

# Kids' English



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## **Kids' English**

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## INTRODUCTION

### I What is Kids' English 2 based on?

Kids' English 2 has been created by the initiative of the Resolution No 1875 of the President of the Republic of Uzbekistan on 10 December 2012 "About the measures on further development of foreign language teaching and learning system".

Kids' English 2 is based on the State Educational Standards and syllabus for foreign languages that were developed in February 2013 in accordance with the abovementioned Resolution and in line with the requirements of the CEFR – Common European Framework of Reference for Languages (See Chapter VI for more information).

### II Who are the authors of Kids' English 2?

The team of authors who worked on Kids' English 2 consists of experienced primary, secondary and specialised secondary school teachers, and methodologists from In-Service Teacher Training Institutes.

All of the authors have been trained to create materials which meet the needs of pupils and teachers in Uzbekistan and conform to the national standards laid down for State secondary schools.

### III What does Kids' English 2 consist of?

Kids' English 2 is the second book in a series of books for primary classes (1-4 classes) of English. It consists of a Pupil's Book, Workbook, Multimedia DVD and Teacher's Book, and it provides material for up to 68 hours of study, arranged in a flexible way to cater for faster and slower classes.

#### **KIDS' English 2 Pupil's Book**

The Pupil's Book is divided mainly into 14 units covering 56 lessons and 12 revision lessons. Each lesson of the book is designed for 45 minutes totalling 68 hours of study which are enough for Year 2. Each unit is broken down into 4 lessons. Each lesson of the first 4 units takes up two pages with the exception of 2 revision lessons which are on one page each. Beginning from the second quarter,

i.e. from Unit 5 to Unit 14, each lesson is designed on one page. As regards to the revision lessons, which are now placed after each two units, they include “I can ...” exercises and take up two pages. Parent’s Corner, Grammar Reference and Wordlist are located at the back of the Pupil’s Book.

The units are divided into terms as follows:

*1st TERM (18 hours): 4 units + 2 revision lessons;*

*2nd TERM (14 hours): 3 units + 2 revision lessons, including “I can...” exercises;*

*3rd TERM (20 hours): 4 units + 4 revision lessons, including “I can...” exercises;*

*4th TERM (16 hours): 3 units + 4 revision lessons, including “I can...” exercises.*

In the first four units pupils will learn the ABC. Pupils will learn two letters each lesson. Along with learning the ABC, pupils will revise words and grammar structures from Class 1. Some of the activities for revision are optional. They are for those classes which are stronger or faster. So do not worry if you cannot do all the activities.

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

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

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

Revision lessons are designed for revising the language materials of the preceding units and do not contain new vocabulary or grammar. They are supposed to develop the attained skills through different interesting activities. “I can...” exercises within revision lessons are designed for self-assessment. Pupils can assess their knowledge, i.e. assess how well they learnt during the lessons. Half of these exercises can be done at school and the other half at home as homework. Pupils will do the writing activities in revision les-

sons and “I can...” exercises in a separate copybook as there is no place in the Workbook for them. So we ask the teachers to pay special attention to this organisational moment and ensure that every pupil has such a copybook. The teachers can title this notebook as “Revisions & I can...” or just “Revision exercises” or something they can think of.

Parent’s Corner pages at the back of the textbook are designed for parents to help them to revise the learnt material with their children. They also include tips for parents on how to handle their children’s homework.

Grammar Reference is written in mother tongue and includes all grammar material presented during the lessons. It is designed for both pupils and parents in case they need help on grammar points but not for learning the rules.

Wordlist includes all the vocabulary the pupils learned in Year 1 and the vocabulary they will learn in Year 2. The standard transcription and meanings in mother tongue are provided for each word. Pupils or parents can use this “mini-dictionary” at any time when they need to look up a word.

### **KIDS’ English 2 Workbook**

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

The Workbook is divided mainly into 14 units covering 56 lessons and 6 Progress Checks. Each unit is broken down into 4 lessons. Each lesson of the first 4 units takes up two pages due to the letter writing practice. Beginning from the second quarter, i.e. from Unit 5 to Unit 14, each lesson is designed on one page. The Progress Checks, which are found after Units 4, 6, 8, 10, 12, 14 also take up one page each.

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

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

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

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

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

### **KIDS' English 2 Multimedia DVD**

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

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

### **KIDS' English 2 Teacher's Book**

The Teacher's Book is an essential part of the Kids' English 2 package. Teachers must have and use it in order to conduct their classes effectively. The Teacher's Book contains:

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

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

## IV What is Kids' English 2 Approach?

At the primary level learning another language must be as close to a natural way of learning mother tongue as possible. More than that learning a foreign language in Year 2 is very different from the rest of schooling because during this period children start learning the ABC, reading and writing. If Year 1 children practised the language through actions, role plays, listening to stories, songs, poems and various language games, Year 2 pupils perform it through ABC, reading, writing, listening and speaking accordingly in addition to all those activities used in Year 1. Multi-media technologies play a very important role in achieving the goals.




Kids' English 2 aims to help pupils develop the four Language Skills: listening, speaking, reading and writing. There is an emphasis on teaching Modern English for Communication so special attention is paid to speaking and listening, which in the past have often been neglected. Of course young learners also need a good foundation in Vocabulary, Grammar and Pronunciation so these are also developed systematically. The vocabulary in the textbook has been chosen and organised according to topics, and grammar is learnt as an integral part of communication.

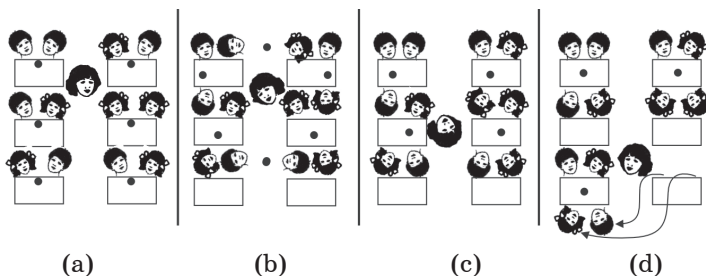
Kids' English 2 encourages a learner-centred approach to teaching. What does this mean? We feel that in the past there has been too much focus on the role of the teacher in the learning process and not enough on the learners themselves. Of course teachers are very important too but research has shown that pupils learn to communicate more effectively if they are given frequent opportunities to practise and experiment with new language. So the learner-centred methodology used in Kids' English 2 aims to put the pupils - the learners - at the centre of most things that happen in the classroom.

For this reason Kids' English 2 contains many activities, exercises and games, which encourage pupils to use the new language naturally through working in pairs or in small groups.

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

### Organising the Learner-Centred Classroom

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



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

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

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

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

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

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

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

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

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

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

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

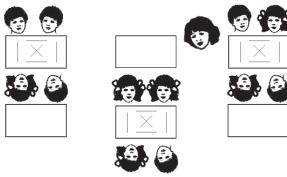
If pupils are asked to speak to each other they usually take turns in speaking rather than communicating naturally. Moreover, the teacher is at hand, listening to everything that is being said.

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

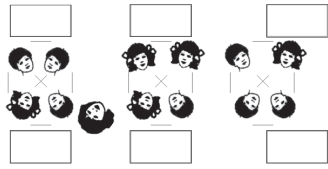


Here we see the type of interaction that is appropriate for the group-work activities in Kids' English.

**A communicative activity in a learner-centred class**



With desks fixed



With desks moved

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

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

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

**Dealing with errors in spoken English**

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

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

## Noise

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

## Using Mother Tongue

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

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

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

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

### Principle 1 Immersion

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

### Principle 2 Listening precedes speaking

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

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

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

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

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

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

### **Principle 4 Constructing reality**

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

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

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

## **VI What is the Common European Framework of Reference for Languages?**

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment, abbreviated as CEFR, is a guideline used to describe achievements of learners of foreign languages

across Europe and, increasingly, in other countries. Its main aim is to provide a method of learning, teaching and assessing which applies to all languages in Europe. The six reference levels (see below) are becoming widely accepted as the European standard for grading an individual's language proficiency.

### **Theoretical background**

The CEFR adopts an action-oriented approach that regards language users as social agents who develop *general* and *particular communicative competences* while trying to achieve their everyday goals.

The CEFR divides general competences in *knowledge* (Descriptive knowledge), *skills*, and *existential competence* with particular communicative competences in *linguistic competence*, *sociolinguistic competence*, and *pragmatic competence*. This division does not exactly match previously well-known notions of *communicative competence*, but correspondences among them can be made.

General and particular communicative competences are developed by producing or receiving texts in various contexts under various conditions and constraints. These contexts correspond to various sectors of social life that the CEFR calls domains. Four broad domains are distinguished: educational, occupational, public, and personal.

A language user can develop various degrees of competence in each of these domains and to help describe them the CEFR has provided a set of *Common Reference Levels*.

### **Common reference levels**

Common reference levels

The Common European Framework divides learners into three broad divisions that can be divided into six levels:

A Basic User:

**A1** Breakthrough or beginner

**A2** Waystage or elementary

B Independent User:

**B1** Threshold or intermediate

**B2** Vantage or upper intermediate

C Proficient User:

**C1** Effective Operational Proficiency or advanced

**C2** Mastery or proficiency

The CEFR describes what a learner is supposed to be able to do in reading, listening, speaking and writing at each level.

These descriptors can apply to any of the languages spoken in Europe, and there are translations in many languages.

Level group	A (Basic User)			B (Independent User)		C (Proficient User)	
	A1	A2	B1	B2	C1	C2	
Level name	<b>Breakthrough or beginner</b>	<b>Waystage or elementary</b>	<b>Threshold or intermediate</b>	<b>Vantage or upper intermediate</b>	<b>Effective Operational Proficiency or advanced</b>	<b>Mastery or proficiency</b>	
Description	<ul style="list-style-type: none"> <li>- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.</li> <li>- Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.</li> <li>- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</li> </ul>	<ul style="list-style-type: none"> <li>- Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).</li> <li>- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.</li> <li>- Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</li> </ul>	<ul style="list-style-type: none"> <li>- Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.</li> <li>- Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.</li> <li>- Can produce simple connected text on topics that are familiar or of personal interest.</li> <li>- Can describe experiences and events, dreams, hopes &amp; ambitions and briefly give reasons and explanations for opinions and plans.</li> </ul>	<ul style="list-style-type: none"> <li>- Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.</li> <li>- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.</li> <li>- Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</li> </ul>	<ul style="list-style-type: none"> <li>- Can understand a wide range of demanding, longer texts, and recognise implicit meaning.</li> <li>- Can express ideas fluently and spontaneously without much obvious searching for expressions.</li> <li>- Can use language flexibly and effectively for social, academic and professional purposes.</li> <li>- Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.</li> </ul>	<ul style="list-style-type: none"> <li>- Can understand with ease virtually everything heard or read.</li> <li>- Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.</li> <li>- Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.</li> </ul>	

## VII What are Kids' English 2 Key Features?

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

They focus on the new vocabulary, phrases or grammar structure to be introduced in the lesson. They are designed to help teachers to understand what the lesson will be about.

Where possible the title includes the vocabulary or language point of the lesson. They are designed to help pupils to understand what the lesson will be about, and to remember it.

### **Use of pictures**

In Kids' English 2 all pictures serve a language learning function. There are no pictures just for decoration. The pictures must be used actively during the lessons both by teachers and pupils. Misusing or neglecting the pictures will reduce the effectiveness of teaching and learning.

### **Songs**

At this age songs are a very effective way or means of learning English. They help them memorise the vocabulary or structures very easily although they just start learning how to read or write. For this reason most of the lessons in Kids' English start with songs where pupils sing and at the same time learn. Topical songs can be met nearly in all lessons through the Pupil's Book. First pupils listen to a song. During the two next lessons pupils listen and repeat the same song. In the final (the 4th) lesson pupils will sing the song themselves.

**NOTE:** Don't worry if the pupils cannot sing the whole song. It's OK if they sing some lines or even just some words.

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

Look /watch and do activities are carried out through imitating the teacher's actions or watching the videos in the DVD. It is really useful both for the teacher and the pupils to watch the videos in the DVD before doing such activities because they will help them understand and perform the activity correctly.

### **Matching activities**

In this kind of activities pupils match the pictures and the new words by guessing the meaning. When they finish they should check their answers with you or with their partners to find out whether they guessed right or wrong. This activity is much more fun than the traditional method in which the teacher gives the meaning of the new words. It also helps to develop the pupils'

cognitive skills. e.g. by comparing the English word to any other languages they know and seeing if they can find the meaning in this way. Using one language to learn another is an important skill in foreign language learning. (It doesn't matter if your pupils can't guess, or guess wrong. You will tell them the meaning of words if necessary.)

### **Listen and repeat**

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

### **Chain Drill**

This activity is used frequently. Chain Drills are a good way of dealing with new material. Chain Drills give every pupil a chance to practise the new language or structure. They can be done very quickly.

Chain Drills are a class activity. The teacher introduces the new material. For example: *I like apples*. The teacher practises this with one pupil. S/he says *I like apples. What about you? or And you?* The pupil answers for him/herself and asks the question (*What about you? or And you?*). The teacher answers for him/herself and practises this structure with this pupil again, the other pupils watch and listen to him/her. After that the teacher can ask the pupils to do the same procedure like this:

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

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

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

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

### **Point and Say**

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

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

## Games

Game activities are used in Kids' English 2 for three purposes: to warm up the class at the beginning of the lesson, to practise language or a structure which is being studied in the lesson and to recycle the learnt material. These activities make lessons interesting and fun and often also offer the opportunity to drill language thoroughly. They increase the pupils' interest and encourage them to learn more.

## Drawing

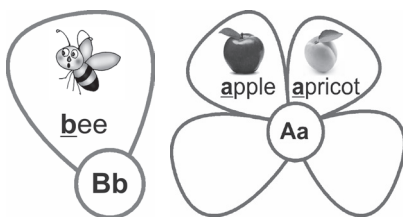
Some activities in the book require pupils to draw or colour. We have noticed that most pupils of this age do it willingly as it adds fun and variety to a lesson. If however some pupils are reluctant, you should explain that it is not necessary to be a good artist to make quick, simple drawings. When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

## Pronunciation

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

We also found it best to start introducing the English sounds from the very first lesson when they begin to learn the letters. For example, when they learn the letter A, they are introduced only the sounds [æ] and [eɪ]. It is not recommended to introduce transcription to pupils.

You are recommended to make a pronunciation poster with the letters and pictures like the ones below. Sometimes they can be complete, for example for the letter B, because the letter B does not give more than one sound, and sometimes they may be incomplete, for example for the letter A in the first lesson, because the letter A gives different sounds in different situations. So whenever the other reading rules are introduced, you can complete them.



You can find detailed information on how to introduce the sounds/symbols in the Teacher's guide in a relevant activity.

## Reading

This year the pupils start learning the ABC, the sounds and read-



ing. Please, note that we do not teach them reading rules but give them activities where they can understand how to blend sounds and read the words. In the table below you can find activities for developing reading skills. You can use them where appropriate in order to help the pupils to start reading in English. For the first three lessons there are no reading tasks. So you can start giving reading tasks from the 4th lesson of the first unit.

We also offer some game activities for developing reading skills.

### ABC and reading tasks

	Unit 1-4	
A		
B		
C		
D		
E		
F		
G	Unit 1 Lesson 4	<b>Reading task</b> Write a word – <i>dad</i> on the board and say “ <b>dad</b> ”. Then write – <i>bad</i> and invite your pupils to read with you “ <b>bad</b> ”. Then write a word – <i>bag</i> and invite your pupils to read with you “ <b>bag</b> ”.
H	Unit 1 Lesson 4	<b>Reading task</b> Put a picture of a train on the board. Say that the train says “Choo – choo – choo ...” Write letters <i>ch</i> , point to them and say a sound <i>ch</i> . Ask the pupils to repeat after you the sound the train makes “Choo – choo – choo ...”
I	Unit 2 Lesson 1	<b>Reading task</b> Write the words and bold or underline <b>-i</b> <i>big fig bid did</i> Try changing the letter! Nonsense words are fine.
J		
K	Unit 2 Lesson 2	<b>Reading task</b> Write the words and bold or underline <b>-ck</b> <i>back</i> <b>black</b> <b>lack</b> etc (nonsense words are fine) Start reading together – read the first together and ask the pupils to read the rest.
L		
M		
N		

O	Unit 3 Lesson 1	<p><b>Reading task</b></p> <p>Write the words and bold or underline -o  <b>dog</b> fog <b>non</b> doll          Try changing the letter! Nonsense words are fine.</p>										
P	Unit 3 Lesson 1	<p><b>Reading task</b></p> <p>Write the words and bold or underline -e  <b>pen</b> hen  <b>bed</b> led</p> <p>Write the words and bold or underline -i  <b>pin</b> bin  <b>bid</b> lid  <b>pink</b> link          Try changing the letter! Nonsense words are fine.</p>										
Q												
R	Unit 3 Lesson 2	<p><b>Reading task</b></p> <p>Write the words and bold or underline -r  <b>rat</b> ran  <b>red</b> ref  <b>rib</b> rid  <b>rob</b> rock  <b>rub</b> run          Start reading together – read the first two lines together and ask the pupils to read the rest.</p>										
S	Unit 3 Lesson 3	<p><b>Reading task</b></p> <p>Write the words and bold or underline -r with a vowel.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>ar</td> <td><b>bar</b> car <b>far</b> farm card <b>bard</b> tart smart</td> </tr> <tr> <td>or</td> <td><b>corn</b> <b>for</b> <b>form</b> fork <b>born</b> <b>dorm</b></td> </tr> <tr> <td>er</td> <td><b>her</b> <b>term</b> <b>berg</b> fern <b>herb</b> <b>herd</b></td> </tr> <tr> <td>ir</td> <td><b>firm</b> <b>bird</b> <b>first</b> dirt <b>girl</b></td> </tr> <tr> <td>ur</td> <td><b>turn</b> <b>burn</b> purple <b>turtle</b></td> </tr> </table> <p>Start reading together – read the first two words in each line together and ask the pupils to read the rest.</p>	ar	<b>bar</b> car <b>far</b> farm card <b>bard</b> tart smart	or	<b>corn</b> <b>for</b> <b>form</b> fork <b>born</b> <b>dorm</b>	er	<b>her</b> <b>term</b> <b>berg</b> fern <b>herb</b> <b>herd</b>	ir	<b>firm</b> <b>bird</b> <b>first</b> dirt <b>girl</b>	ur	<b>turn</b> <b>burn</b> purple <b>turtle</b>
ar	<b>bar</b> car <b>far</b> farm card <b>bard</b> tart smart											
or	<b>corn</b> <b>for</b> <b>form</b> fork <b>born</b> <b>dorm</b>											
er	<b>her</b> <b>term</b> <b>berg</b> fern <b>herb</b> <b>herd</b>											
ir	<b>firm</b> <b>bird</b> <b>first</b> dirt <b>girl</b>											
ur	<b>turn</b> <b>burn</b> purple <b>turtle</b>											
T	Unit 3 Lesson 3	<p><b>Reading task</b></p> <p>Draw a vertical line and write -at on the right. Say that you will introduce ‘-at family’, where the words have the same end – at.          Start making the words together: read “bat”, “cat” and invite the pupils to continue.</p>										

		<table border="1"> <tr> <td>b c f m r</td> <td>-at</td> </tr> </table> <p>Bat, cat, fat, mat, rat</p> <p>Try changing the letter! Nonsense words are fine.</p>	b c f m r	-at													
b c f m r	-at																
U	Unit 3 Lesson 4	<p><b>Reading task</b> Draw a table and write the words in it. Start reading together in chorus. After one or two lines let your pupils read without you.</p> <table border="1"> <tr> <td>bat</td> <td>bot</td> <td>but</td> </tr> <tr> <td>cat</td> <td>cot</td> <td>cut</td> </tr> <tr> <td>hat</td> <td>hot</td> <td>hut</td> </tr> <tr> <td>mat</td> <td>mot</td> <td>mut</td> </tr> <tr> <td>gat</td> <td>got</td> <td>gut</td> </tr> </table> <p>Try changing the letter! Nonsense words are fine.</p>	bat	bot	but	cat	cot	cut	hat	hot	hut	mat	mot	mut	gat	got	gut
bat	bot	but															
cat	cot	cut															
hat	hot	hut															
mat	mot	mut															
gat	got	gut															
V																	
W	Unit 4 Lesson 1	<p><b>Reading task</b> Write the words and bold or underline <b>-wh</b>. <b>what</b> <b>where</b> <b>when</b> <b>why</b> Read together in chorus. Then ask some pupils to read aloud.</p>															
X																	
Y																	
Z	Unit 4 Lesson 2	<p><b>Reading task</b> Write the words and bold or underline <b>-oo</b>. Ask: <b>What cows say?</b> Help them: <b>Cows say m-o-o-o</b>. Start reading together in chorus. After one or two lines let your pupils read without you. <b>moo</b> <b>cool</b> <b>fool</b> <b>pool</b> <b>tool</b> <b>wool</b></p> <p>Try changing the letter! Nonsense words are fine</p>															

## Reading tasks

Magic 'e' makes the vowel say its name!	
bat	bate
cat	cate
dat	date
fat	fate
gat	gate
hat	hate

Magic 'e' makes the vowel say its name!	
Cod	code
Bon	bone
Cok	coke
Dom	dome
Hom	home
Mod	mode
Not	note
Rop	rope
Ton	tone

Changing vowels			
	a		
	e		
b	i	n	
	o		
	u		

### Games to promote phonemic awareness

#### I see something (I spy)...

I see something that starts with the sound ...

I see something that ends with the sound ...

I see something that rhymes with the sound ...

#### Back writing

Pairs

Write a word on a partner's back and they have to blend the letters to sound out the word.

#### Air writing

Pairs/groups/whole class.

Write a word in the air and the class has to blend the sounds to make the word.

#### Blending (for reading new words)

Get the class work out where the stress is, e.g banana.

Get the class clap the syllables.

