plan**
**Summing up of the lesson**
**Giving marks**

**Homework:**
Explain to the pupils that they should colour the first picture on the right hand page according to their natural colours and remember the names of the colours they learnt during the lesson.
The lesson is over. Good bye pupils.
Unit 3 My Family. Lesson 3 My sister is little.

Aims of the lesson:
Educational aim: - to learn how to say colours;
- to learn how to ask and answer the question “What’s his/her name?”

Educative aim: - to raise awareness of the family members, colours and gender category;
- raise awareness of the pronunciation of the sounds [θ] and [ð].

Developing aim - to enable pupils to introduce family members

The demand of the state educational standard: get the level A1

Type of the lesson: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets.

Form: listening, speaking, acting

Learning outcomes: By the end of the lesson, pupils will be able to:
- ask and answer the question “What’s his/her name?”;
- introduce family members;
- name five main colours (red, yellow, green, blue, pink);
- pronounce the sounds [θ] and [ð].

I. Introduction:
to make pupils feel themselves comfortable and interested at the lesson.
- Good morning, pupils!
- I’m glad to see you.

II. Reflection and assessment.
Explain to the pupils that they should colour the first picture on the right hand page according to their natural colours and remember the names of the colours they learnt during the lesson.

III. Procedure of a new lesson.
Activity 1 Listen and sing.
Objective: to sing the song
Look at Unit 1, Lesson 1, Activity 2 for the instructions.

Activity 2 Play “What’s his name?”.
Objective: to introduce the question “What’s her/his name?”
STEP 1: Say that the pupils will play a game. Then play the DVD and ask the pupils to watch it carefully.
STEP 2: Now ask the pupils to play. For this you need to appoint the leader. S/he stands with his back to the class.
Then call up the other pupil silently. S/he should touch the back of the leader and take his/her seat silently.
The leader turns to the class and the class repeats after you ‘What is her name?’ or ‘What is her name?’ in chorus.

The leader should guess who has touched him/her, and answer ‘Her/his name is ...’. The class answer ‘Yes’ or ‘No’.

**Activity 3 Show and say.**

**Objective: to consolidate the learnt structures**

At first, take one of your pupils’ family picture and ask him/her to tell the class about his/her family. Remind him/her the construction “I’ve got a father. His name is ...” if necessary.

Further, ask the pupils to introduce their family using the homework. Each pupil is free to choose about whom s/he should speak. You can also ask: ‘And who wants to speak about his/her mum?’ etc.

It is necessary to encourage the pupils to speak actively. In addition, you need to prompt words if your pupils have forgotten them.

I’ve got a father. His name is ....
I’ve got a mother. Her name is ....
I’ve got a brother. His name is ...
I’ve got a sister. Her name is ...

**Activity 4 Look, listen and repeat.**

**Objectives: to introduce new words and consolidate the learnt structures to practise the pronunciation of the sounds [θ] and [z]**

**STEP 1:** Explain that Zumrad has got a brother and a sister. Ask the pupils to look at the picture. Say that her brother is her senior and he is big. Her sister is her junior and she is little.

Then introduce the words “big” and “little”. Work on the pronunciation of these words and then have the pupils repeat the both the words and sounds [θ] and [z] after you in chorus and individually. While introducing the words, it is necessary for you to explain the word “big” by putting your hands up over your head and “small” by putting your hands low over the ground. After that, suggest the pupils speak about Zumrad’s brother and sister together with her:

My brother is big.
My sister is little.

**STEP 2:** Play the DVD. Practise the sentences in a usual way.

**Tapescript:**

Zumrad: I’ve got a brother. My brother is big.
Jasur: I’ve got a sister. My sister is little.

**STEP 3:** Finally, ask individual pupils who have sisters or brothers to tell the class about them.

**Activity 5 Listen and sing.**

**Objective: to consolidate the colours**

Ask the pupils to listen to the song about colours again and sing it all together.

Look at Unit 3, Lesson 2, Activity 3 for the Tapescript.

**IV. Consolidation of the lesson.**

**Optional Activity 6 Play “Find the colour”**

**Objective: to consolidate the colours**

Choose a leader. He/she comes to the blackboard.