Give a selection of letters and ask the class to make a word using the letters e.g. t a c o g d c k d u n h e g p i

### **Blending (for reading new words)**

#### **Target**

Give 9 letters e.g. r, t, y, e, b, i, a, s, m and see how many 2, 3, 4 + words they can make, e.g. am yes bear stream

#### **Shark attack**

Think of a word and write dashes/lines for number of words.

— — —

Ask class to give you the sounds of the letters in the words.

#### **Mastermind**

Think of a word and write dashes/lines for number of words.

— — —

Ask class to give you words with this number of letters e.g. dog.

### **Study Skills**

In Kids' English 2 the authors tried to introduce more and more activities to develop Study Skills. Study skills work is varied. It includes dictionary tasks such as the use of the Wordlist, using tables, note taking, applying spelling rules, using the Grammar Reference, etc. Study Skills teach pupils how to work practically and prepare them to work independently. Note that Grammar Reference is given mostly for parents and for reference but not for learning the rules.

### **Information gap**

Information gap activities practise real communication. In real life we do not know exactly what someone is going to ask us or how someone will reply. In information gap activities pupils must exchange information by asking and answering. Only by communicating successfully can they get the information to complete the task.

It is important that pupils do not show their information to each other. Usually the activity is divided into two parts, printed in different parts of the Pupil's Book so that pupils cannot see each other's information.

Pupil A asks questions about missing information, similarities or differences in the pictures, etc. in his/her part. Pupil B answers Pupil A's question(s) according to the information in his/her part. Then Pupil B asks Pupil A questions.

### **Remember boxes**

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

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

### **Timing**

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

## **VIII Homework**

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

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

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

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

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

By checking their homework teachers can:

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

*When to check homework?*

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

a) While pupils are doing classwork activities, the teacher can go round quickly and look at their homework.

b) The teacher can assess homework during the Let's Play lesson while pupils are doing a longer activity.

c) The teacher can take the pupils' Workbooks home to assess. There are two English lessons a week in Year 2 and they are usu-

ally taught every second or third day of the week (e.g. Monday and Thursday or Wednesday and Friday). So the teacher can ask the pupils to leave their Workbooks in the classroom to assess. The next day, after assessing their homework, he/she can give them their books back.

#### *How to check homework?*

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

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

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

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

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

## IX Additional information

The following symbols appear in the Pupil's Book:



— pupils listen DVD scripts or watch videos;



— pupils play a language game;



— extra activity for faster pupils or classes;



— energising activity;



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

**Enjoy KIDS' English 2!**

We, the authors, had great fun writing KIDS' English 2. Now we hope that you, the teachers, will enjoy using it with your pupils. Good luck to you and your pupils!

# Unit 1 All about me

## Lesson 1 A - apricot, B - bee

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn two letters: Aa and Bb</li> <li>- to revise Class 1 vocabulary (domestic animals)</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to match the animals and the sounds they produce</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the difference between sounds animals produce in different countries;</li> <li>- to raise awareness of different pronunciation of the letter "A" and single pronunciation of "B".</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- recognise, say and write letters Aa and Bb;</li> <li>- say animals and sounds they produce;</li> <li>- recite a poem;</li> <li>- recognise different pronunciation of the letter "A" and single pronunciation of "B".</li> </ul>	<p>bee</p> <p><i>Revision (from Class 1):</i></p> <p>hop, jump, walk, run, and climb, horse, cow, goat, sheep, rooster, hen, dog, cat, duck, lion</p>	<p>Pupils' book, Workbook, the DVD, cards with: letters; hop, jump, walk, run, and climb</p>

### Activity 1 Listen and sing. 5 min

**Objectives:** to warm up;

to create an English speaking atmosphere.

Steps	Interaction
<p>Say: '<i>Stand up, please. Good morning, class.</i>' Use gestures so the pupils stand up.</p> <p>Say: '<i>How are you?</i>' Get the answers from the pupils.</p> <p>Say: '<i>Sit down, please.</i>' Use gestures so the pupils sit down.</p> <p>Show the pupils the textbook.</p> <p>Say: '<i>Take out your books.</i>' Make sure all the children have their Pupil's Book.</p> <p>Say: '<i>Open your books on page 6.</i>' Point to Activity 1. Use gestures and wait for all children to open their textbooks.</p> <p>Check they have the correct page. Say: <i>Listen to the song 'Rain, rain, go away' and repeat.</i></p> <p>Play the DVD, track 'Rain, rain, go away'.</p> <p>Ask: '<i>What can you see?</i>' Accept anything reasonable – daddy, mummy, brother, sister, baby, etc</p>	<p>Whole class</p>



<p><b>DVD script:</b>  <i>(2 times)</i>                  Rain, rain go away                      Rain, rain go away                  Come again another day              Come again another day                  Daddy wants to play                  Daddy wants to play                  Rain, rain go away.                      Rain, rain go away.</p> <p><b>NB:</b> The song goes on with the words “Mummy”, “Brother”, “Sister”, “Baby” and “All the family” instead of the word “Daddy”.</p>	
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**Activity 2a Look, listen and point. 5 min**

**Objective:** to revise domestic animals and learn sounds they produce

<i>Steps</i>	<i>Interaction</i>																				
<p>Say: <b>‘Look at this activity.’</b> Be sure all of your pupils look at the textbook, point to Activity 2a.</p> <p>Ask: <b>‘What can you see?’</b> Accept anything reasonable – domestic and wild animals, or the names of the animals.</p> <p>Say: <b>‘Yes, you are right. They are animals. Now listen, please.’</b></p> <p>Play the DVD, Activity 2a. Click on some domestic and wild animals; demonstrate several times to help them to hear the sounds of the domestic animals only.</p> <p>Ask: <b>‘What animals can you hear?’</b> Accept anything reasonable – horse, goat, cat, etc. Ask your pupils to repeat the sounds.</p> <p>Say: <b>‘What does the horse say?’</b> Point to the horse and accept the answers. Then say: <b>‘Let’s check!’</b> Do the same with the other animals.</p> <p>You can compare the difference between the sounds of the animals in English speaking countries and in our country.</p> <p>DVD script:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Animals</th> <th style="text-align: center;">Sounds</th> </tr> </thead> <tbody> <tr><td>horse</td><td>Neigh</td></tr> <tr><td>cow</td><td>Moo-moo</td></tr> <tr><td>goat</td><td>E-e-e</td></tr> <tr><td>sheep</td><td>Baa-baa</td></tr> <tr><td>rooster</td><td>Cockle-dockle-doo</td></tr> <tr><td>hen</td><td>Cluck-cluck</td></tr> <tr><td>dog</td><td>Woof-woof</td></tr> <tr><td>cat</td><td>Meow-meow</td></tr> <tr><td>duck</td><td>Quack-quack</td></tr> </tbody> </table>	Animals	Sounds	horse	Neigh	cow	Moo-moo	goat	E-e-e	sheep	Baa-baa	rooster	Cockle-dockle-doo	hen	Cluck-cluck	dog	Woof-woof	cat	Meow-meow	duck	Quack-quack	<p>Whole class</p>
Animals	Sounds																				
horse	Neigh																				
cow	Moo-moo																				
goat	E-e-e																				
sheep	Baa-baa																				
rooster	Cockle-dockle-doo																				
hen	Cluck-cluck																				
dog	Woof-woof																				
cat	Meow-meow																				
duck	Quack-quack																				

## Unit 1

### Activity 2b Play “I can say ...” 15 min

**Objectives:** to revise animals and sounds they produce to revise the structure “I can ...”

<i>Steps</i>	<i>Interaction</i>
<p>Say: <i>‘Let’s work in pairs. Stand up, please.’</i> Use the gesture to explain the pupils what to do. Choose one pupil to work in pair with you. Demonstrate the first example with the pupil.</p> <p>Say: <i>‘I say the sound, you call the animal.’</i></p> <p>Say: <i>‘Meow. What animal is it?’</i></p> <p>The pupil says: <i>‘A cat.’</i></p> <p>Say: <i>‘Yes, well done!’</i></p> <p>Say: <i>‘Now your turn, please. Start!’</i> Use the gesture to help the pupils to start the activity.</p> <p>Walk around the class and listen to your pupils’ dialogues.</p> <p>After some time say: <i>‘Stop! Change your roles.’</i> Use the gesture to help the pupils to understand what to do.</p> <p>Don’t forget to praise them.</p>	Pair work

### Activity 4 Write the letters. 15 min

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

<i>Steps</i>	<i>Interaction</i>
<p>Say: <i>‘Look and listen.’</i> Play the DVD, letters A, B. Let the pupils listen to the pronunciation several times. Show the pictures.</p> <p>Pronounce the letter A as [eɪ] and B as [bi:].</p> <p>Say: <i>‘A [eɪ] is for Apricot</i> (click on the picture of the apricot) <i>and A [æ] is for Apple’</i> (click on the picture of the apple). <i>B [b] is for Bees</i> (click on the picture of the bees) <i>and Balloons</i> (click on the picture of the balloons).’</p> <p>The pupils listen to the DVD and repeat.</p> <p>Stand facing a board and say: <i>‘Look – letter A’</i> (show in the air that you write a big letter A). Ask: <i>‘Repeat after me.’</i> (use gestures to encourage the pupils to write the letter in the air. Monitor that all the pupils repeat after you.</p> <p>Then say: <i>‘Look – letter A’</i> (show that you ‘write the letter A on your hand). When the pupils finish “writing” on their hands, write the letter on the board.</p> <p>Say: <i>‘Open your Workbooks on Page 4.’</i> Use gestures and wait for all the pupils to open the Workbooks and look at Activity 4.</p> <p>Say: <i>‘Write letter A.’</i> Use gestures to show what to do. Go round the class and see how well the pupils write. Help if necessary.</p>	Whole class

<p>Write on the board Aa and say: <b>‘Big A, small a’</b>. Repeat the procedure you have done to teach big letter A.</p> <p>Repeat the procedure to teach the letter Bb.</p> <p><b>Note:</b> If some pupils are very slow at writing, don’t worry. Ask them to continue writing at home. The main point is to learn how to write and how to pronounce the letters.</p>	
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**Summing up 5 min**

<i>Steps</i>	<i>Interaction</i>
<p>Use the phrases ‘Good job! Well done!’ and ‘Keep trying!’ for assessment.</p> <p>Some teachers use rewards like colourful cards or stickers. We should be very careful as this can create unhappiness and even tears. It is better to say that you like his or her work, or put it on the display, or read aloud the story the child created.</p> <p>Say: <b>‘Let’s repeat the letters!’</b> Show the letters and elicit all the answers. Ask the pupils to repeat the letters in chorus, and one by one.</p> <p>Ask: <b>‘What’s this?’</b> Show the pictures from Activity 4 for revision.</p> <p>Say: <b>‘Open your Workbooks on Page 5.’</b> Point to Activities 1 and 2. Use gestures and wait for all the children to open their Workbooks. Check they have the correct page.</p> <p>Explain what to do at home: <b>‘Activity 1 Write the letters.’</b> Help them with gestures.</p> <p>Point to Activity 2 and say: <b>‘Count and match.’</b> Give an example as shown in the activity.</p> <p>Say: <b>‘Then colour the pictures.’</b></p> <p><b>Note:</b> This is a standard procedure which teachers should do at the end of each lesson.</p>	<p>Whole group Individual work</p>

**NOTE:** If you have enough time for Optional Activities № 3, 5a and 5b, you can do them with your pupils.

**Optional Activity 3 Play “1, 2, 3 – hop! 1, 2, 3 – stop!”.**

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

<i>Steps</i>	<i>Interaction</i>
<p>Say: <b>‘Stand up, please. Listen and do.’</b> Use ‘to listen’ gesture to explain the pupils what to do.</p> <p>Say: <b>‘I say: ‘1, 2, 3 – hop!’ and you hop.’</b> Demonstrate it yourself. <b>‘I say: ‘1, 2, 3 – stop!’ and you stop. If you don’t stop, you’re out.’</b> Use the gesture to help the pupils understand.</p>	<p>Whole class</p>

## Unit 1

<p>Play the game with different verbs – hop, jump, walk, run, and climb.</p> <p><b>Note:</b> If necessary, revise the verbs before the game or put cards with words on the board.</p>	
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### Optional Activity 5a Look, count and match.

**Objectives:** to revise animals;  
to have fun

<i>Steps</i>	<i>Interaction</i>
<p>Point to Activity 5a and say: <b><i>‘Look at this activity.’</i></b> Be sure all of your pupils look at the textbook,</p> <p>Say: <b><i>‘Look at the tree. What can you see? Let’s count the animals.’</i></b> Accept all the answers.</p> <p>Say: <b><i>‘Yes, you are right. Now open your Workbooks, please.’</i></b> Wait for all the pupils to open their Workbooks on the correct page.</p> <p>Say: <b><i>‘Let’s match the numbers and the animals.’</i></b> Help with the first number to explain what to do.</p> <p>Say: <b><i>‘Make a line.’</i></b> Demonstrate with the first example what to do.</p> <p><b><i>Answer key:</i></b> 3 dogs, 4 cats, 7 lions and 10 bees.</p>	Whole class

### Optional Activity 5b Look, listen and repeat.

**Objectives:** to learn the rhyme;  
to have fun.

<i>Steps</i>	<i>Interaction</i>
<p>Point to Activity 5b and say: <b><i>‘Look at this tree now.’</i></b> Be sure all of your pupils look at the picture in Activity 5b.</p> <p>Ask: <b><i>‘What can you see?’</i></b> Accept anything reasonable.</p> <p>Say: <b><i>‘Now listen, please.’</i></b> Play the DVD, Activity 5b. Let the pupils listen to the poem twice if necessary.</p> <p><b>DVD script:</b></p> <p>One, two three, I can see Three dogs in this tree. One, two three, I can see Four cats in this tree. One, two three, I can see Seven lions in this tree. One, two three, I can see Ten bees in this tree. Oh, dear! It’s falling down!</p>	Whole class

Lesson 2 I've got ...

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn two more letters: Cc and Dd</li> <li>- to practise Class 1 vocabulary (school things, family words, structures)</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to use the structure "I've got ..." with school things, family words</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the pronunciation of the letters "C" and "D".</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- recognise, say and write letters Cc and Dd;</li> <li>- say what school things they have with a structure "I've got ..."</li> <li>- use new words "grandad" and "granny" as well as the family words that they already know in the familiar structure;</li> <li>- pronounce the sounds of the letters "C" and "D".</li> </ul>	<p>grandad granny, dad; <i>Revision (from Class 1):</i> a book, a copy book, a ruler, a pen, a pencil, a crayon; father, mother, baby, brother, sister, I've got...</p>	<p>Pupil's book, Workbook, the DVD, cards with letters</p>

Activity 1 Listen and sing. 5 min

Objectives: to warm up;  
to create an English speaking atmosphere

Steps	Interaction
<p>Say: <i>'Stand up please. Good morning class.'</i> Use gestures so the pupils stand up.</p> <p>Say: <i>'How are you?'</i> Get answers from the pupils.</p> <p>Say: <i>'Sit down please.'</i> Use gestures so the pupils sit down.</p> <p>Show the pupils the textbook. Say: <i>'Take out your books.'</i> Make sure all the children have their Pupil's Book.</p> <p>Say: <i>'Open your books on Page 8.'</i> Point to Activity 1. Use gestures and wait for all children to open their textbooks. Check they have the correct page.</p> <p>Say: <i>'Listen to the song "Rain, rain, go away" and repeat.'</i> Play the DVD, track 'Rain, rain, go away' and ask the pupils to sing.</p>	<p>Whole class</p>

## Unit 1

### Activity 2 Look and say. 5 min

**Objectives:** to revise vocabulary from Class 1;  
to enable pupils to use the structure “I’ve got ...” with school things

<i>Steps</i>	<i>Interaction</i>
<p>Say: <b>‘Look and listen.’</b> Use gestures to attract their attention. Play the DVD, animation with “I’ve got ...”.</p> <p>Point to Activity 2. Point to the 1st boy and say: <b>‘Look at the picture. This boy says: ‘I’ve got two pens.’</b> Point to the 1st girl and say: <b>‘This girl says: I’ve got three pens.’</b></p> <p>Point to the 2nd boy and say: <b>‘What has this boy got?’</b></p> <p>Point to the 2<sup>nd</sup> girl and say: <b>‘What has this girl got?’</b></p> <p>Say: <b>‘Put your school things (a book, a pen, a crayon, etc.) on the desks. Let’s play!’</b></p> <p>Ask: <b>‘What have you got?’</b> Elicit pupils’ answers: ‘I’ve got one pen’, ‘I’ve got two pencils,’ etc.</p> <p><b>Note:</b> Before the game, if necessary, revise school things: a book, a copy book, a ruler, a pen, a pencil, a crayon. You can revise by asking a question ‘What’s this?’ or ‘Is it a pen?’ etc.</p>	Whole class

### Activity 3 Play “I’ve got two grandads”. 5 min

**Objectives:** to revise vocabulary from Class 1;  
to enable pupils to use the structure “I’ve got ...” with family members;  
to learn new words: *grandad and granny.*

<i>Steps</i>	<i>Interaction</i>
<p>Say: <b>‘Look and listen’.</b> Play the DVD, a family tree for family members’ revision. When the pupils listen to it once, stop the DVD on each member and ask: <b>‘Who is this?’</b> Elicit answers: ‘grandad, granny, daddy, mummy,’ etc.</p> <p>Say: <b>‘Let’s play! Work in pairs’</b> Use gestures to divide the pupils into pairs. Demonstrate a dialogue with one pupil first. <b>‘I’ve got 2 grandads. And you?’</b> Help your pupil to answer.</p>	Whole group Pair work

### Activity 4 Write the letters. 15 min

**Objective:** to learn two more letters of the alphabet – Cc and Dd

<i>Steps</i>	<i>Interaction</i>
<p>Say: <b>‘Look and listen.’</b> Play the DVD, letters C, D. Let the pupils listen to the pronunciation several times. Show the pictures.</p> <p>Say: <b>‘C [si:] is [k] for Cat</b> (click on the picture of the cat) <b>and for Cow</b> (click on the picture of the cow)’. <b>D [di:] is [d] for Doll</b> (click on the picture of the doll) <b>and Duck</b> (click on the picture of the duck)’</p>	Whole class

<i>Steps</i>	<i>Interaction</i>
<p>The pupils listen to the DVD and repeat.</p> <p>Stand facing a board and say: <b>'Look – letter C'</b> (show in the air that you write a big letter C). Ask: <b>'Repeat after me.'</b> (use gestures to encourage the pupils to write the letter in the air. Monitor that all pupils repeat after you.</p> <p>Then say: <b>'Look – letter C'</b> (show that you 'write the letter C on your hand). When the pupils finish 'writing' on their hands, write the letter on the board.</p> <p>Say: <b>'Open your Workbooks on Page 6.'</b> Use gestures and wait for all the pupils to open the Workbooks and look at Activity 4.</p> <p>Say: <b>'Write letter C.'</b> Use gestures to show what to do. Go round the class and see how well the pupils write. Help if necessary.</p> <p>Write on the board Cc and say: <b>'Big C, small c.'</b> Repeat the procedure you have done to teach C.</p> <p>Repeat the procedure to teach Dd.</p> <p><i>Optional activity</i></p> <p>Say: <b>'Connect numbers and letters.'</b> Use gestures (make a line in air or draw it on the board). Then say: <b>'Colour it.'</b> Use pencils to demonstrate what to do.</p> <p>Ask: <b>'What's this?'</b></p>	

**Activity 5 Work in pairs. Play “Look and guess”. 10 min**

**Objective: to consolidate the letters A, B, C and D**

<i>Steps</i>	<i>Interaction</i>
<p>Point to Activity 5. Point to the letter in the picture and ask <b>'What's the letter?'</b></p> <p>Say: <b>'Write the letter A in the air.'</b> Show how to do it. Repeat with the letters B, C and D. Then say: <b>'Look and guess the letter.'</b> Write the letter D in the air and let the pupils look and guess. (Repeat the procedure with A, B and C.)</p> <p>Say: <b>'Work in pairs. Let's play'</b> To help the pupils to understand the activity, you demonstrate any letter yourself, and then let all your pupils write letters and guess in pairs.</p>	<p>Pair work</p>

**Summing up 5 min**

This is a standard procedure which teachers should do at the end of each lesson. Follow the description given at the end of

## Unit 1

### Lesson 3 This is my friend.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn two more letters: Ee and Ff;</li> <li>- to practise Class 1 vocabulary (This is my friend. My name's... . Her\his name's...)</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to identify the difference between "his" and "her";</li> <li>- to enable pupils to say about themselves and their friends with target structures.</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the difference between "he"—"she" and "his"—"her"</li> <li>- to raise awareness of different pronunciation of the letter "E" and single pronunciation of "F".</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- recognise, say and write the letters Ee and Ff;</li> <li>- say about themselves and their friends with structures "My name's ... This is my friend. His/her name's ...";</li> <li>- recognise different pronunciation of the letter "E" sounds and single pronunciation of "F".</li> </ul>	<p><i>Revision (from Class 1):</i> This is my friend. His/her name's ... . My name's ... .</p>	<p>Pupil's book, Workbook, the DVD, cards with letters</p>

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

**Objectives:** to warm up;  
to create an English speaking atmosphere.

<i>Steps</i>	<i>Interaction</i>
<p>Say: '<i>Stand up please. Good morning class.</i>' Use gestures so the pupils stand up.</p> <p>Say: '<i>How are you?</i>' Get answers from the pupils.</p> <p>Say: '<i>Sit down please.</i>' Use gestures so the pupils sit down.</p> <p>Show the pupils the textbook. Say: '<i>Take out your books.</i>' Make sure all the children have their Pupil's Book.</p> <p>Say: '<i>Open your books on Page 10.</i>' Point to Activity 1. Use gestures and wait for all children to open their textbooks. Check they have the correct page.</p> <p>Say: '<i>Listen to the song "Rain, rain, go away" and repeat.</i>' Play the DVD, track 'Rain, rain, go away' and ask the pupils to sing.</p>	<p>Whole class</p>



**Activity 2 Play “Snowball”. 10 min**

**Objectives:** to revise the structures: *My name’s ...; his name’s ...; her name’s ...* ;  
to enable pupils to identify the difference between “he” – “she” and “his” – “her”.

<i>Steps</i>	<i>Interaction</i>
<p>Remind the pupils the difference between he-his and she-her. Invite one boy and one girl to the board. Point to the boy and say: <i>‘He is a boy. His name’s ...’</i> (Say the pupil’s name.) Then point to a girl and say: <i>‘She is a girl. Her name’s ...’</i> (Say the girl’s name.)</p> <p>Then say: <i>‘Look and listen.’</i> Use gestures to attract their attention. Point to Activity 2 and play the DVD, video with “Snowball” activity.</p> <p>Demonstrate with one group. Point to the 1st pupil near you and ask: <i>‘What’s your name?’</i> Pupil 1 answers: <i>‘My name’s ...’</i> Help the next pupil to say: <i>‘His (her) name’s ... My name’s ....’</i> Then ask the next pupil to repeat and say his (her) own name, etc.</p> <p>Then say: <i>‘Let’s play this game! Stand up and make a line.’</i> Use the gestures to help the pupils to understand what to do.</p>	<p>Whole class</p>

**Activity 5 Write the letters. 15 min**

**Objectives:** to learn two more letters of the alphabet – Ee and Ff;  
to practise writing the letters;  
to consolidate the letters.

<p>Say: <i>‘Look and listen.’</i> Play the DVD, letters E, F. Let the pupils listen to the pronunciation several times. Show the pictures.</p> <p>Say: <i>E [i:] for English</i> (click on the picture of the English textbook) <i>and E [e] for Elephant</i> (click on the picture of the elephant). <i>F [f] for Fish</i> (click on the pictures of the fish) <i>and Frog</i> (click on the picture of the frog).’</p> <p>The pupils listen to the DVD and repeat.</p> <p>Stand facing a board and say: <i>‘Look – letter E’</i> (show in the air that you write a big letter E). Ask: <i>‘Repeat after me.’</i> (use gestures to encourage the pupils to write the letter in the air. Monitor that all pupils repeat after you.</p> <p>Then say: <i>‘Look – letter E’</i> (show that you ‘write the letter C on your hand). When the pupils finish ‘writing’ on their hands, write the letter on the board.</p> <p>Say: <i>‘Open your Workbooks on Page 8.’</i> Use gestures and wait for all the pupils to open the Workbooks and look at</p>	<p>Whole class</p>
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<p>Activity 5.</p> <p>Say: <b>‘Write letter E.’</b> Use gestures to show what to do. Go round the class and see how well the pupils write. Help if necessary.</p> <p>Write on the board Ee and say: <b>‘Big E, small e’</b>. Repeat the procedure you have done to teach E.</p> <p>Repeat the procedure to teach Ff.</p> <p><i>Optional activity</i></p> <p>Say: ‘Now look at this activity.’ Point to the next task.</p> <p>Draw the pictures from the first line on the board and demonstrate how to do the activity. Say: ‘Circle the odd one.’ And circle a cucumber.</p> <p><i>Answer Key:</i> 1 – cucumber; 2 – three; 3 – apple; 4 – ball.</p>	
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### Activity 6 Play “Letters”. 10 min

**Objective:** to consolidate the letters learnt so far

<i>Steps</i>	<i>Interaction</i>
<p>Say: <b>‘Look and listen.’</b> Use gestures to attract their attention. Play the DVD, video with “Letters” activity.</p> <p>Say: <b>‘Repeat the letters and words from the video.’</b> Use the gesture (point to the screen). Elicit all the answers. Ask the pupils to correct if someone is wrong.</p> <p>Say: <b>‘Stand up, please!’</b> Wait for all the pupils to stand up. Make a circle. Use the gesture to explain what to do. Give a ball to any pupil and say: ‘A.’ Help the pupil to say any word which starts with this letter.</p> <p><b>Note:</b> If necessary, revise the letters and words and/or put the cards with letters and words on the board.</p>	<p>Group work</p> <p>Pair work</p>

### Summing up 5 min

This is a standard procedure which teachers should do at the end of each lesson. Follow the description given at the end of Lesson 1.

**Note:** If you have enough time for **Optional Activities № 3 and 4**, you can do them with your pupils.

### Optional Activity 3 Play “This is my friend. His name’s ... .”

**Objective:** to revise the structures: *My name’s ...*, *This is my friend*, *His name’s ...*, *Her name’s ...* .

<i>Steps</i>	<i>Interaction</i>
<p><i>Step 1</i></p> <p>Say: <b>‘Let’s play. We are English now.’</b> Calls some English names for boys and ask them to choose any they like. Start yourself. Say: <b>‘My name’s Diana.’</b> (for example).</p>	<p>Whole group</p>

Steps	Interaction
<p>Say: <b>'Boys, listen and choose – Mike, Andrew, Bob, Andy, Harry,'</b> etc Then say: <b>'Girls, listen and choose – Ann, Kate, Mary, Diana.'</b> etc</p> <p><i>Step 2</i></p> <p>Say: <b>'Let's play.'</b> Start yourself first. Shake one pupil's hand and say: <b>'Hello, my name's Barbara'</b>. Use mime to help the pupil to introduce himself/herself. Then shake another pupil's hand and repeat the procedure.</p> <p><i>Step 3</i></p> <p>Ask the pairs to introduce their new friends to each other. Come with one pupil to one pair and say: <b>'Hello, this is my friend. His/her name's ... '</b></p> <p>Ask the pupils to continue.</p>	

**Optional Activity 4 Look and do.**

**Objectives: to do physical exercise and to energise the pupils; to introduce another physical activity.**

Steps	Interaction
<p>Point to Activity 4 and say: <b>'Look at the pictures.'</b></p> <p>Say: <b>'Number 1 – hands up. Number 2 – Hands down. Number 3 – Hands on the hips. Number 4 – Sit down. Number 5 – Bend to left. Number 6 – Bend to the right. Number 7 – Hands to the sides. Number 8 – Hands down.'</b></p> <p>Say: <b>'Look and listen.'</b> Play the DVD, video with this activity.</p> <p>Say: <b>'Stand up, please. Look and do.'</b> Use gestures to attract their attention.</p> <p>Stand in front of the pupils and do the activity together with the pupils.</p> <p>Say the commands first slowly then faster and faster.</p> <p>The order of the commands may vary: <b>'Hands up! Hands down! Hands on the hips! Sit down! Stand up! Hands to the sides! Bend to the left! Bend to the right!'</b></p>	Whole class

**Lesson 4 Let's play!**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn two more letters: Gg and Hh</li> <li>- to practise Class 1 vocabulary (Toys, school things, domestic animals, toys, school things, family members, vegetables, fruits, colours)</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- recognise, say and write letters Gg and Hh</li> </ul>		

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Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to categorise the words into separate categories</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of how to categorize words;</li> <li>- to raise awareness of pronunciation of the letter “G” sound and pronunciation of “H” sound.</li> </ul>	<ul style="list-style-type: none"> <li>- say sentences using the structures “It’s a cat. It can climb. It’s big.”</li> <li>- make sentences about things they already know from Class 1;</li> <li>- recognise pronunciation of the letter “G” sound and pronunciation of “H” sound.</li> </ul>	<p><i>Revision (from Class 1):</i> It’s a cat. It can climb. It’s big.</p> <p><i>vocabulary related to domestic animals, toys, school things, family members, vegetables, fruit, colours.</i></p>	P u p i l ’ s b o o k , Workbook, the DVD, cards with letters

### Activity 1 Listen and sing. 5 min

**Objectives:** to warm up;  
to create an English speaking atmosphere.

Steps	Interaction
<p>Say: ‘<i>Stand up please. Good morning class.</i>’ Use gestures so the pupils stand up.</p> <p>Say: ‘<i>How are you?</i>’ Get answers from the pupils.</p> <p>Say: ‘<i>Sit down please.</i>’ Use gestures so the pupils sit down.</p> <p>Show the pupils the textbook. Say: ‘<i>Take out your books.</i>’ Make sure all the children have their Pupil’s Book.</p> <p>Say: ‘<i>Open your books on Page 8.</i>’ Point to Activity 1. Use gestures and wait for all children to open their textbooks. Check they have the correct page.</p> <p>Say: ‘<i>Listen to the song “Rain, rain, go away” and repeat.</i>’</p> <p>Play the DVD, track ‘Rain, rain, go away’ and ask the pupils to sing.</p> <p>Say: ‘<i>Let’s sing the song again together.</i>’ Divide the pupils into groups. The 1st group sings the part about daddy, the 2nd group – about mummy, etc. Ask one more group to sing using “I want...”</p>	Whole class

### Activity 2 Work in pairs. Play “Revision game”. 15 min

**Objectives:** to revise words from Class 1;  
to enable pupils to identify categories: “domestic animals”, “toys” etc.

Steps	Interaction
<p><i>Step 1</i></p> <p>Say: ‘<i>Look here!</i>’ Use gestures to attract their attention. Play the DVD, animation with “Revision game” activity. Demonstrate one example yourself.</p>	Whole class

<i>Steps</i>	<i>Interaction</i>
<p>Say: ‘<b>A1.</b>’ Find the cell for this point, click on the picture of the goat and say: ‘<b>It’s a goat.</b>’</p> <p>Say: ‘<b>Look here!</b>’ Point to Activity 2 in the textbook.</p> <p>Say: ‘<b>Look at the picture. Let’s play as Zumrad and Jasur.</b>’</p> <p>Ask the pupils to work in pairs. Use gestures. Walk around and listen to the dialogues.</p> <p><i>Step 2</i></p> <p>Say: ‘<b>Look and answer.</b>’ Play the DVD again and show the columns for categories.</p> <p>Ask: ‘<b>What are they?</b>’ Show the 1st column. Elicit the answers.</p> <p>Say: ‘<b>Let’s check.</b>’ Click on the question mark. (the pupils hear – ‘Domestic animals’).</p> <p>Say: ‘<b>Repeat, please!</b>’ Be sure all the pupils repeat the name of the category.</p> <p>Ask: ‘<b>What are they?</b>’ Show the 2nd column. Elicit the answers.</p> <p>Say: ‘<b>Let’s check.</b>’ Click on the question mark. (the pupils hear – ‘Toys’).</p> <p>Say: ‘<b>Repeat, please!</b>’ Be sure all the pupils repeat the name of the category.</p> <p>Ask: ‘<b>What are they?</b>’ Show the 3rd column. Elicit the answers.</p> <p>Say: ‘<b>Let’s check.</b>’ Click on the question mark. (the pupils hear – ‘School things’).</p> <p>Say: ‘<b>Repeat, please!</b>’ Be sure all the pupils repeat the name of the category. etc.</p> <p><b>Answer key:</b> A – domestic animals; B – toys; C – school things; D – family; E – vegetables; F – fruit.</p>	<p>Whole class</p>

**Activity 3 Write the letters. 15 min**

**Objectives:** to learn two more letters of the alphabet – Gg and Hh;  
to practise writing the letters;  
to consolidate the letters.

<i>Steps</i>	<i>Interaction</i>
<p>Say: ‘<b>Look and listen.</b>’ Play the DVD, letters G, H. Let the pupils listen to the pronunciation several times. Show the pictures. Pronounce the letter G as [dʒi:] and H as [eɪf].</p> <p>Say: ‘<b>G [dʒi:] is G [g] for Grapes</b> (click on the picture of the grapes) <b>and for Goat</b> (click on the picture of the goat). <b>H [eɪf] is H [h] for Head</b> (click on the pictures of the head) <b>and Horse</b> (click on the picture of the horse).</p> <p>Then follow the procedure given in the previous lessons.</p>	<p>Whole class</p>

## Unit 1

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### Summing up 5 min

This is a standard procedure which teachers should do at the end of each lesson. Follow the description given at the end of Lesson 1.

**Note:** If you have enough time for Optional Activity№ 4, you can do it with your pupils.

### Optional Activity 4 Play “Bingo”.

**Objective:** to revise colours and toys

<i>Steps</i>	<i>Interaction</i>
<p><i>Step 1 Colour Bingo</i></p> <p>Say: <b>‘Look and listen.’</b> Use gestures to attract their attention. Play the DVD, video with “Bingo” activity.</p> <p>Say: <b>‘Look at your Workbooks.’</b> Show Activity 4. Wait for all the children to be ready.</p> <p>Say: <b>‘Listen and colour.’</b> Demonstrate what to do. Make sure all the children have colour pencils or crayons.</p> <p>Say: <b>‘Ready? Let’s play!’</b> Call different colours. Listen to the pupils’ answers and check. Praise the first one saying: ‘Yes! Well done!’</p> <p><i>Step 2 Toy Bingo</i></p> <p>Follow the procedure described above. Instead of colours call toys.</p> <p><b>Note:</b></p> <ol style="list-style-type: none"><li>1 Before playing the game you can revise the words your pupils will need to remember to play the game.</li><li>2 If your pupils are slow in drawing, instead of “Toys Bingo” you can play “ABC Bingo”. Ask the pupils to write any letters from A to H and start the game.</li></ol>	Individual work

## Unit 2 Days of the week

### Lesson 1 I can ...

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn two more letters: Ii and Jj;</li> <li>- to practise Class 1 vocabulary (the structure “I can” + verbs);</li> <li>- to learn the days of the week</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>-to enable pupils to say the days of the week in order;</li> <li>- to enable pupils to use the structure “I can” + verbs</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of different pronunciation of the letter “I” sounds and single pronunciation of “J”.</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- recognise, say and write letters Ii and Jj</li> <li>- use the structure “I can” with verbs learnt in Class 1;</li> <li>- recognise different pronunciation of the letter “I” sounds and single pronunciation of “J”.</li> </ul>	<p><i>Revision (from Class 1):</i> I can + fly, jump, climb, run, swim, play football, fly a kite, jump a rope, ski, skate, play hockey</p>	<p>Pupil’s book, Workbook, the DVD, cards with letters</p>

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

**Objective:** to warm up and introduce new topic: days of the week

<i>Steps</i>	<i>Interaction</i>
<p>Say: ‘<i>Stand up please. Good morning class.</i>’ Use gestures so the pupils stand up.</p> <p>Say: ‘<i>How are you?</i>’ Get the answers from the pupils.</p> <p>Say: ‘<i>Sit down please.</i>’ Use gestures so the pupils sit down.</p> <p>Show the pupils the textbook. Say: ‘<i>Take out your books.</i>’ Make sure all the children have their Pupil’s Book.</p> <p>Say: ‘<i>Open your books on Page 14.</i>’ Point to Activity 1. Use gestures and wait for all the children to open their textbooks. Check if they have the correct page.</p> <p>Say: ‘<i>Look and listen.</i>’ Then show a calendar and say: ‘<i>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.</i>’ Repeat again. Say: ‘<i>They are the days of the week.</i>’</p> <p>Say: ‘<i>Look and listen.</i>’ Play the DVD, track Days of the week.</p>	<p>Whole class</p>

## Unit 2

<i>Steps</i>	<i>Interaction</i>
<p>Say: <b><i>‘What’s the song about?’</i></b> Accept all the reasonable answers, e.g. ‘the days of the week’, ‘Monday, Tuesday,’ etc.            Say: <b><i>‘Let’s listen to the song again.’</i></b>  <b>Note:</b> Don’t teach the days of the week in this lesson. The pupils will learn them gradually as they will listen and repeat the days of the week in the song again in the next lessons.</p> <p><b>DVD script:</b>  <b>Days of the week:</b>            Monday, <i>Repetition of the days.</i>            Tuesday, One, two,            Wednesday One, two, three, four            Thursday, <i>Repetition of the days (2 times).</i>            Friday, I love the days of the week.            Saturday, Yeah, I love the days of the week.            Sunday. <i>Repetition of the days.</i>            One, two, Hello, my name is Matt.            One, two, three, four What’s your name?  <i>Repetition of the days (2 times).</i> See you!            La-la-la            La-la-la (2 times)</p>	<p>Whole class</p>

### Activity 2a Play “Jump”. 10 min

**Objective:** to revise verbs from Class 1 with the structure “I can ...”

<i>Steps</i>	<i>Interaction</i>
<p><i>Step 1</i>            Say: <b><i>‘Look and listen.’</i></b> Play the DVD, animation with the robot (I can ...)            Say: <b><i>‘Look and repeat.’</i></b> Make a pause after each action and get the pupils to repeat and demonstrate. Ask as many pupils as possible.            Say: <b><i>‘Look and answer.’</i></b> Point to Activity 2a in the textbook and make sure all the pupils are on the correct page.            Ask: <b><i>‘What can (a frog) do?’</i></b> Point to the pictures and ask the pupils to call the actions. Elicit all the answers.</p> <p><i>Step 2</i>            Say: <b><i>‘Let’s play! Stand in a circle.’</i></b> Encourage all the pupils into the game. Throw a ball to the nearest pupil and say: <b><i>‘Jump!’</i></b> P1 catches the ball and jumps. He/she says: ‘I can jump.’ Throw a ball to another pupil and say another verb, for example “climb” etc.            If the pupil can’t say, ask the others to help him/her.</p>	<p>Whole class</p>



<p><b>DVD script:</b>  <b>1. Frog:</b> I can jump. <b>2. Monkey:</b> I can climb. <b>3. Horse:</b> I can run. <b>4. Crocodile:</b> I can swim. <b>5. Robot 1:</b> I can fly. <b>6. Robot 2:</b> I can play hockey. <b>7. Robot 3:</b> I can skate. <b>8. Robot 4:</b> I can ski. <b>9. Boy:</b> I can play football. <b>10. Girl:</b> I can jump a rope. <b>11. Boy:</b> I can fly a kite.</p>	<p>Whole class</p>
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**Activity 2b Work in pairs. Point and say. 10 min**

**Objective: to revise verbs and the structure “I can ...”**

<i>Steps</i>	<i>Interaction</i>
<p>Say: <i>‘Thank you. Take your seats.’</i> Use gestures so the pupils go to their seats and sit down.            Say: <i>‘Let’s work in pairs.’</i> Demonstrate what to do. Invite two pupils to the board. Ask one of them to show an action. Ask another to call the action.            e.g. Pupil 1 shows flying a kite. Pupil 2 says: ‘I can fly a kite.’ If Pupil 2 can’t say, ask the pupils to help him/her.            Invite the 2nd pair to the board. Ask them to do the same task.            Say: <i>‘Stand up, please. Let’s play in pairs!’</i> Walk around and watch the activity. If the pupils have difficulties, help them.</p>	<p>Pair work</p>

**Activity 3 Write the letters. 15 min**

**Objectives: to learn two more letters of the alphabet – Ii and Jj; to practise writing the letters; to consolidate the letters.**

<i>Steps</i>	<i>Interaction</i>
<p>Say: <i>‘Look and listen.’</i> Play the DVD, letters I, J. Let the pupils listen to the pronunciation several times. Show the pictures.            Pronounce the letter I as [aɪ] and J as [dʒeɪ].            Say: <i>‘I as [ɪ] is for In</i> (click on the picture of the box with the preposition IN) <i>and I as [aɪ] is for Ice-cream</i> (click on the picture of the ice-cream). <i>J as [dʒ] is for Jump</i> (click on the pictures of the jumping dog) <i>and Jam</i> (click on the picture of the jam).’            The pupils listen to the DVD and repeat.            Stand facing a board and say: <i>‘Look – letter I’</i> (show in the air that you write a big letter I). Ask: <i>‘Repeat after me.’</i> (use gestures to encourage the pupils to write the letter in the air. Monitor that all pupils repeat after you.            Then say: <i>‘Look – letter I’</i> (show that you ‘write the letter A on your hand). When the pupils finish ‘writing’ on their hands, write the letter on the board.</p>	<p>Whole class</p>

## Unit 2

<i>Steps</i>	<i>Interaction</i>
<p>Say: '<b>Open your Workbooks on Page 12.</b>' Use gestures and wait for all the pupils to open the Workbooks and look at Activity 4.</p> <p>Say: '<b>Write letter I.</b>' Use gestures to show what to do. Go round the class and see how well the pupils write. Help if necessary. Write on the board Ii and say: '<b>Big I, small i.</b>' Repeat the procedure you have done to teach I.</p> <p>Repeat the procedure to teach the letter Jj</p> <p><b>Note:</b> If some pupils are very slow at writing, don't worry. Ask them to continue writing at home. The main point is to learn how to write and how to pronounce the letters.</p> <p><b>Note:</b> Don't teach transcription, this is given only for you.</p>	Whole class

### Summing up 5 min

This is a standard procedure which teachers should do at the end of each lesson. Follow the description given at the end of Lesson 1.

**NOTE:** If you have enough time for Optional Activities № 2c and 4 in the textbook and for the optional activity in the Workbook, you can do them with your pupils.