A pupil or you say a colour. The leader should find this colour in the class and show it quickly until the class finishes counting 1 2 3 4 5. The colours can be in drawings in the class, clothes, etc. When the first leader finishes, choose another leader to continue the game.

**V. Reflection and action plan**

Summing up of the lesson.

Giving marks

**Homework:**

Explain to the pupils that they should colour the first picture on the right hand page according to their natural colours and remember the names of the colours they learnt during the lesson. Ask them to say for a chick and a small frog: “This is my mother.”

The lesson is over. Good bye pupils.
Unit 3 My Family. Lesson 4 Let’s play!

Aims of the lesson:
Educational aim: - to learn how to say colours;
- to learn how to introduce people
Educative aim: - to raise awareness of the family members, colours and gender category.
Developing aim: - to enable pupils to use the structures learnt in previous lessons

The demand of the state educational standard: get the level A1

Type of the lesson: visual

Method: interactive teaching method
Equipment: Textbook, the DVD of the book, puppets.

Form: listening, speaking, acting

Learning outcomes: By the end of the lesson, pupils will be able to use the structures learnt in previous lessons.

I. Introduction:
to make pupils feel themselves comfortable and interested at the lesson.
- Good morning, pupils!
- I’m glad to see you.

II. Reflection and assessment.
Explain to the pupils that they should colour the first picture on the right hand page according to their natural colours and remember the names of the colours they learnt during the lesson. Ask them to say for a chick and a small frog: “This is my mother.”

Poem:
Good morning, good morning
Good morning to you
Good morning, good morning
I’m glad to see you.

III. Procedure of a new lesson.
Activity 1 Listen and sing.
Objective: to sing the song
Look at Unit 1, Lesson 1, Activity 2 for the instructions.

Activity 2 Play “Funny Race”.
Objective: to recycle numbers, school things, colours
Divide the blackboard into 3 parts (categories). In the first part write numbers, in the second put pictures of school things and in the third part colours. Divide the class into 2 teams. There are tasks for each team in the categories. Teams should choose a category and a task. The team which performs all the tasks fast and correctly will be winner.

Activity 3 Play “My name’s Jasur”.
Objective: to consolidate the learnt structures
Choose some pupils among the class who will represent Jasur’s family members. Choose Jasur among them, who speaks about his family and shows them. The pupils should think of names for Jasur’s family members.

I’ve got a father. His name’s …
I’ve got a mother. Her name’s …
I’ve got a brother. His name’s … He’s big.
I’ve got a brother. His name’s … He’s little.
I’ve got a sister. Her name’s … She’s little.

Jasur has got 2 brothers in his family. Therefore, at first he shows one of his brothers and speaks about him, and then shows and speaks about other brother.

IV. Consolidation of the lesson.
Optional Activity 4 Sing a song.
Objective: to consolidate the colours

STEP 1: At first play the DVD and ask the pupils to watch the animation.
STEP 2: Sing the song about colours, but this time it is possible to rearrange the colours in the other way. For example:

Pink and blue, red and green
red and green
red and green
Pink and blue, red and green
red and green
and yellow.

OPTION: If time allows play the game “Good morning. Good bye”. Look at Unit 1, Lesson 2, Activity 1 for the rules of the game.

V. Reflection and action plan
Summing up of the lesson
Giving marks

Homework:

Explain to the pupils that at home they should colour the picture on the right hand page remembering and using the colours they have learnt in previous lessons.
The lesson is over. Good bye pupils.
Subject: English
Audience: pupils, grade 1
Theme: Kid’s English. Unit 4 My friend. Lesson 1 I am a boy.
Key words: Boy, girl: I’m a boy/girl;
Black, brown;
Mr, Miss
Time: 45 minutes
Lesson plan worked out by: ______________________________
Date of preparing lessons: _______ _______ _______ _______ 
Work place: Kokand city school №

Plan of the lesson:
I. Introduction __________ minutes
II. Reflection and assessment __________ minutes
III. Procedure of a new lesson: __________ minutes
IV. Consolidation of the lesson: __________ minutes
V. Reflection and action plan __________ minutes

Unit 4 My friend. Lesson 1 I am a boy.