### Optional Activity 2c Work in pairs. Mime and say.

**Objective:** to consolidate verbs and the structure "I can ..."

<i>Steps</i>	<i>Interaction</i>
<p>This activity is similar to Activity 2b, but the task is to say 'You can...'</p> <p>Say: '<b>Let's work in pairs.</b>' Invite two pupils to the board. Ask one of them to show an action. Ask another to call the action. e.g. Pupil 1 shows flying a kite. Pupil 2 says: 'You can fly a kite.' If Pupil 2 can't say, ask the pupils to help him/her. Invite the 2nd pair to the board. Ask them to do the same task.</p> <p>Say: '<b>Stand up, please! Let's play in pairs!</b>' Walk around and watch the activity. If the pupils have some difficulties, help them.</p>	Pair work

**Optional Activity 4 Play “Letters”.**  
**Objective: to consolidate the letters**

<i>Steps</i>	<i>Interaction</i>
Prepare cards with letters A – J. Put them on the floor in random. Say: ‘ <i>Let’s play. Listen and jump.</i> ’ Demonstrate with one pupil what to do. Say any letter and help the pupil to jump on it or jump and stand next to this letter.	Pair work

**Lesson 2 What’s your favourite day?**

<b>Aims</b>	<b>Learning out-comes</b>	<b>Vocabulary and structure</b>	<b>Required equipment</b>
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn two more letters: Kk and Ll;</li> <li>- to practise days of the week;</li> <li>-to practise questions from Class 1 (Is it ...? What’s your favourite ...?)</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>-to enable pupils to ask and answer questions</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>-to raise awareness of questions of common interest;</li> <li>- to raise awareness of the pronunciation of the letters “K” and “L” sounds.</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- recognise, say and write the letters Kk and Ll</li> <li>- say what their favourite day is;</li> <li>- ask and answer questions about favourite things;</li> <li>- recognise the pronunciation of the letters “K” and “L”.</li> </ul>	<p>Monday Tuesday Wednesday Thursday Friday Saturday Sunday</p> <p><i>Revision (from Class 1):</i> -Is it ...? -Yes, it is. I like ... What’s your favourite day?</p>	<p>P u p i l ’ s b o o k , Workbook, the DVD, cards with letters</p>

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

**Objectives: to warm up;**  
**to revise the days of the week.**

<i>Steps</i>	<i>Interaction</i>
<p>Say: ‘<i>Stand up please. Good morning class.</i>’ Use gestures so the pupils stand up.</p> <p>Say: ‘<i>How are you?</i>’ Get the answers from the pupils.</p> <p>Say: ‘<i>Sit down please.</i>’ Use gestures so the pupils sit down.</p> <p>Show the pupils the textbook. Say: ‘<i>Take out your books.</i>’ Make sure all the children have their Pupil’s Book.</p> <p>Say: ‘<i>Open your books on Page 16.</i>’ Point to Activity 1. Use gestures and wait for all the children to open their textbooks. Check if they have the correct page.</p> <p>Say: ‘<i>Look and listen.</i>’ Play the DVD, track Days of the week.</p>	Whole class

## Unit 2

### Activity 2 Play “Ball”. 10 min

**Objectives:** to consolidate the days of the week;  
to have fun.

<i>Steps</i>	<i>Interaction</i>
<p>Say: ‘<b>Look and listen.</b>’ Play the DVD, video with the children playing “Ball” activity.</p> <p>Say: ‘<b>Let’s play! Stand in a circle.</b>’ Invite 7 pupils.</p> <p>Allocate the days to the pupils. Point to them and say: ‘<b>Monday</b> (pupil 1), <b>Tuesday</b> (pupil 2), <b>Wednesday</b> (pupil 3), <b>Thursday</b> (pupil 4), <b>Friday</b> (pupil 5), <b>Saturday</b> (pupil 6), <b>Sunday</b> (pupil 7).’</p> <p>Say: ‘<b>Remember your day. Catch the ball if you hear your day.</b>’ Demonstrate how to play: throw the ball up and say: ‘<b>Sunday!</b>’ The pupil whose day is Sunday must catch the ball. This pupil must throw the ball and call another day.</p>	Group work

### Activity 4 Write the letters. 15 min

**Objective:** to learn two more letters of the alphabet – Kk and Ll

<i>Steps</i>	<i>Interaction</i>
<p>Say: ‘<b>Look and listen.</b>’ Play the DVD, letters K, L. Let the pupils listen to the pronunciation several times. Show the pictures.</p> <p>Pronounce the letter K as [keɪ] and L as [el].</p> <p>Say: ‘<b>K as [k] is for Kangaroo</b> (click on the picture of the kangaroo) <b>and for Kite</b> (click on the picture of the kite). <b>L as [l] is for Lemon</b> (click on the picture of the lemons) <b>and Lion</b> (click on the picture of the lions).’</p> <p>The pupils listen to the DVD and repeat.</p> <p>Stand facing a board and say: ‘<b>Look – letter K</b>’ (show in the air that you write a big letter K). Ask: ‘<b>Repeat after me.</b>’ (use gestures to encourage the pupils to write the letter in the air. Monitor that all pupils repeat after you.</p> <p>Then say: ‘<b>Look – letter K</b>’ (show that you ‘write the letter A on your hand). When the pupils finish ‘writing’ on their hands, write the letter on the board.</p> <p>Say: ‘<b>Open your Workbooks on Page 14.</b>’ Use gestures and wait for all the pupils to open the Workbooks and look at Activity 4.</p> <p>Say: ‘<b>Write letter K.</b>’ Use gestures to show what to do. Go round the class and see how well the pupils write. Help if necessary.</p> <p>Write on the board Kk and say: ‘<b>Big K, small K</b>’. Repeat the procedure you have done to teach K.</p> <p>Repeat the procedure to teach the letter Ll.</p>	Whole class

<i>Steps</i>	<i>Interaction</i>
<p><b>Note:</b> If some pupils are very slow at writing, don't worry. Ask them to continue writing at home. The main point is to learn how to write and how to pronounce the letters. <b>Note:</b> Don't teach transcription, this is given only for you.</p> <p><i>Spelling Dictation</i> Point to Spelling Dictation cloud and say: '<b>Listen and write.</b>' Demonstrate what to do. Say: '<b>A</b>' and write on the board Aa. Then say: '<b>Listen and write.</b>' Dictate: '<b>Bb, Cc, Ee, Ff.</b>' Make a pause after each letter and wait for all the pupils to finish. Then continue: 'bag, dad.' Say: '<b>Give your Workbook to your friend.</b>' Use gestures to help them to understand. Then say: '<b>Let's check!</b>' Write the letters and words on the board for checking. Elicit all the results. <b>Note:</b> If you find difficult to organize peer checking, check the dictation yourself.</p>	Whole class

**Activity 5 Play "Interview". 10 min**

**Objectives:** to revise the question "What's your favourite ...?"; to consolidate the days of the week.

<i>Steps</i>	<i>Interaction</i>
<p>Say: '<b>Look and listen.</b>' Play the DVD, video with the children playing "Interview" activity. Ask all the pupils to repeat the phrase: '<b>What's your favourite day?</b>' Use Chain Drill to repeat it. Say: '<b>Let's play! Stand in a circle.</b>' Invite some pupils. Say to the 1st pupil: '<b>What's your favourite day?</b>' Pupil 1 answers: '...' Then help the pupil to ask another pupil: '<b>What's your favourite day?</b>'</p>	Group work

**Summing up 5 min**

This is a standard procedure which teachers should do at the end of each lesson. Follow the description given at the end of Lesson 1.

**NOTE:** If you have enough time for Optional Activities № 3 and 6, you can do them with your pupils.

## Unit 2

### Optional Activity 3 Listen and repeat.

**Objective:** to revise the question from Class 1 “Is it ...?” and answer “Yes, it is.” with the days of the week

<i>Steps</i>	<i>Interaction</i>
<p><i>Step 1</i> Show a pen and ask: ‘<i>Is it a pen?</i>’ Then show a pencil and ask: ‘<i>Is it a pencil?</i>’ etc</p> <p><i>Step 2</i> Say: ‘<i>Let’s sing a song.</i>’ Help the pupils to sing: (the tune of the song ‘Are you sleeping?’) Is it Sunday? Is it Sunday? Yes, it is. Yes, it is. Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Saturday.</p>	Whole group

### Optional Activity 6 Write, draw and colour.

**Objective:** to revise the structure “I like ...”

<i>Steps</i>	<i>Interaction</i>
<p>Ask: ‘<i>Open your Workbooks.</i>’ Be sure all your pupils open the correct page. Say: ‘<i>Listen to me, please. I like red balls. And you?</i>’ Ask some pupils to answer this question. Say: ‘<i>Let’s read the sentence.</i>’ Then point to the sentence below and ask them to read. Point to the picture and ask: ‘<i>What are they?</i>’ Say: ‘<i>Look and guess.</i>’ Point to the 1st sentence. Elicit all the ideas. Get the correct answer and say: ‘<i>Yes, well done! I like black bags.</i>’ Say: ‘<i>Write the sentence.</i>’ Use gestures to explain what to do. Walk around and check their writing. Help if they have any difficulties. Then say: ‘<i>Draw bags and colour.</i>’ Use pencils to help them to understand.</p>	Whole group

**Lesson 3 Sunday, Monday ...**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> - to learn two more letters: Mm and Nn; - to practise Class 1 vocabulary (numbers from 12 to 20);</p> <p><i>Developing:</i> - to enable pupils to do sums in English</p> <p><i>Socio-cultural:</i> - to raise awareness of the similarity between doing sums in English and mother tongue; - to raise awareness of the pronunciation of the letters “M” and “N” sounds.</p>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- recognise, say and write the letters Mm and Nn;</li> <li>- do sums in English using the word “plus”;</li> <li>- write numbers 12-20 and backwards;</li> <li>- recognise the pronunciation of the letters “M” and “N” sounds.</li> </ul>	<p>Plus; Nine plus one is ten; Vocabulary related to greeting; Numbers 12-20</p>	<p>P u p i l ’ s book, Workbook, the DVD, cards with letters</p>

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

**Objectives:** to warm up;  
to revise days of the week.

<p>Say: ‘<i>Stand up please. Good morning class.</i>’ Use gestures so the pupils stand up.</p> <p>Say: ‘<i>How are you?</i>’ Get the answers from the pupils.</p> <p>Say: ‘<i>Sit down please.</i>’ Use gestures so the pupils sit down.</p> <p>Show the pupils the textbook. Say: ‘<i>Take out your books.</i>’ Make sure all the children have their Pupil’s Book.</p> <p>Say: ‘<i>Open your books on Page 18.</i>’ Point to Activity 1. Use gestures and wait for all the children to open their textbooks. Check if they have the correct page.</p> <p>Say: ‘<i>Look and listen.</i>’ Play the DVD, track Days of the week.</p>	<p>Whole class</p>
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**Activity 2 Play “Cross the river”. 10 min**

**Objectives:** to revise days of the week;  
to have fun.

<p>Say: ‘<i>Look and listen.</i>’ Play the DVD, the animation of “Cross the river” activity.</p> <p>Ask: ‘<i>What days can you see here?</i>’ The pupils call the days of the week.</p>	<p>Group work</p>
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## Unit 2

<p>Say: <i>'Let's play! Stand up and come here, please.'</i>          Divide the pupils into two groups and offers the pupils to give names to their group. Write the names on the board.          Say: <i>'Name the days and cross the river. If you're correct, you cross the river. If you aren't correct, the crocodile can eat you up.'</i> Use gestures to demonstrate it. Invite the first pupil to start.          Say: <i>'Let's clap to the winners!'</i></p>	Group work
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### Activity 3 Write the letters. 15 min

**Objectives:** to learn two more letters of the alphabet – Mm and Nn;  
 to practise writing the letters;  
 to consolidate the letters.

<i>Steps</i>	<i>Interaction</i>
<p>Say: <i>'Look and listen.'</i> Play the DVD, letters M, N. Let the pupils listen to the pronunciation several times. Show the pictures.          Pronounce the letter M as [em] and N as [en].          Say: <i>'M as [m] is for Mother</i> (click on the picture of the mother) <i>and for Mouse</i> (click on the picture of the mouse). <i>N as [n] is for Nine</i> (click on the picture of the nine) <i>and Nose</i> (click on the picture of the nose).'</p> <p>The pupils listen to the DVD and repeat.          Stand facing a board and say: <i>'Look – letter M'</i> (show in the air that you write a big letter M). Ask: <i>'Repeat after me.'</i> (use gestures to encourage the pupils to write the letter in the air. Monitor that all pupils repeat after you.          Then say: <i>'Look – letter M'</i> (show that you 'write the letter M on your hand). When the pupils finish 'writing' on their hands, write the letter on the board.          Say: <i>'Open your Workbooks on Page14.'</i> Use gestures and wait for all the pupils to open the Workbooks and look at Activity 3.          Say: <i>'Write letter M.'</i> Use gestures to show what to do. Go round the class and see how well the pupils write. Help if necessary.          Write on the board <i>Ii</i> and say: <i>'Big M, small m'</i>. Repeat the procedure you have done to teach M.          Repeat the procedure to teach the letter Nn.  <b>Note:</b>          If some pupils are very slow at writing, don't worry. Ask them to continue writing at home. The main point is to learn how to write and how to pronounce the letters.</p>	Whole class



<p><b>Note:</b> Don't teach transcription, this is given only for you.</p> <p>Point to Spelling Dictation cloud and says: <i>'Listen and write.'</i> Dictate: 'nine, name, find, and climb.' Make a pause after each word and wait for all the pupils to finish.</p> <p>Write the words on the board for checking. You can organize peer checking, self checking or check yourself.</p>	<p>Whole class</p>
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**Activity 4 Play "Do sums". 10 min**

**Objective:** to consolidate the numbers

<i>Steps</i>	<i>Interaction</i>
<p>Say: <i>'Look and listen.'</i> Play the DVD, video with the children doing sums.</p> <p>Say: <i>'Open your books on Page 19.'</i> Point to Activity 4. Use gestures and wait for all the children to open their textbooks. Check if they have the correct page.</p> <p>Say: <i>'Look at Zumrad and Jasur.'</i> (You can divide them into pairs: a boy and a girl.</p> <p>Say: <i>'Let's count!'</i> Boys answer as Jasur. Girls answer as Zumrad) Elicit all the answers and check them with the pupils together. You can add some more sums for revision.</p> <p><b>Note:</b> If you have time, you can do optional "Look and write" activity on Page 16 in the Workbook.</p>	<p>Group work</p>

**Summing up 5 min**

This is a standard procedure which teachers should do at the end of each lesson. Follow the description given at the end of Lesson 1.

**Lesson 4 Let's play!**

Objectives	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to say and recognize the letters from A to N</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to match the sound of a letter with its script</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of sound and script relationship</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- recognize, say and write the letters from A to N;</li> <li>- spell the words.</li> </ul>	<p><i>Revision:</i></p> <p>the letters from A to N</p>	<p>Pupil's book, Workbook, the DVD, two sets of cards with letters A to N</p>

## Unit 2

### Activity 1 Listen and sing. 5 min

**Objectives:** to warm up;  
to revise days of the week.

<i>Steps</i>	<i>Interaction</i>
<p>Say: '<i>Stand up please. Good morning class.</i>' Use gestures so the pupils stand up.</p> <p>Say: '<i>How are you?</i>' Get the answers from the pupils.</p> <p>Say: '<i>Sit down please.</i>' Use gestures so the pupils sit down.</p> <p>Show the pupils the textbook. Say: '<i>Take out your books.</i>' Make sure all the children have their Pupil's Book.</p> <p>Say: '<i>Open your books on Page 20.</i>' Point to Activity 1. Use gestures and wait for all the children to open their textbooks. Check if they have the correct page.</p> <p>Say: '<i>Look and listen.</i>' Play the DVD, track Days of the week.</p>	Whole class

### Activity 2 Play "Run and take". 15 min

**Objective:** to revise the letters learnt so far (A – N)

<i>Steps</i>	<i>Interaction</i>
<p>You can use version 1 or 2. Version 1 is with letters and Version 2 is with words.</p> <p><b>VERSION 1</b></p> <p>Prepare two sets of cards with letters A-N and put them on the table. Mix them all up.</p> <p>Say: '<i>Stand up, please.</i>' Use gestures to help the pupils to make up two rows at the same distance from your table.</p> <p>Say: '<i>I call a letter</i> (show here any card) <i>and you</i> (point to the 1st pupils in each row) <i>run and find it.</i>' Use searching and finding gestures to help the pupils to understand.</p> <p>Praise the fastest pupils. Count the result of the groups and call the winner group.</p> <p><b>VERSION 2</b></p> <p>Say: '<i>Let's work in pairs.</i>' Invite two pupils to the board. Teacher asks them to stand back to the board. Help the pupils to stand in a correct way.</p> <p>Prepare the words with missing letters on the board. Stick the letters next to the words.</p> <p>Say: '<i>One, two, three. Turn round and put the letters.</i>'</p> <p>After the pupils finish filling in the gaps, say: '<i>Read your words.</i>'</p> <p>Praise the pupils and invite next pair.</p>	Group work Pair work

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

**Objective:** to consolidate vocabulary

<i>Steps</i>	<i>Interaction</i>
<p>Say: <i>'Open your Workbooks on Page 18.'</i> Point to Activity 3. Use gestures and wait for all the children to open their Workbooks. Check if they have the correct page.</p> <p>Say: <i>'Let's play! Take your pens. Read and match.'</i> Show the example to help the pupils to understand. Check the answers and praise the pupils.</p> <p><i>Optional activity</i></p> <p>Point to a circled word 'ball' and say: <i>'Look – ball.'</i> Show that there is a tick next to the word.</p> <p>Say: <i>'Find the words. Circle the word and put a tick.'</i> Point to the crossword and use circling gesture to explain what to do.</p>	<p>Whole group</p>

**Activity 4 Work in pairs. Play "Make a word". 10 min**

**Objective:** to revise the letters learnt so far (A – N)

<i>Steps</i>	<i>Interaction</i>
<p>Say: <i>'Let's play a game! Work in pairs, please.'</i> Use the gesture to help the pupils to explain what to do. Look at the picture. Point to Activity 4 and wait for all the pupils to open the correct page.</p> <p>Say: <i>'Let's make a word!'</i> Choose one pupil to work in a pair with you.</p> <p>Say: <i>'I say a word, you say the letters.'</i></p> <p>Say: <i>'Ball. Spell it, please!'</i> Help the pupil, show the arrows in the picture and call the letters together: <i>'B-A-L-L.'</i> Praise your pupil: 'Yes, well done!'</p> <p>Look at the pairs and say: <i>'Now your turn. Start, please.'</i></p> <p>Walk around and listen to the pupils' dialogues.</p> <p>Say: <i>'Now, let's check your answers!'</i></p> <p>Play the DVD, Activity 4. You can invite your pupils one by one to work individually.</p> <p>If the pupils spell (jump a word) without mistakes, don't forget to praise them.</p>	<p>Pair work</p>

**Summing up 5 min**

This is a standard procedure which teachers should do at the end of each lesson. Follow the description given at the end of Lesson 1.

## Revision 1

### REVISION 1

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to learn counting 1-20 and backwards; - to learn doing sums <i>Developing:</i> - to enable pupils to count 1-20 and backwards; - to enable pupils to do sums	By the end of the lesson, pupils will be able to: - count numbers 1-20 and backwards; - do sums.	<i>Revision:</i> <i>numbers and doing sums.</i>	Pupil's book, Workbook, the DVD, 4 dice, counters of different colours enough for each pupil

#### Activity 1 Play "ABC".

**Objectives:** to consolidate the letters A-N; to have fun.

Look at Unit 4, Lesson 4, Activity 3 for the instructions. Play this game with the letters A-N.

#### Activity 2 Play "Snakes and Ladders".

**Objective:** to revise numbers

*STEP 1:* Ask the pupils to look at the "Snakes and Ladders" board game. Say that this game is very popular in Great Britain and other western countries. Say that they should say 'Move up!' when somebody lands on a ladder and "Move down!" when somebody lands on a snake. When the pupils land on a ladder they must move up. When the pupils land on a snake they must move down.

*STEP 2:* Say that the pupils will play in groups of 4. Each group must have a dice and a counter for every pupil (you can give them small pieces of paper of different colours).

Say that they should move from Monday to Sunday. When they land on the numbers, they must put their counters on that number and they must add or count them according to the type of the activity shown on the board. For example, if they land on 4, they must add the numbers, and if they land on 6, they must count 10 to 15. Then it will be the next pupil's turn to throw the dice.

Another rule of the game is that the pupil who cannot do the sums/cannot count or do them wrong/count wrong misses a go.

#### Homework:

Ask the pupils to do any homework they did not do in Units 1-4 and get prepared for the next unit.

## Unit 3 My free time

### Lesson 1 I like ...

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn two more letters: Oo and Pp;</li> <li>- to revise Class 1 vocabulary (colours, toys, fruits, vegetables)</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to say things they like</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of ways of expressing positive attitudes;</li> <li>- to raise awareness of different pronunciation of the letter “O” sounds and single pronunciation of “P”.</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- recognise, say and write the letters Oo and Pp;</li> <li>- say things they like using the vocabulary learnt in Class 1;</li> <li>- know about different pronunciation of the letter “O” sounds and single pronunciation of “P”.</li> </ul>	<p><i>Revision (from Class 1):</i></p> <p>What colour do you like? I like ...</p> <p>vocabulary related to vegetables and fruits (strawberry, apple, banana, apricot, peach, lemon, cherry, water-melon, pear, grape, pumpkin, carrot, onion, cucumber, pepper, tomato, eggplant, cabbage)</p>	<p>Pupil’s book, Workbook, the DVD, cards with letters, dice</p>

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

##### Objective: to warm up

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and say what the song is about. If they don’t guess, say that the song is about colours.

*STEP 2:* Play the DVD again and ask the pupils to sing together with the DVD.

##### DVD script:

Pink, pink

The paint is pink.

*(the lines above are repeated 3 times)*

The paint is pink pink pink.

White, white

The egg is white.

*(the lines above are repeated 3 times)*

### Unit 3

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The egg is white white white.

Brown, brown

The mouse is brown.

*(the lines above are repeated 3 times)*

The mouse is brown brown brown.

Red, red

The car is red.

*(the lines above are repeated 3 times)*

The car is red red red.

Purple, purple

The grape is purple.

*(the lines above are repeated 3 times)*

The grape is purple purple purple.

Black, black

The cat is black.

*(the lines above are repeated 3 times)*

The cat is black black black.

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

##### **Objective: to develop listening skills**

*STEP 1:* Ask the pupils to open their Workbooks and find Activity 2a. Ask them to look at the table and read the names of the children. Explain that they will listen to you to find the children's bags. Say that they must tick, for example when Zumrad says 'I've got a red bag', they must tick in the table and show it. Check that all ticked correctly.

*STEP 2:* Pupils listen to the rest and go on putting ticks in the table for the relevant children.

*Script:*

Teacher: 'Zumrad, what colour is your bag?'

Zumrad: 'I've got a red bag. What about you, Jasur?'

Jasur: 'I've got a black bag. And you Anna?'

Anna: 'I've got a pink bag. And you Olim?'

Olim: 'I've got a green bag. And you Lola?'

Lola: 'I've got a blue bag.'

*Answer key:*

Zumrad: a red bag

Jasur: a black bag

Anna: a pink bag

Olim: a green bag

Lola: a blue bag

### **Optional Activity 2b Play “What colour do you like?”**

**Objective: to revise colours learnt in Class 1**

It’s a usual Chain Drill. Pupil 1 should ask the question “What colour do you like?” Pupil 2 should say “I like” + any colour s/he likes and show something in this colour, etc. You can also play the DVD to show how to do this activity correctly.

### **Optional Activity 3 Work in pairs. Play “I like lemons”.**

**Objective: to revise fruit and vegetables in the structure “I like ...”**

Ask pupils to work with a dice. It’s a usual board game: when the dice shows 3 for example, a pupil must count “one, two, three” and move to number 3 and then say: I like bananas. You can also play the DVD to show how to do this activity correctly.

### **Activity 4 Write the letters. 12 min**

**Objective: to learn two more letters of the alphabet – Oo and Pp;  
to practise writing the letters;  
to consolidate the letters.**

Ask the pupils to look and listen. Play the DVD, letters O, P. Let the pupils listen to the pronunciation several times. Show the pictures.

Pronounce the letter O as [əʊ] and P as [pɪt].

Say that O as [əʊ] is for Open (click on the picture of the supermarket with the word Open) and as [ɒ] is for Orange (click on the picture of the orange). Then say that P as [p] is for Parrot (click on the picture of the parrot) and Peach (click on the picture of the peach).

The pupils listen to the DVD and repeat. Use Chain Drill activity to remember the pronunciation of the letters.

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Then ask the pupils to open their Workbooks on Page 20 and start writing the capital letter “O” and then small “o”.

Ask them to look at the example and follow the arrows. If necessary, demonstrate on the board. Then repeat the procedure with the letter “Pp”.

**Note:** If some pupils are very slow at writing, do not worry. Ask them to continue writing at home. The main point is to learn how to write and how to pronounce the letter.

You can follow a standard procedure described in the previous units.

### Spelling dictation

Ask the pupils to listen to you and write the letters and words. Dictate any letters and the words: *pen, plane, pencil, dog, doll, jam*

You can check the dictation yourself or ask the pupils to check themselves or do it in pairs. Write the words on the board and ask them to compare. Say that if they have many mistakes it means they must revise the letters and words and prepare for the next Spelling dictation.

### Activity 5 Play “I like ...” 10 min

**Objective:** to consolidate the structure “I like ...” and vocabulary learnt in Class 1

Stick cards in two rows on the board face down: 1) a row of toys; 2) a row of colours. Explain that a pupil can open one card from the upper row (e.g. red) and one card from the lower row (e.g. pens). Then s/he must make a sentence using these words and say: “I like red pens.” You can also play the DVD to show how to do this activity correctly.

### Homework 3 min

Draw the pupils’ attention to Page 21 in their Workbooks. Ask whether the homework is clear to them. If necessary, explain.

Also say that they should continue writing letters on Page 20.

Draw the pupils’ attention to Homework Activity 2. Explain that they should match the words and the pictures by drawing lines between them.

**Note:** Read the words together. You can write the words on the board and ask the pupils to read after you in chorus, in rows and in pairs.



Lesson 2 On Sunday we ...

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn two more letters: Qq and Rr;</li> <li>- to practise days of the week</li> </ul> <p>- <i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to say what activities they can do on various days</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of international words like football, handball etc.;</li> <li>- to raise awareness of the pronunciation of the letters "Q" and "R" sounds.</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- recognise, say and write the letters Qq and Rr;</li> <li>- say what they can do;</li> <li>- say and perform the chant about days of the week;</li> <li>- recognise the pronunciation of the letters "Q" and "R" sounds.</li> </ul>	<p>The preposition "on" with days of the week.</p> <p><i>Revision</i> days of the week: Monday ...</p> <p>play + sports</p>	<p>P u p i l ' s b o o k , Workbook, the DVD, cards with letters</p>

**Warm up Listen and sing. 5 min**

**Objectives:** to warm up;  
to revise days of the week.

Look at Unit 2, Lesson 1, Activity 1 for the DVD script (days of the week).

Play the DVD and ask the pupils to sing along with the DVD.

**Activity 1 Play "What's your favourite game?" 5 min**

**Objectives:** to revise games;  
to prepare for the next activity.

This is a usual Chain Drill activity. Ask the pupils to ask and answer the question "What's your favourite game?" in turns. You can revise games the pupils know before starting the Chain Drill (football, Bingo, Little frog, computer games, Funny race, Miming, Shopping, Tic Tac Toe, Interview, Look and guess, Sleep!, Please, I am a robot, Touch your nose, Champion and other games they played in Class 1). You can also play the DVD to help the pupils to play the game.

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

**Objectives:** to revise days of the week;  
to introduce the preposition 'on'.

*STEP 1:* Ask the pupils what international words related to sport they know. Elicit the words: football, basketball, tennis, volleyball, handball, etc.

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**STEP 2:** Ask the pupils to look at the picture either on the page or in the DVD. Explain that this funny picture is the animals having a rest in the summer camp. Say that the dog is their teacher and he introduces what they are going to do this week.

Say: *On Monday we play tennis.* Ask the pupils to guess what the teacher said. Establish that we use ‘on’ when we want to say what we do on this or that day of the week.

**STEP 3:** Ask the pupils to look at the picture and repeat after you.

*On Monday we play handball.*

*On Tuesday we play computer games.*

*On Wednesday we play basketball.*

*On Thursday we play Bingo.*

*On Saturday we play football.*

*On Sunday we play games.*

### **Activity 2b Play “On Monday we play ...”. 10 min**

**Objectives:** to consolidate the days of the week and the preposition ‘on’

Ask the pupils to play usual Chain Drill. You can also play the DVD and have the pupils do the activity similarly.

*e.g.* Pupil 1: On Monday we play football.

Pupil 2: On Tuesday we play basketball.

Pupil 3: On Wednesday ... etc.

### **Activity 3 Write the letters. 15 min**

**Objective:** to learn two letters of the alphabet – Qq and Rr;  
to practise writing the letters;  
to consolidate the letters.

Ask the pupils to look and listen. Play the DVD, letters Q, R. Let the pupils listen to the pronunciation several times. Show the pictures.

Pronounce the letter Q as [kjʊtʃ] and R as [ɑːr].

Say that Q as [kw] is for Queen (click on the picture of the queen) and Question (click on the question mark). Then say that R as [r] is for Rainy (click on the picture of the rainy weather) and Robot (click on the picture of the robot).

The pupils listen to the DVD and repeat. Use Chain Drill activity to remember the pronunciation of the letters.

Then ask the pupils to open their Workbooks on Page 22 and start writing the capital letter “Q” and then small “q”.

Ask them to look at the example and follow the arrows. If necessary, demonstrate on the board. Then repeat the procedure with the letter “Rr”.

Then draw the pupils’ attention to the optional activity on Page 22. Ask the pupils to read the sentences with you and then colour the pictures. If you are short of time, the pupils can colour the pictures at home.

**Optional Activity 4 Listen and say the chant.**

**Objective: to consolidate the days of the week**

Ask the pupils to look at the pictures and guess what they mean. Then play the DVD and ask the pupils to listen and repeat.

**DVD script:**

**Monday** [clap, clap, clap] **Tuesday**[stamp, stamp, stamp]

**Wednesday** [slap, slap, slap] **Thursday** [click, click, click]

**Friday** [knock, knock, knock] **Saturday** one, two, three.

**Sunday** come with me.

**Homework 5 min**

Draw the pupils’ attention to Page 23 in their Workbooks. Ask whether the homework is clear to them. If necessary, explain.

Also say that they should continue writing letters on Page 22.

Draw the pupils’ attention to Homework Activity 2. Explain that they should read the words marked 1-4 and colour the parts of the picture accordingly. After that they must write the four missing letters to make a sentence.

Help the pupils to read the sentence. Ask them to repeat after you in chorus, in rows and in pairs.

*Answer key:* I like ice-cream.

**Lesson 3 What’s that?**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn two more letters: Ss and Tt;</li> <li>- to learn demonstrative pronouns “this – that” and the question “What’s that?”</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- recognise, say and write the letters Ss and Tt;</li> </ul>	<p>This is ... That’s ... What’s that? <i>Revision:</i> <i>Vocabulary related to animals.</i></p>	<p>P u p i l ’ s b o o k , Workbook, the DVD, cards with letters</p>

## Unit 3

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to identify the difference between “this” and “that”</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the contractions including the short form of the structure “That’s ...”</li> <li>- to raise awareness of the pronunciation of the letters “S” and “T” sounds.</li> </ul>	<ul style="list-style-type: none"> <li>- ask and say about things and objects using the structures: <i>This is ... &amp; That’s ...</i></li> <li>- recognise the pronunciation of the letters “S” and “T” sounds.</li> </ul>	<p><i>Structures:</i></p> <p><i>It’s big. It can climb.</i></p>	

### Warm up Listen and sing. 5 min

**Objectives:** to warm up;  
to revise days of the week.

Look at Unit 2, Lesson 1, Activity 1 for the DVD script (days of the week).

Play the DVD and ask the pupils to sing along with the DVD.

### Activity 1a Look, listen and repeat. 5 min

**Objective:** to introduce the structure “That’s ...”

Ask the pupils to look at the picture or play the DVD to draw the pupils’ attention. Say that the cats are looking at clouds and playing a game. Explain that when an object is close we say “this”, for example: *This is a book.* and show a book. But when an object is far we say “that”, for example: *That’s a lamp.* and show a lamp.

### Activity 1b Point and say. 5 min

**Objective:** to practise “That’s ...”

*STEP 1:* Ask the pupils to work in pairs. Ask one pair to perform in front of the whole class. For example, Pupil A: ‘This is a book.’

Pupil B: ‘That’s a pencil.’ etc.

*STEP 2:* Then ask the others to start. Check that the pupils know what to do. Go round and monitor, help if necessary.

### Activity 1c Work in pairs. Ask and answer. 5 min

**Objective:** to practise the question “What’s that?” and vocabulary learnt in Class 1 (animals)

*STEP 1:* Play the DVD for Activity 1a. Ask the pupils to look at the cloud pictures. Point to an animal and ask the pupils: ‘What’s that?’ Elicit an answer: ‘That’s a crocodile’.

Ask the pupils to repeat after you the question “What’s that?” in chorus, in rows, pairs and individually.

*STEP 2:* Ask the pupils to work in pairs. Pupil 1 shows a cloud picture in Activity 1a and asks: ‘*What’s that?*’ Pupil 2 answers: ‘*That’s a ...*’

### **Optional Activity 2 Play “Listen and guess”.**

**Objective:** to recycle the question “What’s that?”

*STEP 1:* Say that the pupils will play a guessing game in pairs. Explain that one pupil must describe an animal (from the cloud picture in 1a) and another pupil must guess the animal. For example:

Pupil 1: ‘It’s big. It can swim.’

Pupil 2: ‘That’s a duck.’

Pupil 1: ‘No.’

Pupil 2: ‘That’s a crocodile.’

Pupil 1: ‘Yes.’

*STEP 2:* Ask the pupils to look at the dialogue in Activity 2, especially the words “It’s” and “That’s”. Ask if anybody knows what the apostrophe means in these words. After eliciting some answers, sum up that apostrophe means contraction. Write on the board: It’s = It is *and* That’s = That is. Explain that we use contractions when we speak and want to write just the same as we speak. As regards to full forms, they are not oral speech so we write them fully in cases other than oral speech. After that have the pupils repeat the contractions and full forms you have written on the board after you and let them see the difference in pronunciation.

### **Activity 3 Write the letters. 10 min**

**Objectives:** to learn two more letters of the alphabet – Ss and Tt;

**to practise writing the letters;**

**to consolidate the letters.**

Ask the pupils to look and listen. Play the DVD, letters S, T. Let the pupils listen to the pronunciation several times. Show the pictures.

Pronounce the letter S as [es] and T as [tit].

Say that S as [s] is for Spring (click on the picture of spring), Summer (click on the picture of summer) and Seven (click on the number 7). Then say that T as [t] is for Train (click on the picture of the train) and Tiger (click on the picture of the tiger).

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The pupils listen to the DVD and repeat. Use Chain Drill activity to remember the pronunciation of the letters.

Then ask the pupils to open their Workbooks on Page 24 and start writing the capital letter “S” and then small “s”.

Ask them to look at the example and follow the arrows. If necessary, demonstrate on the board. Then repeat the procedure with the letter “Tt”.

Then draw the pupils’ attention to the Optional activity on Page 24. Say that they should look at the pictures and write the words under the pictures. Say that the words are given below. Ask the pupils to repeat after you the words in chorus, in rows, in pairs and individually.

### Spelling dictation

If time allows, dictate the words: *red, green, orange, pink* and any letters you want to practise, the pupils write.

### Activity 4 Look and say. 10 min

**Objective:** to consolidate the structure “That’s ...”

**STEP 1:** Ask the pupils to look at the picture or play the DVD. Ask them to say or repeat after the DVD what the hen is saying to her children.

**Note:** Draw the pupils’ attention to the Remember box and explain that *That’s a kite.* is the same as *That is a kite.*

**STEP 2:** Ask the pupils to work in pairs. They must point and say.

e.g. Pupil A points to a kite.

Pupil B says: “That’s a kite,” etc.

**Note:** Draw the pupils’ attention to the remember box. Establish that *That’s a cow.* = *That is a cow.*

### Homework 5 min

Draw the pupils’ attention to Page 25 in their Workbooks. Ask whether the homework is clear to them. If necessary, explain.

Also say that they should continue writing letters on Page 24.

Draw the pupils’ attention to Homework Activity 2. Explain that they must complete the sentences using the words for the pictures shown. After that they should read the sentences. Help the pupils to say the sentences aloud. Ask them to repeat after you in chorus, in rows and in pairs.

## Lesson 4 Let's play!

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn two more letters: Uu and Vv;</li> <li>- to revise Class 1 vocabulary (wild animals)</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to identify capital and small letters;</li> <li>- to enable pupils to make sentences out of two halves</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness in identifying capital and small letters;</li> <li>- to raise awareness of different pronunciation of the letter "U" sounds and a single pronunciation of "V".</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- recognise, say and write the letters Uu and Vv;</li> <li>- identify capital and small letters;</li> <li>- make up sentences out of two halves;</li> <li>- recognise different pronunciation of the letter "U" sounds and single pronunciation of "V".</li> </ul>	<p>under, vase, volleyball</p> <p><i>Revision (from Class 1):</i> wild animals</p>	<p>Pupil's book, Workbook, the DVD, separate cards with capital and small letters, cards with all wild animals from Class 1, sets of cards with beginnings and endings of sentences</p>

**Activity 1 Listen and sing. 5 min****Objectives: to warm up;****to revise days of the week.**

Look at Unit 2, Lesson 1, Activity 1 for the DVD script (days of the week).

Play the DVD and ask the pupils to sing along with the DVD.

**Activity 2 Play "Find your pair". 10 min****Objective: to revise the letters learnt so far**

*STEP 1:* Ask the pupils to look at the picture. Ask the pupils to guess what letter the boy in the first pair is holding (He is holding a capital letter "B" because his partner is holding a small letter "b".) The girl in the second pair is holding a small letter "f".

*STEP 2:* Say that the pupils will play the game as the pupils in the picture. Distribute cards with big and small letters to the pupils and ask them to keep them secret!

*STEP 3:* Say that the pupils must go round the class and say the letter from their cards loudly, listen to each other in order to find a pair. Demonstrate what to do with one pair. When the

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pupils find their pair, ask them to come up to you and show. You can also play the DVD to show how to do the activity correctly.

#### **Activity 3 Write the letters. 15 min**

**Objectives:** to learn two letters of the alphabet – Uu and Vv;  
to practise writing the letters;  
to consolidate the letters.

Ask the pupils to look and listen. Play the DVD, letters U, V. Let the pupils listen to the pronunciation several times. Show the pictures.

Pronounce the letter U as [juː] and V as [viː].

Say that U as [juː] is for Cucumber (click on the picture of the cucumber) and as [ʌ] is for Under (click on the chair with a cat under it). Then say that V as [v] is for Volleyball (click on the picture of the volleyball game) and Vase (click on the picture of the vase).

The pupils listen to the DVD and repeat. Use Chain Drill activity to remember the pronunciation of the letters.

Then ask the pupils to open their Workbooks on Page 26 and start writing the capital letter “U” and then small “u”.

Ask them to look at the example and follow the arrows. If necessary, demonstrate on the board. Then repeat the procedure with the letter “Vv”.

Then draw the pupils’ attention to the optional activity on Page 26. Explain that they should write the words. Ask the pupils to repeat after you the words in chorus, in rows, in pairs and individually.

#### **Activity 4a Work in pairs. Make sentences. 10 min**

**Objectives:** to consolidate the sentence structures;  
to prepare for the next activity.

*STEP 1:* Ask the pupils to work in pairs and look at the example. Ask the pupils to match other parts to make sentences.

*Answer key:* I’ve got a plane. I like pumpkins. That’s a cucumber. She is eight.

*STEP 2:* When they finish, ask some pupils to read and translate the sentences.

#### **Optional Activity 4b Play “Running dictation”.**

**Objective:** to consolidate the sentence structures

*STEP 1:* Prepare two sets of cards enough for groups of 4 like the ones in 4a. Put all beginnings of the sentences in one box and



all endings into another box. Prepare more cards than the pupils will need in order to make 5 sentences in each group.

**STEP 2:** Explain that each group must make up 5 sentences in 3 minutes. Say that all cards will be on your table. Explain that Box 1 has the beginning and Box 2 has the ending of sentences. Say that every member of the groups in turns must come to the table and take one card and bring to the group. Say that all five sentences must be different.

### **Optional Activity 5 Play “Look and say”.**

**Objective: to revise wild animals**

**STEP 1:** Prepare a set of cards with all wild animals the pupils know from Class 1. Say that the pupils will play a game to check how attentive they are.

**STEP 2:** Ask the pupils to look at the pictures in the first and second rows. Ask the pupils what they have noticed. (*Answer key:* There are two missing pictures in the second row: a crocodile and a giraffe are missing.)

**STEP 3:** Ask the pupils to look at cards with wild animals on your table and try to remember them all. Then ask them to close their eyes and remove one or two cards. Ask the pupils to open their eyes and say what animal/s is/are missing. You can do the activity through the DVD too.

### **Optional Activity 6 Play “ABC”.**

**Objectives: to consolidate the letters A-V; to have fun.**

Look at Unit 4, Lesson 4, Activity 3 for the instructions.

Play this game with the letters A-V.

### **Homework 5 min**

Draw the pupils’ attention to Page 27 in their Workbooks. Ask whether the homework is clear to them. If necessary, explain.

Draw the pupils’ attention to Homework Activity 2. Ask them to look and read the words “cold” and “hot”. Use body language if necessary. Then read the two sentences with them orally: *I like summer. It’s ... [pause] in summer.* Explain that they must complete the gap choosing the logically suitable word from the box: cold or hot. Ask them to translate the sentences.

## Unit 4 My hobby

### Lesson 1 I collect trains.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn two more letters: Ww and Xx;</li> <li>- to practise Class 1 vocabulary (toys)</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to ask and answer the question "What's this?"</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the pronunciation of the letters "W" and "X" sounds.</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- recognise, say and write the letters Ww and Xx;</li> <li>- ask and answer the question "What's this?";</li> <li>- recognise pronunciation of the letters "W" and "X" sounds.</li> </ul>	<p>collect</p> <p><i>Revision (from Class 1):</i> What's this?; vocabulary related to toys</p>	<p>Pupil's book, Workbook, the DVD, cards with letters, cards with different toys</p>

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

##### Objective: to warm up

Play the DVD and ask pupils to listen and sing with the DVD.

##### DVD script:

They are model cars, and a toy guitar,

With a teddy bear and a doll with curly hair.

Toys, toys, toys,

lots of toys.

In my toy box there are toys for every girl and boy. (3 times)

#### Activity 2a Look, read and match. 5 min

##### Objective: to revise the question "What's this?"

*STEP 1:* Ask the pupils to look at the pictures in the textbook or play the DVD for this activity and read the sentences in the speech bubbles/listen to the bees. Ask the pupils to translate the sentences and then match the pictures and sentences. Ask some pupils to read and translate the sentences.

Then remind that they learned the question "What's that?" two lessons earlier. Ask what the difference is between the questions "What's that?" and "What's this?" Elicit some answers and then sum up that we use the question "What's that?" to ask about an object which is far from us and "What's this?" to ask about an object which is near us.

*STEP 2:* Ask the pupils to work in pairs. Pupil 1 should ask the question “What’s this?” and point to a picture. Pupil 2 must look at the picture and answer: “It’s ...”

**Activity 2b Read, draw and write. 10 min**

**Objectives:** to introduce a new word “collect”

*STEP 1:* Ask the pupils to open their Workbooks on Page 28 and read the first text. Ask them to guess what the word “collect” means. Have the pupils repeat it after you in chorus. After that ask the pupils to read and translate the sentences.

When they finish, ask them to read and translate the second text.

*STEP 2:* Ask the pupils to complete the third text for themselves and draw a picture. Say that they can finish drawing at home if you worry about the time.

**Activity 2c Play “I collect trains”. 10 min**

**Objective:** to practise the structure “I collect ...”

Put cards with different toys on your table. Ask the pupils to stand in two rows. Say that you will whisper words (different words to each group) to the first two pupils. These pupils must turn to the second pupils and whisper the word to them. The second pupils pass the word to the third pupils etc. The last pupils in the rows must come up to the table, take a card with the word they have heard and make a sentence: *I collect ...*

If the sentence is correct the last pupil stands at the front of the row and becomes the first in the row. You can also play the DVD to show how to do this activity correctly.