Aims of the lesson:
Educational aim: - to learn how to speak about oneself
Educative aim: - to raise awareness of the ways of titling the men and women;
- raise awareness of the pronunciation of the sounds [θ θ] and [ʃ ʃ].
Developing aim
The demand of the state educational standard: get the level A1
Type of the lesson: visual
Method: interactive teaching method
Equipment: Textbook, the DVD of the book, puppets.
Form: listening, speaking, acting
Learning outcomes:
By the end of the lesson, pupils will be able to:
- speak about themselves
- name seven main colours (red, yellow, green, pink, blue, black, brown);
- pronounce the sounds [θ θ] and [ʃ ʃ].

I. Introduction:
to make pupils feel themselves comfortable and interested at the lesson.
- Good morning, pupils!
- I’m glad to see you.

II. Reflection and assessment.
- Good morning, pupils!
- I’m glad to see you.

Explain to the pupils that at home they should colour the picture on the right hand page remembering and using the colours they have learnt in previous lessons.

III. Procedure of a new lesson.
Activity 1 Listen and sing.
Objective: to sing the song
Play the DVD. Ask the pupils to listen to the following song. Then tell them the meaning of the song. After that, you can play the DVD for the second time for the pupils to sing it.

Tapescript:
Rain, rain, go away.
Come again another day.
Little Betsy
Wants to play.

Activity 2 Play “What’s your name?”
Objective: to consolidate the language material of the previous units
Look at Unit 3, Lesson 1, Activity 2 for the instructions.
This time invite new pupils.

**Activity 3 Look and listen.**

**Objectives:** to introduce new words and structures, to practise the pronunciation of the sounds [ɔː] and [əʊ]

**STEP 1:** Say that the pupils will play now, but, before they start the game, they should learn 2 more words: “boy” and “girl”. Ask the pupils to look at the pictures. Say that Buratino must say ‘I’m a boy’ and Malvina must say ‘I’m a girl’. Then play the DVD, Animation 1. After that, work on the pronunciation of these words and then have the pupils repeat both of the words and sounds [ɔː] and [əʊ] after you in chorus and individually.

**STEP 2:** According to the rules of the game, you must throw a ball to a pupil who should say “I am a boy” or “I am a girl”. That pupil then must throw a ball to the next pupil whoever he may choose, etc.

**Activity 4 Look and say.**

**Objective:** to teach how to speak monologue about oneself

Say that the pupils can already speak much about themselves. Thus ask the pupils to remember the following questions:

- What’s your name?
- How old are you?
- Where do you live?
- How are you?

Ask the pupils to watch the DVD with Buratino talking about himself (Animation 2). Now explain that all the questions are asked one after another and it is necessary to answer them in the same order too. Here you need to give an example by choosing a pupil and showing what and how he can tell about himself/herself.

For example, choose a girl. Stand by her and prompt that she should say:

- I am a girl.
- My name is Malika.
- I am seven.
- I live in Tashkent.
- I am good.

For consolidation it is possible to repeat the example with a boy as well.

Then ask the pupils if there are volunteers who want to speak about themselves on behalf of Jasur and Zumrad. The volunteer pupils put puppets on their fingers and tell the class about themselves according to the plan. If anybody wants to speak about themselves, it is necessary to encourage and help them.

**Activity 5 Look and do.**

**Objective:** to do physical exercise and energise the pupils with the numbers 1-10 and 10-1

Look at Unit 1, Lesson 2, Activity 4 for instructions.

While counting from 1 to 10, the pupils develop automatic memorization of numbers one after another. Therefore, ask the pupils to learn to count from 1 to 10 and backwards from 10 to 1. You need to reverse your hand movements accordingly. Say the numbers with a clear, loud voice so that the pupils will start to count with you.

**Activity 6 Look, point and say.**

**Objectives:** to introduce more colours (black and brown), to introduce titles for men and women

Explain that in England there are often surnames which mean colours. The most popular of them are “Mr Black” and “Mr Brown”. Then ask the pupils to look at the pictures of dolls. Also explain that it is accepted to name men as “Mr” and girls as “Miss”.

After that at first you need to teach how to pronounce the new colours and then ask about the other colours which they have already learned. Which of them can be a man, and which a girl. For example: Miss Green, Miss Yellow, etc.

Thus they repeat the learnt colours.
IV. Consolidation of the lesson.

Optional Activity 7 Look and point.

Objectives: to consolidate the new material

Ask the pupils to work in pairs. One of them shows the dolls in Activity 5 and the other one says “Mr Black”, “Mr Brown”, “Miss Green” and “Miss Yellow”.

V. Reflection and action plan

Summing up of the lesson

Giving marks

Homework:

Explain to the pupils that at home they should remember the 7 colours (red, yellow, green, blue, pink, black, brown) they learnt during the previous lessons and then try to use these colours while painting the pictures on the right hand page.

The lesson is over. Good bye pupils
Unit 4 My friend. Lesson 2 I’ve got a friend.

Aims of the lesson:
Educational aim: - to learn how to speak about a friend
Educative aim: - to raise awareness of the ways of speaking about a friend;
- raise awareness of the pronunciation of the sound [].
Developing aim - to enable pupils to speak about a friend and colours

The demand of the state educational standard: get the level A1

Type of the lesson: visual

Method: interactive teaching method
Equipment: Textbook, the DVD of the book, puppets, crayons, markers, colour flashcards.

Form: listening, speaking, acting

Learning outcomes: By the end of the lesson, pupils will be able to:
- speak about their friends
- name nine main colours (red, yellow, green, pink, blue, black, brown, purple, white);
- pronounce the sound [].

I. Introduction:
to make pupils feel themselves comfortable and interested at the lesson.
- Good morning, pupils!
- I’m glad to see you.

II. Reflection and assessment.
Explain to the pupils that at home they should remember the 7 colours (red, yellow, green, blue, pink, black, brown) they learnt during the previous lessons and then try to use these colours while painting the pictures on the right hand page.

III. Procedure of a new lesson.
Activity 1 Listen and sing.
Objective: to sing the song
Look at Unit 4, Lesson1, Activity 1 for the tapescript.
This time the pupils can sing the song changing the name with their names.

Activity 2 Play “Ask and Answer”.
Objective: to introduce the new structure
Say that your pupils are able to speak about themselves who they are: a boy or a girl. However, they should learn how to name each other as well. For this purpose it is necessary for them to learn two small words: “she” and “he”.
Then work on their pronunciation of the sound [ ] in “she” and the word “he” in chorus and individually.
After that the pupils can practise them in chains: I am a girl. She is a girl. I am a boy.
See the instructions in the Introduction (the section 7) for how to organise the chain drill activities.
Activity 3 Look and say.
Objective: to learn how to introduce a friend
   STEP 1: Ask the pupils to look at the picture and say that they will play a game. Then ask
the pupils to stand in a circle. Throw a ball to a girl and say ‘She’s a girl. Her name’s XXX.’
   STEP 2: Explain that it is possible to speak about a friend in this way as well. For example,
Zumrad can speak about Jasur like: ‘I’ve got a friend. He is a boy. His name is Jasur’.
   Further ask the pupils to translate Zumrad’s words into their mother tongue. After that,
work on the pronunciation of all the sentences in chorus and individually.
   When you have finished with the pronunciation, ask the pupils to help Jasur speak about
Zumrad. Help your pupils do it in such a way: ‘I’ve got a friend. She is a girl. Her name is
Zumrad’.
   After that, work on the pronunciation of all the sentences in chorus and individually.
   Then interested pupils can speak about their friends.

Activity 4 Look and do.
Objective: to do physical exercise and energise the pupils with the numbers 1-10 and
10-1
   Look at Unit 1, Lesson 2, Activity 4 for instructions.
   While counting from 1 to 10, the pupils develop automatic memorization of numbers one
after another. Therefore, ask the pupils to learn to count from 1 to 10 and backwards from 10 to
1. You need to reverse your hand movements accordingly. Say the numbers with a clear, loud
voice so that the pupils will start to count with you.

Activity 5 Look, listen and repeat.
Objective: to introduce two more colours (purple and white)
   Say that purple and white are two unusual colours. Ask if anybody likes these colours or
what can be these colours, for example clothes or objects. Then work on their pronunciation.
   After that take crayons, markers or colour flashcards and say: ‘red, yellow, green, blue, pink,
brown, black, white, purple’. The pupils repeat after you.