**Activity 3 Write the letters. 10 min**

**Objective:** to learn two more letters of the alphabet – Ww and Xx;  
to practise writing the letters;  
to consolidate the letters.

Ask the pupils to look and listen. Play the DVD, letters W, X. Let the pupils listen to the pronunciation several times. Show the pictures.

Pronounce the letter W as [dʌbljuː] and X as [eks].

Say that W as [w] is for Winter (click on the picture of winter) and Watermelon (click on the picture of winter). Then say that X as [ks] is for Taxi (click on the picture of the taxi) and Box (click on the picture of the box).

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The pupils listen to the DVD and repeat. Use Chain Drill activity to remember the pronunciation of the letters.

Then ask the pupils to open their Workbooks on Page 28 and start writing the capital letter “W” and then small “w”.

Ask them to look at the example and follow the arrows. If necessary, demonstrate on the board. Then repeat the procedure with the letter “Xx”.

### Optional Activity 4 Read and match.

#### Objective: to enable pupils to read for details

Ask the pupils to read the three texts and find the pictures to them.

*Answer key: 1c, 2a, 3b*

**Note:** First ask the pupils to read the text and do matching silently. After checking the answers, you can ask them to read aloud for developing the pupils’ pronunciation.

#### Homework 5 min

Draw the pupils’ attention to Page 29 in their Workbooks. Say that they should continue writing letters in Activity 1. Say that in Activity 2 they should read the dialogue between the two bees. Ask them to repeat after you in chorus, in rows and in pairs.

Say that the pupils must draw a picture of an animal in the empty box and complete the dialogue.

## Lesson 2 What’s your hobby?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn two more letters: Yy and Zz</li> <li>- to learn the structure: “Let’s play ...”</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to make suggestions using “Let’s play ...”</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of various hobbies;</li> <li>- to raise awareness of different pronunciation of the letter “Y” and single pronunciation of “Z” sounds.</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- recognise, say and write the letters Yy and Zz;</li> <li>- make suggestions using “Let’s play ...”;</li> <li>- recognise different pronunciation of the letter “Y” and single pronunciation of “Z” sounds.</li> </ul>	<p>hobby, What’s your hobby?, Let’s play... <i>Revision (from Class 1):</i> It’s snowy. It’s rainy. It’s hot. It’s warm. It’s windy. It’s cool.</p>	<p>Pupil’s book, Workbook, the DVD, flashcards with letters, snowy, rainy, hot, warm, windy and cool weather</p>

**Activity 1 Listen and sing. 5 min****Objective: to warm up**

Look at Unit 4 Lesson 1 for the DVD script.

**Activity 2 Play “What’s your hobby?” 10 min****Objectives: to learn a new word “hobby”;  
to practise the question “What’s your hobby?”**

*STEP 1:* Ask the pupils to answer the question “What’s your hobby?”. If they cannot guess what the word “hobby” means, translate it into the mother tongue. Then have the pupils repeat it after you.

*STEP 2:* This is the usual Chain Drill activity. Ask the pupils to ask and answer the question “What’s your hobby?” in turns. You can revise words the pupils know before starting the Chain Drill (football, computer games, tennis, volleyball, toys, dolls, kites, trains etc). Pupils can say: “My hobby’s football.” etc. You can also play the DVD to show how to do this activity correctly.

**Note:** British people say “My hobby’s football.” or “My hobby’s balls.” Both are acceptable.

**Activity 3 Play “Let’s play games.” 10 min****Objectives: to revise the vocabulary related to the weather;  
to reinforce the structure “Let’s play ...”.**

*STEP 1:* Stick the flashcards describing snowy, rainy, hot, warm, windy and cool weather on the board. Ask the pupils to look at the board or play the first part of the DVD and say what pictures they see there. Ask them to recall the structures to describe the weather in the pictures

**Answer key/DVD script:**

It’s snowy. It’s rainy. It’s hot. It’s warm. It’s windy. It’s cool.

*STEP 2:* Ask the pupils to look at the picture in the textbook and say what they see there.

**Answer key:** The pupils in the picture are playing a game. They threw a dice (number 5). Now they are looking at the picture # 5 on the board and saying: *It’s windy.* and *Let’s fly a kite.* You can also play the second part of the DVD to show this.

*STEP 3:* Ask the pupils to work in groups of 4/5 and play the game in the same way as in the picture.

**Possible answers:**

It’s snowy. – Let’s skate/play hockey/ski.

It’s rainy. – Let’s play computer games./Let’s play Bingo.  
etc.

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It's hot. – Let's swim.

It's warm. – Let's play football/tennis, etc.

It's windy. – Let's fly a kite.

It's cool. – Let's play football/tennis, etc.

### Activity 4 Write the letters. 15 min

**Objective:** to learn two more letters of the alphabet – Yy and Zz;  
to practise writing the letters;  
to consolidate the letters.

Ask the pupils to look and listen. Play the DVD, letters Y, Z. Let the pupils listen to the pronunciation several times. Show the pictures.

Pronounce the letter Y as [waɪ] and Z as [zed].

Say that Y as [j] is for Yellow (click on the picture of the first bee saying 'Do you like yellow?') and Yes (click on the picture of the second bee saying 'Yes!!'). Then say that Z as [z] is for Zebra (click on the picture of the zebra) and Zoo (click on the picture of the zoo).

The pupils listen to the DVD and repeat. Use Chain Drill activity to remember the pronunciation of the letters.

Then ask the pupils to open their Workbooks on Page 30 and start writing the capital letter "Y" and then small "y".

Ask them to look at the example and follow the arrows. If necessary, demonstrate on the board. Then repeat the procedure with the letter "Zz".

Say that "Zz" is the last letter in the ABC.

**Note:** If you have time you can ask the pupils to do the optional activity on Page 30 and write the words 'zebra' and 'yellow'.

### Spelling dictation

If time allows, you can also ask the pupils to listen to you and write the words you spell. You can spell any words the pupils already know.

### Optional Activity 5 Look, listen and read.

**Objectives:** to consolidate the animals which live in the zoo;  
to read for fun.

Ask the pupils to look at the picture and guess what they see in the picture. Then play the DVD and ask the pupils to listen and repeat. After that ask the pupils to read the rhyme.

Look at Activity 5 in the Pupil's book for the DVD script.

**Homework 5 min**

Draw the pupils' attention to Page 31 in their Workbooks. Ask whether the homework is clear to them. If necessary, explain.

Also say that they should continue writing letters and words on Page 30.

Draw the pupils' attention to Homework Activity 2. Read the first example and ask the pupils to point to a pink mouse. Read the rest and ask the pupils to repeat after you in chorus, in rows and in pairs. You can ask the pupils to translate the phrases in order to help the pupils recall the words. Say that they should match the words and pictures by writing a number in the square above the pictures. They must also colour the pictures according to the words.

**Lesson 3 I've got eight planes.**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> - to practise the structures: "I collect ..."; "I've got + body parts/toys"; Are you ...? <i>Developing:</i> -to enable pupils to understand and use different structures in different situations</p>	<p>By the end of the lesson, pupils will be able to: - ask and answer the question "How many ... have you got?"; - use the structures: "I collect ..." and "I've got ..."</p>	<p><i>Revision (from Class 1):</i> I've got + body parts/toys; Are you ...? I collect ... Numbers 1-10</p>	<p>Pupil's book, Workbook, the DVD, cards with animals</p>

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

**Objective: to warm up**

Look at Unit 4 Lesson 1 for the DVD script.

**Activity 2a Look, listen and write. 10 min**

**Objectives: to listen for detail;**

**to revise toys;**

**to revise the structures: "I collect ..." and "I've got ..."**

*STEP 1:* Ask the pupils to look at the picture, match the children and the toys they collect. Ask them to read what Zumrad is saying ('I collect planes.'). Ask what Jasur and other children are saying.

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*Answer key:*

**Zumrad:** 'I collect plains.'

**Jasur:** 'I collect kites.'

**Lucy:** 'I collect dolls.'

**Harry:** 'I collect cars.'

**Zarina:** 'I collect teddy bears.'

**Umid:** 'I collect trains.'

**STEP 2:** Ask the pupils to open the Workbooks on Page 32. Ask them to listen to the text and write the number of toys the children have. Play the DVD and stop after Zumrad's words. Ask the pupils to write the number in a box next to Zumrad and say: *Zumrad has got 8 planes.* Ask: *How many planes?* and elicit: *Eight.*

**STEP 3:** Explain that in this way the pupils will write numbers in all other boxes.

**DVD script:**

**Zumrad:** 'I collect plains. I've got eight planes.'

**Jasur:** 'I collect kite. I've got five kites.'

**Lucy:** 'I collect dolls. I've got ten dolls.'

**Harry:** 'I collect cars. I've got six cars.'

**Zarina:** 'I collect teddy bears. I've got seven teddy bears.'

**Umid:** 'I collect trains. I've got nine trains.'

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

**Objective:** to consolidate the structures: "I collect ..." and "I've got ..."

Ask the pupils to look at the picture in Activity 2a again and play a game. Ask the pupils to work in pairs. Demonstrate with one pair as follows and then ask all pairs to start the game.

e.g. **Pupil A:** Points to Zumrad.

**Pupil B:** 'My name's Zumrad. I collect planes. I've got eight planes.'

**Activity 2c Complete the sentences.**

**5 min**

**Objective:** to consolidate the structure: "I've got ..."

Ask the pupils to open the Workbooks on Page 32 and complete the sentences using the Activity 2a in the Workbook.

**Activity 3a Play "Are you a parrot?" 15 min**

**Objectives:** to practise a question: "Are you a ...";  
to practise the structure "I've got ...";  
to have fun.



*VERSION A*

*STEP 1:* Ask the pupils to look at the picture. Say that the pupils are playing a game. The teacher there is holding a card with the rooster in. The first group are looking at the cards and saying: *I've got two legs and two wings.* The second group are asking: *Are you a parrot?* Ask what the dialogue is about. After eliciting some answers, sum up. Then have the pupils repeat the sentences after you.

*STEP 2:* Now explain that they will also play the same game. Then divide the class into two groups. Take your cards with animals but do not show them to pupils.

*STEP 3:* Explain that only one group can see the card with an animal you are holding and describe it, e.g. *I've got two legs and two wings.* The second group cannot see the card. They must listen and guess which animal is in the card and ask, for example, *Are you a parrot?* Then they change roles.

*VERSION B*

*STEP 1 & 2:* The same as the Step 1&2 in Version A.

*STEP 3:* Play the DVD to show the pupils what to do next. Like in the DVD, give the cards with animals to one of the groups only. The second group guess.

**Optional Activity 3b Play “How many legs have you got?”**

**Objectives:** to practise numbers;  
to have fun.

*STEP 1:* Ask the pupils to stand up and listen to you. Say that when you say a number, for example, “5” they should form a group of 5 pupils, hold hands and count how many legs they have. It is OK if groups have not 5 people and 10 legs.

*STEP 2:* Ask the groups to stay where they are. Say that the next task will be more interesting. Explain that when you say, for example 8, they should make it, e.g. two pupils will stand on one leg to make 8 instead of 10.

Play with different numbers and repeat the procedure. For example, say 3 for making groups of 3 and then say 3 or even 2 and see how the groups will find out solutions!

**Optional Activity**

**Objective:** to energise the pupils

Choose any physical activity your pupils enjoy or you can do this activity as in the DVD.

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**DVD:** Two teams of three. There are some cards of toys on the board. When the teacher says “1, 2, 3, a train”, the first pupils of the teams run to the board and tap on the relevant card. The boy from the first team points to the card with a train in and says “It’s a train.” The children say in chorus “No”. The girl from the second team points to the card with a train in and says “It’s a train.” Children say in chorus “Yes! Well done!” After that the teacher says one more toy “A bear”, etc.

### Homework 5 min

Draw the pupils’ attention to Page 33 in their Workbooks. Ask whether the homework is clear to them. Remind that they should continue writing numbers in Activity 1 and 2.

*Answer key for Activity 1:*

one, two, three, four, five  
 five, four, three, two, one  
 two, four, six, eight, ten  
 one, three, five, seven, nine

## Lesson 4 Let’s play!

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to revise the ABC;</li> <li>- to learn the ABC song</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>-to enable pupils to match the sound with the corresponding letter</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>-to raise awareness of the similarities and differences of the English alphabet from the one in the mother tongue</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- sing the ABC song;</li> <li>- say the ABC.</li> </ul>	<p><i>Revision:</i> the alphabet</p>	<p>Pupils’ book, Workbook, the DVD, two flappers</p>

### Activity 1 Listen and sing. 10 min

#### Objective: to warm up

Play the DVD. Ask the pupils to listen and say what the song is about (The song is about the ABC). Then have the pupils sing the ABC song together with the DVD.

#### DVD script:

A B C D E F G  
 H I J K L M N O P  
 Q R S T U V  
 W X Y and Z

This is called the alphabet.  
Which we never must forget.

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

**Objectives:** to revise the ABC;  
to have fun.

Ask the pupils to look at the picture of the ABC caterpillar and read the letters one by one. Ask if they are similar to the Uzbek alphabet. Elicit some answers and then sum up that the English alphabet is very similar to the Uzbek alphabet in structure and content but different in pronunciation. The main difference in content is that in Uzbek there are no such letters as “C” and “W” but the Uzbek alphabet has such letters as O, G, Sh, Ch and Ng which the English alphabet does not have. After that have the pupils listen and repeat the English letters one by one after you in chorus.

**Note:** Establish that Sh, Ch and Ng have similar pronunciation in English and Uzbek.

**Activity 2b Sing “ABC song.” 5 min**

**Objectives:** to consolidate the ABC;  
to prepare for the next activity.

Ask the pupils to listen to the ABC song in Activity 1 and repeat.

**Optional Activity 2c Look and complete.**

**Objective:** to consolidate the ABC

Ask the pupils to open their Workbooks on Page 34 and complete the ABC.

**Activity 3 Play “ABC.” 10 min**

**Objectives:** to consolidate ABC;  
to have fun.

*VERSION A*

**STEP 1:** Stick the letters of the ABC in different places on the board. Put them in circles and make funny faces as if they are flies. Say that the pupils will play a game. Invite one pupil to come to the board and give a flapper to him/her.

Explain that the letters are “flies”. Say that when you say a letter, for example G, the pupil must “kill” the fly with a letter “G”. The rest of pupils must start making a noise for a fly “zzzzzzzz”. If the pupil “killed” the right fly, the class must stop the noise. If the pupil “killed” a wrong “fly”, the class continue

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making the noise. You can also play the DVD to give the pupils understanding what to do during the game.

### *VERSION B*

*STEP 1:* Stick the letters of the ABC in different places on the board. Put them in circles and make funny faces as if they are flies. Say that the pupils will play a game-competition.

*STEP 2:* Invite two pupils to come to the board. Put the pupils in two rows against the board and give flappers to the first pupils in each row. When you say a letter, for example G, the first pupils from each row must run to the board and slap the letter “G”. The quickest pupil will get a score. The team with the biggest score win.

### **Activity 4 Play “Name Line”. 10 min**

**Objective: to revise ABC**

### *VERSION A*

*STEP 1:* Say that the pupils will play the game “Name Line”. Say: ‘Imagine there is a line in the class (show an imaginary line). You must find your place and stand in the line. The order of the line is ABC order. If your name starts with the letter A, you must stand here (show the beginning of the imaginary line). If your name starts with Z, you must stand there (show the end of the line).’

*STEP 2:* Check that the pupils know what to do and ask them to stand up and make the line.

*STEP 3:* Say that you will check the line. Ask the pupils to say their names in turn. If there is any confusion, help the pupils to correct their mistake.

### *VERSION B*

You can do the activity as in the DVD.

### **Homework 5 min**

1) Ask the pupils to look at Page 34 in their Workbooks. Explain that they must learn the ABC by heart.

2) Ask the pupils to look at Page 35 in their Workbooks. Explain that in Activity 1 they must count the pictures and write their total number before the relevant words. Also explain that they must not forget to write the plural “s” at the end of the words if their number is more than one and put the mark “x” if their number is only one as shown in the example.

3) Ask the pupils to read and complete the sentences about themselves in Activity 2.

## REVISION 2

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <p>- to revise the vocabulary for greetings, names, favourites and hobbies.</p> <p><i>Developing:</i></p> <p>- to enable pupils to ask and answer questions on the topics of names, favourites and hobbies</p>	<p>By the end of the lesson, pupils will be able to ask and answer questions on the topics of names, favourites and hobbies</p>	<p><i>Revision of the vocabulary for greetings, names, favourites and hobbies.</i></p>	<p>Pupil's book, Workbook, the DVD</p>

**Activity 1 Work in pairs. Play “Make a word.”****Objective: to revise the alphabet**

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

The words: plane, car, kite, train, doll, football, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, red, blue, black, orange, green, white, purple, yellow, pink.

**Activity 2 Listen, repeat and do.****Objective: to revise greetings**

Play the DVD and ask the pupils to listen, repeat and do.

**DVD script:**

**Boy 1:** *Shakes hands with Girl 1 and says:* ‘Hello. My name’s David.’

**Girl 1:** ‘Hello. My name’s Lisa.’

**Girl 2:** *Shakes hands with Boy 2 and says:* ‘Hello. My name’s Mary.’

**Boy 2:** ‘Hello. My name’s Tom.’

**Activity 3 Work in pairs. Play “Questions”. Choose a colour and a category.****Objective: to revise language for names, favourites and hobbies**

**STEP 1** Ask the pupils to look at the table and say what is written in bold.

**Answer Key:** Points: 5-15 and Categories: Name, Favourite, Hobby.

Say that they should choose a colour and a category, for example:

**A:** ‘Name, blue.’

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**B:** 'What's your name?'

**A:** 'My name's ...'

If the answer is correct, a pupil will get 5 points, if not s/he will get 0.

**STEP 2:** Play for a while with the whole class. When you see all the pupils know what to do, ask them to start playing in pairs.

**Note:** after 5 minutes stop the activity and ask the pupils to open their Workbooks. Look at the Introduction for information about progress checks. There are four tasks for Progress Check 1 in the Workbook on Page 36.

### Progress check 1

#### Task 1 Listen and write the numbers.

Ask the pupils to look at the words in Task 1. Say that they will listen to the text and should write the numbers next to the words. Draw their attention to the example given.

Read the following text aloud: *I have got 3 black pens, 6 green pens, 7 red pens, 8 pink pens, 9 copybooks and 3 rulers.*

You can repeat reading the text once more.

**Note:** Say that in the boxes next to the tasks they can see maximum of score they can get for each task.

#### Task 2 Write the letters.

Say that in this task the pupils must complete the letters. In the first line they should write small letters next to the big ones. In the second line they should write big letters next to the small ones.

#### Task 3 Complete and translate.

Say that in this task the pupils must complete the words and translate into mother tongue. Draw their attention to the example given.

#### Task 4 Read and match.

Say that in this task the pupils must read and match. In the first column there are the beginnings of the sentences, in the second the endings.

**Answer key:** This is my bag. My name is Sohiba. His name is Bekzod. What's your name? Eight plus one is nine. I've got ten trains.

**Note:** If some pupils finish Progress Check earlier let them continue playing the game from Activity 3.

## Unit 5 My day off

### Lesson 1 We like playing tag.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to learn the structure: <i>I like + verb + ing</i> ; <i>Developing:</i> - to enable pupils to say their likes using the gerund; <i>Socio-cultural:</i> - to raise awareness of the ways of saying likes to different activities	By the end of the lesson, pupils will be able to: - name different activities; - say what games and activities they like using <i>I like + verb + ing</i> ;	play tag; play see-saw; watch TV; play hopscotch; play games; I like + doing	P u p i l ' s book; Workbook; the DVD of the book

#### Warm up 5 min

**Objective:** to revise the ABC, to raise awareness in letter and sound correspondence

*STEP 1:* Before the pupils open their books, tell them that they will listen to a song where they will hear ABC but now with sounds.

*STEP 2:* Write on the board “A” and put a picture of an apple. Write a word apple and ask the pupils to read it in chorus.

*STEP 3* Play the DVD and have the pupils listen to the song again to sing it.

#### DVD script:

A is for apple

B is for ball

C is for cat

D is for dog

E is for elephant

F is for fish

G is for gorilla

H is for hat

I is for igloo

J is for juice

K is for kangaroo

L is for lion

M is for monkey

N is for no

O is for octopus

P is for pig

Q is for question

R is for ring

S is for sun

T is for train

U is for umbrella

V is for van

W is for watch

X is for box

Y is for yellow

Z is for zoo

So many things for you to learn about  
 So many ways to sing your song.

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### Activity 1a Look, listen and repeat. 5 min

**Objective: to introduce new words.**

*STEP 1:* Ask the pupils to look at the pictures and say what kind of activities are familiar to them and what games they like playing mostly. Ask the pupils to name the games in their mother tongue.

*STEP 2:* After you get satisfactory answers, draw the pupils' attention to the words and phrases below the pictures. Read the words aloud one by one having the pupils repeat them after you in chorus. You can also play the DVD to do Step 2.

### Activity 1b Work in pairs. Point and say. 5 min

**Objective: to reinforce the new vocabulary**

Tell the pupils to work in pairs. Pupil 1 points to a picture in Activity 1a, e.g. "play hopscotch", Pupil 2 says "play hopscotch" as in the example below. Then ask them to change roles.

e.g. **Pupil 1:** Points to the picture "play hopscotch"

**Pupil 2:** 'Play hopscotch.' Points to the picture "watch TV"

**Pupil 1:** 'Watch TV,' etc.

### Optional Activity 2a Look and say what you notice

**Objective: to introduce the structure *verb + ing***

*STEP 1:* Draw the pupils' attention to the words in the Pupil's book and ask what they have noticed. Elicit some answers.