IV. Consolidation of the lesson.
Optional Activity 6 Play “Run and Take”.
Objective: to consolidate colours
   Put colour markers (9 colours) on the table. You will say a colour which a leader must find
among the markers, take it and say the colour.

V. Reflection and action plan
Summing up of the lesson
Giving marks
Homework:
   Explain to the pupils that at home they should remember the 9 colours (red, yellow, green,
blue, pink, black, brown, white, purple) they learnt during the previous lessons and then try to
use these colours while painting the picture on the right hand page.
The lesson is over. Good bye pupils.
Subject: English
Audience: pupils, grade 1
Theme: Kid's English. Unit 4 My friend. Lesson 3 He is seven.
Key words: revising the learn vocabulary; orange, grey.
Time: 45 minutes
Lesson plan worked out by: __________________________
Date of preparing lessons: ________    ________    ________    ________
Work place: Kokand city school №

Plan of the lesson:

I. Introduction: ________ minutes
II. Reflection and assessment: ________ minutes
III. Procedure of a new lesson: ________ minutes
IV. Consolidation of the lesson: ________ minutes
V. Reflection and action plan: ________ minutes

Unit 4 My friend. Lesson 3 He is seven.

Aims of the lesson:
Educational aim: - to learn how to speak about a friend
Educative aim: - to raise awareness of the ways of speaking about a friend
Developing aim: - to enable pupils to speak about a friend and colours

The demand of the state educational standard: get the level A1

Type of the lesson: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, crayons, markers, colour flashcards.

Form: listening, speaking, acting

Learning outcomes: By the end of the lesson, pupils will be able to:
- speak about their friends
- name 11 colours (red, yellow, green, pink, blue, black, brown, purple, white, orange, grey).

I. Introduction:
to make pupils feel themselves comfortable and interested at the lesson.
- Good morning, pupils!
- I'm glad to see you.

II. Reflection and assessment.
Explain to the pupils that at home they should remember the 9 colours (red, yellow, green, blue, pink, black, brown, white, purple) they learnt during the previous lessons and then try to use these colours while painting the picture on the right hand page.

III. Procedure of a new lesson.
Activity 1 Listen and sing.
Objective: to sing the song
STEP 1: Look at Unit 4, Lesson1, Activity 1 for the taperscript.
STEP 2: Explain that now the pupils listen to the melody of the song and sing the song together with you using the following words.

Poem:
Rain, rain, go away.
Come again another day.
Little friends, little friends,
Little friends want to play.

Activity 2a Look and say.
Objective: to consolidate the learnt structure in previous lessons
This activity serves as a preparatory exercise to the next activity.
Remind the pupils of the plan of saying 5 sentences about themselves (Unit 4, Lesson 1, Activity 4) and explain that it is possible to speak about a friend using the same plan but the sentence about where we live can be dropped. So there will 4 sentences be left about:
1) a boy or a girl;
2) a name;
3) an age;
4) how one feels
You need to show the pupils how to do it in the following way:
1) Invite a pupil and have him/her speak about himself/herself according to the plan above. While he speaks, say sentences about him/her in parallel with his/her words.
It is difficult for the pupils to speak all the sentences at once. Therefore, you must help your pupils both in English and mother tongue.

<table>
<thead>
<tr>
<th>Pupil</th>
<th>You</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am a girl.</td>
<td>She is a girl.</td>
</tr>
<tr>
<td>My name is Malika.</td>
<td>Her name is Malika.</td>
</tr>
<tr>
<td>I am seven.</td>
<td>She is seven.</td>
</tr>
<tr>
<td>I am good.</td>
<td>She is good.</td>
</tr>
</tbody>
</table>

Work on the monologue about a girl and a boy in chorus and individually. After practising all the 4 sentences, add one more sentence “I’ve got a friend”. So there will be 5 sentences again.

I’ve got a friend
He is a boy.
His name is Amir.
He is seven.
He is OK.

Activity 2b Play “I’ve got a friend”.
Objective: to consolidate the learnt structure
Suggest the pupils participate in the competition if they want and speak about a friend.
Explain that the one who can say 5 sentences about a friend will be the winner.