Divide the board into 2 columns and in the first column write *playing, flying, draw* and *read*. Invite a pupil to the board and ask him/her to add "-ing" to "draw". Ask another pupil to stand up and help him/her say 'reading'. In the 2nd column write the word *run<sup>h</sup>ning* and underline the letters "u" and "n". Then write *hop<sup>h</sup>ping* and underline the letters "o" and "p". After that write *st<sup>h</sup>op<sup>h</sup> \_ \_ \_* and *swi<sup>h</sup>m<sup>h</sup> \_ \_ \_*. Ask a pupil to come and complete a word as in the example, etc.

At the end sum up in the mother tongue that in cases of "short vowel + consonant", the consonant doubles.

Tell them that the ending "-ing" corresponds to the endings *-ish* and *-ash* in Uzbek.

Write the following on the board and translate:

*-ish:* go — **going** (bormoq — borish)

do — **doing** (qilmoq — qilish)

*-ash:* work — **working** (ishlamoq — ishlash)

jump — **jumping** (sakramoq — sakrash)

play — **playing** (o'ynamoq — o'ynash)



In Russian you can explain that it is translated as a noun at the beginning of clauses but as an infinitive after the verbs. For example:

**Reading** is my favourite activity. — **Чтение** мое любимое занятие.

I like **reading** — Я люблю **читать**.

**Note:** Remind that the pupils can find information about it from the Grammar section at the end of their textbooks. They can read it at home or whenever they need help.

**Activity 2b Look and complete. 7 min**

**Objective: to reinforce the grammar point in Activity 2a**

**STEP 1:** Ask the pupils to open their Workbooks on Page 37 and write the “-ing” forms of the verbs provided there. Remind that some of these verbs double their last letters and some not.

**Answer key: double:** running, swimming, hopping

**do not double:** playing, jumping, doing

**STEP 2:** Now the pupils can play “Miming”. A pupil mimes an action, the other pupils guess. Demonstrate it with one pupil at first, then the pupils do it themselves.

e.g. **Pupil 1:** *shows he is running.*

**Pupils:** ‘Running’.

**Pupil 1:** ‘Yes!’ etc.

**Activity 3a Play “I like playing tag”. 10 min**

**Objectives: to introduce the structure “like doing/like playing”;  
to develop the pupils’ speaking skills.**

**STEP 1:** Draw the pupil’s attention to the Remember Box. Explain that after the verb “like” we most often use the “-ing” form of words. So we say “I like playing”, “I like doing”, “I like hopping”, etc. which mean in Uzbek “Men o’ynashni yoqtiraman”, “Men qilishni yoqtiraman”, “Men sakrashni yoqtiraman”, etc. Have the pupils repeat the structures after you in chorus.

**STEP 2:** Now you can do a normal Chain Drill activity with the new phrases.

**Activity 3b Work in groups of 4. Play “You like ...”. 10 min**

**Objective: to consolidate the structure “like doing/playing”**

This activity is the same as in Activity 2b Step 2. This time Pupil 1 shows s/he is running, Pupil 2 says: ‘You like running,’ etc.

## Unit 5

### Homework 3 min

Ask the pupils to look at the homework. Ask if everything is clear. If necessary, explain that in Activity 1 the pupils must write three sentences about themselves, i.e. what activities they like doing. In Activity 2 they must look at the pictures and complete the sentences for girls and boys.

## Lesson 2 Do you like ...?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to learn how to ask and answer Yes/No questions <i>Developing:</i> - to enable pupils to ask and answer Yes/No questions <i>Socio-cultural:</i> -to raise awareness of how to ask and answer Yes/No questions	At the end of the lesson pupils will be able to: - ask questions about likes; - give short answers: Yes, I do./No, I don't.	Do you like...? Yes, I do./ No, I don't.	Pupil's book, Workbook, the DVD

### Activity 1 Sing the song. 5 min

#### Objective: to warm up

Play the DVD. Ask the pupils to listen and sing the song along with the DVD.

Look at Unit 5 Lesson 1 Warm up activity for the DVD script.

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

#### Objective: to introduce Yes/No questions and short answers

*STEP 1:* Draw the pupils' attention to the 1st picture. Ask them to read the bee's question and the hedgehog's answer. Elicit answers. Establish that in Uzbek the question is "Siz arqonda sakrashni yoqtirasizmi?" and the answer "Ha." In Russian it is "Вы любите прыгать со скакалкой?" and "Да." Further explain that English people say most of such Uzbek or Russian questions through "Do you...?" and they answer shortly "Yes, I/we/they do." if the answer is positive or "No, I/we/they don't" if the answer is negative as the cat says in the second picture.

After that ask the pupils to read the bee's question to the cat and the cat's answer.

*STEP 2:* Now ask the pupils repeat the questions and answers after you or the DVD individually, in rows and chorus.

**Activity 2b Work in pairs. Play “Ask and answer”. 10 min**

**Objective:** to consolidate the question “Do you like...?” and short answers

*STEP 1:* The pupils can do a usual Chain Drill about themselves as the example in the textbook.

*STEP 2:* Ask the pupils to imagine that they are animals and they can talk. Ask them to work in pairs. Pupil A points to an animal in the zoo, for example the elephant and asks “Do you like climbing?” Pupil B imagines that he is an elephant and answers “No, I don’t.” After that they change roles in asking and answering the question.

To help the pupils with the verbs, you can write the following on the board: *jump, climb, swim, run, play hockey, skate, ski, fly, read, write, etc.*

*STEP 3:* Pupils can play “Miming”. Invite a pupil to the board. He mimes an activity, the others will guess asking a question, like the example below.

**Pupil 1:** *Shows an activity.*

**Pupils:** ‘Do you like swimming?’

**Pupil 1:** ‘Yes, I do/No I don’t.’

**Activity 3 Listen and tick. 15 min**

**Objective:** to develop the pupils’ listening skills

*STEP 1:* Ask the pupils to open their Workbooks on Page 38, look at the table and read the questions silently.

*STEP 2:* Play the DVD. Let the pupils just listen at first. Then play the DVD the second time. The pupils listen and put a tick (✓) for the positive answer and cross (✗) for the negative answer for Sanjar, Lola and Temur.

*STEP 3:* Together with the pupils make conclusion as follows:

*Sanjar, Lola and Temur like playing tag.*

*Sanjar and Lola like playing football.*

*Lola and Temur like playing hopscotch.*

**DVD script:**

**Reporter:** ‘Hello, Sanjar, Lola and Timur. Thanks for your coming. I’ve got some questions.’

**Reporter:** ‘Sanjar, do you like playing hopscotch?’

**Sanjar:** ‘No, I don’t. I like playing tag.’

**Reporter:** ‘Sanjar, do you like playing football?’

**Sanjar:** ‘Yes, I do.’

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**Reporter:** 'Lola, do you like playing hopscotch?'

**Lola:** 'Yes, I do. I like playing tag too.'

**Reporter:** 'Do you like watching TV?'

**Lola:** 'No, I don't. I like playing football.'

**Reporter:** 'Temur, do you like playing hopscotch?'

**Temur:** 'Yes, I do. I like watching TV too.'

**Reporter:** 'Do you like playing football?'

**Temur:** 'No, I don't. I like playing tag.'

**Optional Activity 4 Work in group. Play "Find someone who ...".**

**Objectives:** to consolidate the question "Do you like ...?" and short answers;  
to develop pupils' listening, speaking and writing skills.

*STEP 1:* Divide the pupils into 4 groups. Then ask them to open their Workbooks on Page 38 and read the questions in the table silently.

*STEP 2:* Ask the pupils to write their partners' names in the upper row of the table after "Me" (the pupils can put the first letter instead of the whole name). After that ask the pupils to put a tick (✓) or cross (✗) to fill in the first, i.e. "Me" column for themselves as answers.

*STEP 3:* When everybody has finished filling in the column for themselves. Explain that they will interview each other in their group. Allocate the questions to the pupils. e.g. Pupil 1 – question 1. Pupil 2 – question 2. etc. Say that Pupil 1 will ask his/her question to Pupil 2, 3 and 4.

The others in the group must listen to their talk and put a tick (✓) or cross (✗).

*STEP 4:* When all the groups finish Step 3, ask a representative from each group to report about his/her group. For example: "Anvar, Komila and Komila like watching TV." etc.

### **Homework 5 min**

Ask the pupils to look at the homework. Ask if everything is clear. If necessary, explain that they are going to write a letter to a friend. This letter is their first one. So in the first line they must write their name. In the second line they must write about their likes. In the third line they must ask about their friend's likes. At the end of the letter they must write their names.

**Lesson 3 I don't like ...**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> - to learn more ways of saying likes and dislikes</p> <p><i>Developing:</i> - to enable pupils to find out meaning through matching;</p> <p><i>Socio-cultural:</i> - to raise awareness of more ways of saying ones likes and dislikes</p>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- use the structures and vocabulary learnt in previous lessons;</li> <li>- read for the main idea;</li> <li>- to use picture clues for meaning</li> </ul>	<p><i>New:</i> lazy, grass, water, corn</p> <p><i>Recycling the vocabulary related to</i> <i>seasons (spring), weather (rainy, cloudy, sunny), food (carrot, cabbage)</i></p>	<p>Pupil's book; the DVD; Workbook; cards with a carrot, cabbage, grass, water, corn</p>

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

**Objective: to warm up**

Play the DVD. Ask the pupils to listen and sing the song along with the DVD.

Look at Unit 5 Lesson 1 Warm up activity for the DVD script.

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

**Objective: to listen for detail**

*STEP 1:* Draw the pupils' attention to the pictures. Ask them to read the dialogues silently at first.

*STEP 2:* Play the DVD or read the dialogues between Beeny and his relatives. Discuss what they are talking about.

*STEP 3:* Then the pupils listen again and repeat the dialogues.

*STEP 4:* Write the words: *sunny, cloudy, rainy, lazy* on the board and underline the letter "y" in each word. Have the pupils repeat the words after you and then let them read themselves in chorus.

**Optional Activity 2b Look, read and match.**

**Objective: to enable pupils to identify the meanings of the words**

Ask the pupils to open their Workbooks on Page 39 and match the words used in Activity 2a and their meanings. After the pupils finish matching, you can ask them to repeat the words after you.

**Activity 3a Listen and repeat. 5 min**

**Objective: to introduce new words**

Introduce the words using the cards depicting: *carrot, cabbage, grass, water, corn.*

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Read the words aloud or play the DVD having the pupils pronounce them after you/the DVD in chorus, in pairs and individually.

### Activity 3b Read and match. 5 min

**Objective:** to consolidate the vocabulary for animals and food they like

*STEP 1:* Ask the pupils to open their Workbooks on Page 39, read the words and match the food and animals. Explain that one food item can be for more than one animal.

*STEP 2:* After the pupils finish matching, ask them to make up sentences.

e.g. Rabbits like grass and cabbages.

*STEP 3:* Suggest the pupils play “Miming and guessing”. For that ask a pupil to mime an animal eating food. The other pupils will guess like the example below:

**Pupil 1:** Mimes eating a carrot.

**Pupils:** ‘Do you like carrots?’

**Pupil 1:** ‘Yes, I do.’

**Pupils:** ‘Are you a rabbit?’

**Pupil 1:** ‘Yes, I am.’

### Activity 3c Play “They like/don’t like...” 10 min

**Objectives:** to reinforce the structure “I like/don’t like + food”.

*STEP 1:* Ask the pupils to open their Workbook and look at Activity 3b they have just done. This time they will make up sentences about animals with “like” and “don’t like”, for example: *Rabbits like grass. They don’t like corn.*

*STEP 2:* Ask the pupils to work in pairs. Explain that Pupil 1 thinks of any domestic animals s/he knows and says what they like/don’t like, as follows whereas Pupils 2 tries to guess:

**Pupil 1:** ‘They like corns. They don’t like carrots.’

**Pupil 2:** ‘Rabbits?’

**Pupil 1:** ‘No.’

**Pupil 2:** ‘Hens?’

**Pupil 1:** ‘Yes.’

### Homework 5 min

Ask the pupils to look at Homework and check that everybody understand what to do. If necessary, explain that at first they should look at Activity 3b and using the information available there, they must complete the sentences.

## Lesson 4 Let's play!

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to motivate the pupils to learn English</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to speak about likes and dislikes;</li> <li>- to develop pupils' listening, speaking and cognitive abilities</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the national game "Kim oladiyo..." and its English version</li> </ul>	By the end of the lesson pupils will be able to understand the texts about likes and dislikes	<i>Revision of vocabulary learnt in previous lessons</i>	Pupil's book; Workbook; the DVD; dices, counters: triangle, circle and square

**Activity 1a Look, listen and repeat. 5 min****Objective: to have fun**

Play the DVD. The pupils listen to the music which is similar to the national game "Kim oladiyo..."

**Activity 1b Sing and play. 10 min****Objectives: to have fun**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song "Do you want to take...?" in English.

*STEP 2:* Play the DVD the second time and ask the pupils to sing the song and play as in the DVD.

**DVD script:**

Do you want to take only this one? (2 times)

I want to take only this one. (2 times)

If you are brave show us yourself!

If you are strong show us yourself!

You are not so brave!

You are not so strong! (2 times)

**Activity 2 Play "You like / You don't like ..." 20 min****Objectives: to revise numbers;**

**to have fun;**

**to practise the material learnt in the unit.**

To play Dice Game you need a dice for each group and your pupils need the counters they have brought. You should bring some extra counters in case some pupils forget. Before beginning

## Unit 5

the game you can also play the DVD to show the pupils how to play it correctly.

**STEP 1:** Divide the pupils into groups of three or four. In each group they should decide the order of throwing the dice.

**STEP 2:** The first person throws the dice. The number on the upper side shows the number of steps this pupil should take starting from number one. e.g. five. The pupil moves to Square 5.

**STEP 3:** The second (third, fourth) pupil does the same.

**STEP 4:** If the square has a picture on it with a number the pupil has to move forward (+) or back (-) the number of steps shown e.g. Square 4 *You don't like doing sums.* - 4. The pupil who is on this square must read the sentence and move back to Square 1. The first pupil to reach the centre is the winner. If you do not have enough time to finish the game, it could be done as part of your extra-curricular work.

### Homework 10 min

Ask the pupils look at Homework Activity 1. Explain that it is the letter by Jasur. Say that the pupils should fill in the blanks for him. If you have time ask the pupils to start completing Jasur's letter. In Activity 2 they must write their own letter to Jasur. Their letter can be similar to Jasur's or different if they like.

## Unit 6 School things

### Lesson 1 Eleven, twelve ...

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"><li>- to learn to say numbers;</li><li>- to learn to read, write and count from 1 to 20</li></ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"><li>- to enable pupils to read, write and count from 1 to 20;</li><li>- to enable pupils to ask and answer the question "How old is your sister/brother?"</li></ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"><li>- to raise awareness of how to say and write numbers</li></ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"><li>- read, write and count from 1 to 20;</li><li>- ask and answer the question "How old is your sister/brother?"</li></ul>	<p>e l e v e n , twelve, thir- teen, four- teen, fifteen, sixteen, sev- enteen, eight- een, nine- teen, twenty</p>	<p>Pupil's book, Workbook, the DVD, flash-cards of num-bers: 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20</p>



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

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

Play the DVD. Ask the pupils to listen to the song and say which words they recognised.

**DVD script:**

What's this? (8 times) What's this? – It's a pencil.

What's this? – It's a crayon.

What's this? – It's a notebook.

What's this? – It's an eraser.

What's this? – It's a pen.

What's this? – It's a ruler.

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

**Objective: to introduce the numbers from 11 to 20**

*STEP 1:* Ask the pupils to look at the two columns with the numbers. Read the numbers aloud. Elicit that in order to say and write the numbers from 13 to 19 we should add the ending “-teen” to the numbers 3 to 9. Draw the pupils’ attention to the numbers three and five. Ask what changes in spelling and pronunciation they have noticed.

Ask the pupils to repeat the numbers 13 and 15 several times. Also establish that when they add “-teen” to eight, we must write only one “t” (eighteen).

*STEP 2:* Play the DVD. Ask the pupils to listen to the DVD and repeat the numbers. After that ask them say the numbers in chorus, in rows and individually.

**DVD script:**

Let's count from ten to twenty!

Ten, eleven, twelve, thirteen,

Fourteen, fifteen, sixteen, seventeen,

Eighteen, nineteen, and twenty!

Let's count from ten to twenty!

Let's count from ten to twenty!

Now swing your arms.

Shake your hips!

Stomp your feet!

And clap with me!

Ten, eleven, twelve, thirteen,

Fourteen, fifteen, sixteen, seventeen,

Eighteen, nineteen, and twenty!

Let's count from ten to twenty!

(5 times)

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### Optional Activity 2b Write the numbers.

**Objectives:** to consolidate the learnt numbers;  
to practise writing the numbers.

Ask the pupils to open their Workbooks on Page 41 and write the numbers in the gaps as shown. Ask the pupils to pronounce the numbers while writing.

### Activity 3 Play “Numbers”. 10 min

**Objective:** to do physical exercise and energise the pupils with the numbers 11-20

*Option 1:* While counting from 11 to 20, the pupils develop automatic memorization of numbers one after another. Ask the pupils to come to the board and make a circle. Tell them to count from 11 to 20 in turns. If any of the pupils makes a mistake (says a wrong number), this pupil should sit down. The pupils who count without a mistake will be the winners.

*Option 2:* Ask the pupils to come to the board and make a circle. Throw a ball to a pupil and say any number. Help that pupil to say the next number. (It can be Number + 1, Number + 2 etc).

### Activity 4 Play “More. Less.” 10 min

**Objective:** to consolidate the cardinal numbers from 11 to 20

Say that the pupils will play a game. Choose a leader. Explain that the leader thinks of a number among 11 to 20. The rest of the class will guess the number. For example, the leader thinks of the number 15. If the pupils say ‘12’, the leader says ‘More’. If the pupils say ‘16’, the leader says ‘Less’. ‘More’ if the number s/he thought of is bigger than the guessed number or ‘Less’ if the number s/he thought of is lower than the guessed number.

**For example:**

**The leader:** *thinks of the number 15.*

**The class:** ‘12.’

**The leader:** ‘More.’

**The class:** ‘14’.

**The leader:** ‘More.’

**The class:** ‘16’.

**The leader:** ‘Less.’

**Class:** ‘15.’

**The leader:** ‘Yes.’

The pupils can play the game several times. You can also play the DVD and do the activity similarly.

**Activity 5 Play “How old is your sister?” 5 min**

**Objectives:** to recycle the family members;  
to consolidate the numbers.

*STEP 1:* Ask the pupils to work in pairs. Ask all the pupils to write about their real or imaginary family members’ ages.

*STEP 2:* After writing family members’ ages, Pupil 1 asks his/her partner and Pupil 2 answers as follows:

**Pupil 1:** ‘How old is your sister?’

**Pupil 2:** ‘She’s 20. How old is your brother?’

**Pupil 1:** ‘He’s 17.’

**Homework 5 min**

Ask the pupils to write the numbers as words like the example shown. You can also ask the pupils to do the optional matching activity at home.

**Lesson 2 We’ve got ...**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn how to say about school things;</li> <li>- to learn the structure “We’ve got ...”</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to develop pupils’ speaking and listening skills</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- understand and use the structure “We’ve got ...”;</li> <li>- use schools things in different situations</li> </ul>	<p>eraser, pencil case, sharpener, album, colour pencils</p> <p><i>Recycling the structure:</i> “We’ve got ...”</p>	<p>Pupil’s book, Workbook, the DVD, flashcards:</p> <p>eraser, pencil case, sharpener, album, colour pencils</p>

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

**Objective:** to warm up

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

To help the pupils you can put flashcards with the objects from the song on the board.

**Note:** Don’t worry if the pupils cannot sing everything. It’s OK if they sing some lines or even just some words.

You can ask the pupils to sing and make actions. Ask them to stand up, point to the objects, sit down, stand up and other actions you will think of.

## Unit 6

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

**Objective: to introduce the new vocabulary**

*STEP 1:* Ask the pupils to look at the pictures in Activity 2. Say the words one by one and ask the pupils to point to the pictures.

Say that you want to introduce with the other school thing and introduce the words described on the flashcards: eraser, pencil case, sharpener, album, colour pencils. Show the flashcards with school things one by one. Have the pupils repeat the words after you. Show the school things and have the pupils say them individually, in rows and in chorus. After that ask some questions for consolidation of the new words like: *What's this? Is it a sharpener? Is it green? What colour is the pencil case? Is it yellow?*

*STEP 2:* After having such kind of questions put all the learnt things on the table and ask two pupils come to the table. Then say the names of the things and pupils should take the things from the table. The pupil who gathers more things than the others will be the winner. You can also play the DVD to show how to do the activity correctly.

### **Activity 3 Play "Memory game". 10 min**

**Objective: to consolidate the learnt words about school thing from the previous lessons**

*STEP 1:* Put all the learnt school things on the table. Then ask one of the pupils to come to the table. Ask this pupil to look at the school things on the table.

*STEP 2:* Then ask the pupil to turn and tell the class the words that s/he has just seen. Do this activity with a boy and a girl.

*STEP 3:* Tell the pupils to work in pairs. Ask them to put their school things on the desks and look at the things in turns and say them without looking at the things.

### **Activity 4 Play "Numbers". 5 min**

**Objective: to do physical exercise and energise the pupils with the numbers 11-20.**

Look at Unit 6, Lesson 1, Activity 3 for the instruction. You can also play the DVD.

### **Activity 5a Work in groups of 4. Play "We've got ...". 10 min**

**Objectives: to develop the pupils' speaking skills on the structure "We've got ...".**

Ask the pupils to work in groups of 4. In order to make groups, you can ask them to count from 1 to 4. Ones will be one group, twos will be another group and so on. Ask the pupils to take their pencils out of their bags and count them. After counting all the coloured pencils each pupil should report only about one colour and all the members of the group must write the number in the table in their Workbooks. For example:

**Pupil 1:** We've got five pink pencils.

**Pupil 2:** We've got ten black pencils.

**Pupil 3:** We've got seven red pencils and so on.

You can also play the DVD to show how to do the activity correctly.