Activity 3 Look and do.
Objective: to do physical exercise and energise the pupils with the numbers 1-10 and 10-1
Look at Unit 1, Lesson 2, Activity 4 for instructions.
While counting from 1 to 10, the pupils develop automatic memorization of numbers one after another. Therefore, ask the pupils to learn to count from 1 to 10 and backwards from 10 to 1. You need to reverse your hand movements accordingly. Say the numbers with a clear, loud voice so that the pupils will start to count with you.

Activity 4 Look and say.
Objective: to introduce new colour (orange, grey)
Ask the pupils to look at the pictures in the textbook. Ask the pupils to say how orange colour is made. Then ask about grey.
There are red and yellow colours which make orange colour, and white and black colours which make grey colour. Ask the pupils what colours make a different colour.
After accepting the correct answers, have the pupils practise the pronunciation of the words “orange” and “grey” in chorus and individually.

IV. Consolidation of the lesson.
Optional Activity 5 Play “Colours”.
Objective: to consolidate all colours
STEP 1: Say the colours in turns and ask the pupils to choose any object in that colour and point or show, e.g. you say ‘Blue’, the pupils show different objects in the picture.
STEP 2: Explain that the pupils will now play the game “Say the Colour” where they revise all the colours (including orange and grey) that they have learned. Then choose a leader. Give him flashcards. He must show the colours when the other pupils begin to say them in turns. If the pupils have difficulty recollecting the colours, you or other pupils should prompt.

V. Reflection and action plan
Summing up of the lesson
Giving marks
Homework:
Explain to the pupils that at home they should remember the 11 colours (red, yellow, green, blue, pink, black, brown, white, purple, orange, grey) they learnt during the previous lessons and then try to use these colours while painting the pictures on the right hand page. After painting the pictures, the pupils must count the objects as shown.
The lesson is over. Good bye pupils

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Xujjatni e-mailingizga yoki telegram orqali olishingiz mumkin.
P.S. Sizning to’lovingiz www.entt.uz loyihasi rivoji uchun sarflanadi.

Narxi: 10000 sum
Unit 4 My friend. Lesson 4 Let’s play!

Aims of the lesson:
Educational aim: - to learn how to speak about people
Educative aim: - to raise awareness of the ways of speaking about people
Developing aim: - to enable pupils to use the structures and vocabulary learnt in previous lessons

The demand of the state educational standard: get the level A1

Type of the lesson: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, crayons, markers, colour flashcards.

Form: listening, speaking, acting

Learning outcomes: By the end of the lesson, pupils will be able to use the structures and vocabulary learnt in previous lessons.

I. Introduction:
to make pupils feel themselves comfortable and interested at the lesson.
- Good morning, pupils!
- I’m glad to see you.

II. Reflection and assessment.
Explain to the pupils that at home they should remember the 11 colours (red, yellow, green, blue, pink, black, brown, white, purple, orange, grey) they learnt during the previous lessons and then try to use these colours while painting the pictures on the right hand page. After painting the pictures, the pupils must count the objects as shown.

Poem:
Good morning, good morning
Good morning to you
Good morning, good morning
I’m glad to see you.

III. Procedure of a new lesson.
Activity 1 Listen and sing.
Objective: to sing the song
Look at Unit 4, Lesson 3, Activity 1 for the instructions.

Activity 2 Look and play “English”.
Objective: to revise all learnt language material
Explain to the pupils that this game is like a conference. So the pupils can say everything that they know in English. The agenda includes:
1) speaking about oneself.
2) speaking about one’s family.
3) speaking about a friend.

IV. Consolidation of the lesson.
Activity 3 Play “Colours”.
Objective: to revise all colours
   Explain to the pupils that you will quickly show a flashcard after a flashcard. The pupils should name the colours as quickly as possible, i.e. they should manage to say the colour before you show another flashcard.
   Each time you play this game choose a colour that the pupils must not say when they see it. Warn them that the one who names the forbidden colour will leave the game.
V. Reflection and action plan
Summing up of the lesson
Giving marks
Homework:
   Explain to the pupils that at home they should colour the picture on the right hand page remembering and using the colours they have learnt in previous lessons.
The lesson is over. Good bye pupils