### **Optional Activity 5b Play "Reporting".**

**Objectives:** to consolidate all the learnt words about school things and colours;  
to develop the pupils' speaking skills.

Ask the pupils that one pupil from each group will report the class how many pencils they have got like in the DVD. Gr1: *We've got ten blue pencils.* Gr2: *We've got seven blue pencils.*

### **Optional Activity 6 Play "Run and tap".**

**Objective:** to reinforce the vocabulary learnt at the lesson

Divide the class into 2 teams. Put the flashcards with school things on the board. Explain that you will say about the school things on the board. When you say a school thing, one pupil from each team runs and taps on the relevant flashcard and says the school thing. The team which finds more school things first will be the winner. You can also play the DVD to show how to do the activity correctly.

### **Homework 5 min**

Ask the pupils to look at homework. Explain that at home they must write sentences about Malika as the example shown. To do this activity, they look at the ticks and write only about them.

## Unit 6

### Lesson 3 Can I have a pen, please?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn how to use the indefinite article “a” and “an”;</li> <li>- to learn how to ask for something and answer politely</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to ask and answer polite questions;</li> <li>- to improve the pupils’ speaking and writing skills</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of ways of asking and answering polite questions;</li> <li>- to raise awareness of article which is not in the mother tongue</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- use the indefinite article “a” and “an”;</li> <li>- ask for something and answer politely</li> </ul>	<p>Can I have ...? Can I have ..., please? Yes, here you are. No, sorry. Indefinite article a/an <i>Revision of school things</i></p>	<p>Pupil’s book, Workbook, the DVD</p>

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

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

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

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

#### Activity 2 Write the words in the right column. 5 min

**Objective:** to introduce and practise the indefinite article “a” and “an”.

*STEP 1:* Ask the pupils to look at Activity 2 in the Workbook. Draw their attention to an example. Establish that in the words starting with - **a, e, o** and **u**, we use **an** and in all other cases we use **a**.

*STEP 2:* After that read the words in the Workbook with articles and ask the pupils to repeat after you. Then ask the pupils to do the Activity 2 in written form.

**Note:** Remind the pupils that they can find information on this grammar material at the back of the Pupil’s book.

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

**Objectives:** to develop pupils’ speaking skills;  
to introduce the structure “Can I have a/an ...?”

*STEP 1:* Play the DVD. The pupils watch the dialogue. After that ask the pupils what the dialogue was about. Elicit some

answers and then summarise that they are buying food by asking a question ‘Can I have a somsa, please?’ which means in the mother tongue asking for a thing politely. Also explain that the shop-assistant’s words like ‘Here you are.’ tell about politeness as well which means in Uzbek “Mana marhamat.” and in Russian “Вот пожалуйста.” Further explain that ‘No, sorry’ means you do not have something. After that ask the pupils to repeat these sentences after you in chorus, in rows and individually.

**STEP 2:** Ask the pupils to imagine that they are in the shop. Appoint one of them as a shop-assistant and the others as customers. After that play the game as in the DVD.

**DVD script:**

**Girl:** ‘Hello!’

**Girl:** ‘Can I have a pencil?’

**Boy:** ‘Hello!’

**Boy:** ‘Yes, here you are.’

**Girl:** ‘Can I have a pen?’

**Girl:** ‘Thank you.’

**Boy:** ‘No, sorry.’

**Optional Activity 3b Look and complete.**

**Objective:** to consolidate the polite questions and answers

Ask the pupils to look at the picture and open their Workbooks on Page 43. Ask them to write the sentences. Their answers may vary.

**Activity 3c Work in pairs. Play “Can I have ...?” 10 min**

**Objective:** to reinforce the structure “Can I have ...?”

**STEP 1:** Ask the pupils to put the school things on the desk. Come to the desk and show a pen and then ask a pupil ‘Can I have a pen?’ Then explain that the pupils can answer ‘Yes, here you are.’ or ‘No, sorry.’

**STEP 2:** Now the pupils can do the same as you have just demonstrated.

**Optional Activity 4 Look and do.**

**Objective:** to energise the pupils

You can use any energiser the pupils like.

**Activity 5 Work in groups of 4/5. Play “Please”. 10 min**

**Objectives:** to consolidate all the learnt words about school things;

to develop pupils’ speaking skills;

to consolidate polite answers to questions “Yes, here you are. / No, sorry.”

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**STEP 1:** Play the DVD. Ask the pupils to watch the dialogue at first. Ask what they have noticed. Elicit some answers and then summarise that the boy gave the pencil only when the girl used a very polite sentence with the word “please”, i.e. ‘Can I have a pencil, please?’.

Play the DVD once more to make everybody understand the point. After that have the pupils repeat the question with or without “please”, and the answers as well.

### DVD script:

**Girl:** ‘Hello!’

**Girl:** ‘Can I have a pencil, please?’

**Boy:** ‘Hello!’

**Boy:** ‘Yes, here you are.’

**Girl:** ‘Can I have a pencil?’

**Girl:** ‘Thank you.’

**Boy:** ‘No, sorry.’

**STEP 2:** Ask the pupils to work in groups. One of them asks a question ‘Can I have ...?’ with and without the word “please”, and the other one answers ‘No, sorry.’ or ‘Yes, here you are.’ accordingly like the scene they have just watched.

### Homework 5 min

Ask the pupils to look at the homework. Make sure the pupils know what to do. You can hint that they can write ‘Yes, here you are.’ only then when the question is very polite.

## Lesson 4 Let’s play!

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to recycle phrases related to school things;</li> <li>- to learn to say what one has got in the school bag</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to develop pupils’ listening and speaking skills</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of ways of asking and answering questions</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- ask and answer about school things;</li> <li>- say what they have in their bags</li> </ul>	<p><i>Revision of vocabulary related to school things</i></p> <p>What’s in your bag?</p>	<p>Pupil’s book, Workbook, the DVD, flashcards with school things, a flip-chart.</p>



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

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

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

Look at Unit 6, Lesson 2, Activity 1 for the DVD script.

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

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

Play the DVD or elicit the situation as in the DVD. After explaining the activity, ask two pupils come to the board and act it.

**DVD scene:**

One of the pupils comes with a thick bag. The teacher asks 'What's in your bag?' The pupil takes the things out of the bag and explains: 'I've got books, pens, a hot dog...' But he could not find his hot dog. Instead he takes a cat out of the bag. And he says 'Oh, no! It's not a hot dog! It's a hot cat!'

**Activity 3 Work in groups. Play "What's in your bag?" 15 min**

**Objectives: to develop the pupils' speaking skills;**

**to consolidate the learnt words.**

*STEP 1:* Play the DVD. Ask the pupils to watch at first.

**DVD script:**

**Boy 1:** 'What's in your bag?'

**Boy 2:** 'I've got a book in my bag.' (*asks from a girl*) 'What's in your bag?'

**Girl:** 'I've got an eraser in my bag.' (*asks from Boy 1*) 'What's in your bag?'

**Boy 1:** 'I've got a ruler in my bag.'

*STEP 2:* Ask the questions to play Chain Drill as in the DVD.

*STEP 3:* Ask the pupils to make groups of four. They will play "What's in your bag?". Explain that to play this game, they should ask each other the question "What's in your bag?" and answer "I've got a (an)... in my bag", etc. as in the example below:

**Pupil 1:** 'I've got a ruler in my bag. What's in your bag?'

**Pupil 2:** 'I've got an eraser in my bag. What's in your bag?'

**Activity 4 Play "Five questions". 15 min**

**Objectives: to consolidate the learnt words;**

**to develop the pupils' speaking skills.**

*STEP 1:* Divide the class into two teams. Ask one of the pupils to give his/her bag. Open the bag and hold one school thing but do not show it to the pupils. Ask the pupils to guess the thing by asking questions.

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Explain that they can ask only five questions to guess the school thing. Give them points if they guess the word. Then ask one of the pupils to come to the board with her/his bag and play the teacher's role. You can also play the DVD to show how to do the activity correctly.

**DVD script:**

**Pupils:** 'Is it a pencil?'

**Pupil 1:** 'No.'

**Pupil 1:** 'No.'

**Pupils:** 'Is it a book?'

**Pupils:** 'Is it a sharpener?'

**Pupil 1:** 'No.'

**Pupil 1:** 'No.'

**Pupils:** 'Is it a ruler?'

**Pupils:** 'Is it an eraser?'

**Pupil 1:** 'Yes!'

### Optional Activity 5 Play "Bingo".

**Objective:** to revise cardinal numbers

*STEP 1:* Draw a grid like the one below on the board.


*STEP 2:* Tell the pupils that they are going to play Bingo. Ask the pupils to draw a grid on a piece of paper. Then ask them to write any numbers from 10 to 20 in figures in each space in the grid.

*STEP 3:* When they finish writing, call out random numbers from 10 to 20 and keep a careful note of the ones you have called out. Explain that each time you call out the number pupils should cross it out if they have it. As soon as they have put 3 crosses on the grid vertically, diagonally or horizontally, they must shout "Bingo!" The first pupil to shout "Bingo!" is the winner.

Then check to make sure the numbers crossed out have been called. You can play the game again if time allows.

### Optional Activity 6 Play "Silent Picture dictation".

**Objectives:** to consolidate the learnt words;

to develop the pupils' writing skills.

*STEP 1:* Before the dictation, write all the words of school things on the flip chart. You will need it in Step 3.

*STEP 2:* Tell the pupils that this is a silent picture dictation. Then tell them that you show the flashcards of school things one by one. The pupils should write the words on a piece of paper.

*STEP 3:* After the pupils have written the dictation, put the flip chart on the board and ask the pupils if they wrote the words correctly.

**Homework 5 min**

Ask the pupils to open their Workbooks on Page 44. Explain that in Activity 1 they must look at the bags and write sentences as shown in the example. In Activity 2 they must write about the things they have got in their own bags.

**REVISION 3**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to recycle all the learnt material about school things <i>Developing:</i> - to develop pupils' listening, writing and speaking skills	At the end of the lesson pupils will be able to: - speak about school things; - use "can" for polite request; - count from 11 to 20	<i>Revision of vocabulary related to numbers and school things.</i>	Pupil's book, Workbook, the DVD, flashcards: school things, fruits and numbers 11-20.

**Warm up.**

Ask the pupils if they can remember and sing the songs which they learnt during the 5th and 6th Units. Ask them to choose one of the songs and sing it all together.

**Activity 1 Play "Memory game".**

**Objective: to consolidate the material about school things**

*STEP 1:* Explain to the pupils that there are some school things on the table which they learnt during Unit 6.

*STEP 2:* Put the flashcards of school things (or real school things) on the table. Ask one of the pupils come and look through the things. Then ask the pupil to turn to the class and say what he has just seen on the table.

*STEP 3:* Then the pupils work in pairs. Ask them to put their school things on the desk. Explain that the pupils should look through the things on the desk in turns. Then close them with copybooks and say what they have just seen.

**Activity 2 Play "I like .../don't like ...".**

**Objective: to revise the fruits and the structure "I like .../don't like ...".**

*STEP 1:* Show the flashcards of fruit one by one to the pupils. Ask them to name them.

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*STEP2:* Put the cards on the table. Ask two pupils to come to the table and take two cards. Ask them to play ‘I like .../don’t like ...’ as in the example below:

**Pupil 1:** ‘I like bananas. I don’t like apples.’

**Pupil 2:** ‘I like pears. I don’t like peaches.’

### **Activity 3 Play “Numbers”.**

**Objective: to revise the numbers from 11 to 20**

*STEP 1:* Ask the pupils to come to board and make a circle.

*STEP 2:* Ask them to tell the numbers in turns fast. If any of the pupils cannot say the number or says the wrong number, this pupil goes to his/her desk and sits. The pupil who says the numbers correctly every time is the winner.

### **Activity 4 Work in pairs. Ask and answer.**

**Objective: to consolidate the colours and numbers**

Ask the pupils to look at their textbooks and work in pairs. They look at the numbers and choose one of them and in turns say the colour of the number. For example:

**Pupil 1:** ‘Blue.’

**Pupil 2** (finds the number in blue): ‘Ten.’

### **Optional Activity 5 Play “Make a word”.**

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

You can use the words from Units 5 and 6.

### **Activity 6 Work in pairs. Do the quiz “I can ...”.**

**Objective: to consolidate all the learnt material in Units 5 and 6**

This is the first time the pupils will do “I can ...” exercises. Beginning from this revision, “I can...” exercises will appear in all revisions throughout the book. The “I can...” exercises give pupils opportunity to assess how well they have learnt themselves during the units. They also give pupils chance to find out their weaknesses and work on them. If a pupil thinks s/he does not know something or has forgotten this or that material they learned during the Unit, it must not frighten them. They still have chance to look through the unit and remember the language or ask their friends’ help. You can ask the pupils to do half of these exercises, especially speaking ones at school and the other half, especially the writing tasks at home as homework.

To do these activities, pupils are asked at first to see (assess) if they really have knowledge in that field of language. If they think they have, then they are again asked to do a particular task to prove their knowledge and skills.

Pupils will do the writing activities in revision lessons and “I can...” exercises in a separate copybook as there is no place in the Workbook for them. So we ask you to pay special attention to this organisational moment and ensure that every pupil has such a copybook. You can title this copybook as “Revisions & I can...” or just “Revision exercises” or something else you can think of.

You are recommended to collect the pupils’ works the next lesson to see how well your pupils have handled the tasks.

**Note:** Don’t forget that this activity is mainly for self assessment and not for grading or marking.

### **Progress check 2**

There are four tasks for Progress Check 2.

#### **Task 1 Write *a* or *an*.**

Ask the pupils to look at the words in Task 1. Say that they must read the words and put either the indefinite article *a* or *an*. Draw their attention to the example given.

**Answer key:** *a crayon, an eraser, an apple, a banana, a cabbage, an album*

**Note:** Say that in the boxes next to the tasks they can see maximum of score they can get for each task.

#### **Task 2 Listen and tick.**

Ask the pupils to look at the example. Ask if they understand what to do.

Dictate the numbers: 6, 15, 20, 12, 9, 13, 8, 7, 19, 10.

#### **Task 3 Write.**

Draw the pupils’ attention to the table and the example sentence. Ask if they have understood where the example sentence came from. Elicit some answers and then summarise that it came from the first column of the table where there are 2 ticks. The ticks mean that Malika and Sardor like swimming. The crosses mean that the children do not like an activity. Also explain that when writing sentences they must write about two people at the same time as in the example.

#### **Task 4 Listen and tick.**

Ask the pupils to look at the two bags. Then say ‘Listen and tick the picture’. Read out the following script.

#### **Script:**

I’ve got a yellow ruler, a green pen, an eraser and a blue pencil.

# Unit 7 Time

## Lesson 1 In the morning

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to learn parts of a day <i>Developing:</i> - to enable pupils to listen, read and write about parts of a day - to enable pupils to say what they can do at a particular part of a day <i>Socio-cultural:</i> - to raise awareness of routines	By the end of the lesson, pupils will be able to: - say parts of a day; - say what they do at a particular part of a day; - use the preposition <i>in</i> with parts of a day	morning, afternoon, evening, What time is it? <b>in</b> the morning, <b>in</b> the afternoon, <b>in</b> the evening, get up, brush teeth, have breakfast, go to school, play games, watch TV	Textbook, the DVD of the book

### Activity 1 Sing the song. 5 min

#### Objective: to warm up

Ask the pupils to listen and sing the song “What’s the time?” together with the DVD.

#### DVD script:

What’s the time? (6 times)	It’s seven o’clock.
It’s one o’clock.	It’s eight o’clock.
It’s two o’clock.	It’s nine o’clock.
It’s three o’clock.	It’s ten o’clock.
It’s four o’clock.	It’s eleven o’clock.
It’s five o’clock.	It’s twelve o’clock. (2 times)
It’s six o’clock.	What’s the time? (6 times)

It’s one, two, three, four, five, six, seven and eight, nine, ten, eleven, twelve o’clock.

### Activity 2 Look and say. 10 min

**Objectives:** to introduce the words for parts of a day: *morning, afternoon, evening*;

to introduce the question “*What time is it?*” and the answer “*It is morning/afternoon/evening.*”

As the pupils are still shaky on time concepts in Year 2, we found it best to start the first lesson of this unit with establishing morning, afternoon, and evening concepts.

**STEP 1:** Ask the pupils to look at the pictures and say what time of a day they are in their mother tongue. After you get satisfactory answers, draw the pupils' attention to the words under the pictures. Ask them to guess what 'morning, afternoon, evening' mean in the mother tongue. After that, work on the pronunciation of these words: first pronounce the sound [ɔ:] and then have the pupils repeat it, then the word "morning" after you in chorus and individually. Do the same practice with the sounds [ɑ:] and [u:] and the word "afternoon". Finally, the sound [i:] and the word "evening".

**STEP 2:** Play the DVD. The pupils watch the scenes at first. When they finish, you may ask some pupils what the questions and the answers in the scenes might be in the mother tongue. After that play the DVD the second time having the pupils repeat the questions and answers in chorus.

**DVD:** 1. A scene of a morning with birds singing. The sentence "What time is it?" appears and then its sound. Then the sentence "It is morning." and its sound. 2. A scene of an afternoon with birds silent. The sentence "What time is it?" appears and then its sound. Then the sentence "It is afternoon." and its sound. 3. A scene of an evening with birds singing. The sentence "What time is it?" appears and then its sound. Then the sentence "It is evening." and its sound.

### Activity 3a Read and complete the table. 10 min

**Objective:** to introduce the use of preposition in with morning/afternoon/evening.

**STEP 1:** Ask the pupils to look and match the pictures and words on a piece of paper. You can show an example on the board of how to do the matching, e.g. 1 a. After matching, have the pupils repeat the words after you in chorus.

**STEP 2:** Teach the phrases: *In the morning/afternoon/evening*. Explain that when we want to say we do something at a particular time of a day (morning, afternoon, evening), we use the preposition in. Then you can have the pupils repeat the phrases in rows and chorus.

**STEP 3:** Again, draw the pupils' attention to the pictures in the Pupil's book and read the phrases for themselves. The pupils then open their Workbooks on Page 46 and put the number of the phrases into the appropriate categories of the table.

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### **Activity 3b Play “Point and say”. 5 min**

**Objective: to reinforce the new phrases**

Ask the pupils to point the picture when you say the phrases in 3a or vice versa. If you have similar flashcards put them on the board. Ask two pupils to stand up and run and tap the card with a phrase you say.

### **Activity 3c Work in pairs. Play “Miming”. 5 min**

**Objective: to reinforce the new phrases**

Ask the pupils to work in pairs. Explain that when Pupil A says a phrase in 3a, Pupil B must mime as shown in the example. Then they take turns.

### **Activity 4 Work in pairs. Listen and say. 5 min**

**Objective: to reinforce the phrases in Activity 3a**

Ask the pupils to work in pairs and look at the examples. Explain that Pupil A says a phrase in 3a as in the example. Pupil B finishes the sentence with parts of the day.

e.g. A: ‘I have lunch ...’

B: ‘...in the afternoon.’

### **Optional Activity 5 Write three sentences.**

**Objective: to enable pupils to write sentences with the new phrases**

Ask the pupils to write three sentences in the Workbooks with the new phrases as in the example: one for morning, one for afternoon and one for evening.

### **Homework 5 min**

Explain that in Homework 1 the pupils must look at the pictures and complete the sentences choosing one of the times of the day appropriate for them. After that they must colour the pictures in Activity 2.

Note: Ask the pupils to make toy clocks with the help of their parents and bring them to class next lesson.



## Lesson 2 It's 2 o'clock.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn time through ordinary clocks</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to use their bodies to demonstrate time in hours and half hours;</li> <li>- to enable pupils to tell and write time in hours and half-hours using ordinary clocks</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the similarities and differences of saying the time in English and mother tongue</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- show their understanding of time using their bodies;</li> <li>- say and write time in hours and half-hours</li> </ul>	<p>clock, thirty;</p> <p>It's two o'clock.</p> <p>It's two thirty.</p>	<p>Textbook, the DVD of the book, a toy ordinary clock</p>

**Warm up 5 min**

Play the DVD and ask the pupils sing the song along with the DVD.

**DVD script:**

What's the time? (6 times)

It's one o'clock. It's two o'clock. It's three o'clock.

It's four o'clock. It's five o'clock. It's six o'clock.

It's seven o'clock. It's eight o'clock. It's nine o'clock.

It's ten o'clock. It's eleven o'clock. It's twelve o'clock.

(the lines above are repeated again)

It's one fifteen. It's two forty-five.

It's three oh five.

It's four thirty. It's four thirty.

It's half past four. It's half past four.

It's one o'clock. It's two o'clock. It's three o'clock.

It's four o'clock. It's five o'clock. It's six o'clock.

It's seven o'clock. It's eight o'clock. It's nine o'clock.

It's ten o'clock. It's eleven o'clock. It's twelve o'clock.

What's the time? (6 times)

It's one, two, three, four, five, six, seven and eight, nine, ten, eleven, twelve o'clock.

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### Activity 1 Look, listen and say. 5 min

#### Objective: to introduce the time

Ask the pupils to look at the clocks and guess what time they are showing. Elicit the answers. Then read the times aloud or play the DVD and have the pupils repeat after you/the DVD in chorus, in rows and in pairs.

### Activity 2 Look and do. 8 min

#### Objectives: to introduce the time;

to enable pupils to use their bodies to demonstrate time in hours and half hours.

*STEP 1:* Show the pupils an ordinary clock (the toy or the classroom clock). Ask how many big numbers are on the clock. Elicit the answers. Then point to the hour hand (short hand). Tell them that when the hour hand moves from one number to the next, one hour has passed.

After that point to the minute hand (long hand). Tell them that when the minute hand moves from one tick mark to the next, one minute has passed.

*STEP 2:* Show them how the long hand on the ordinary clock moves faster than the short hand - it is moving by minutes. When it is at 0 minutes, it will be right up at the top, by the 12. (This is hard for some kids to understand.) Have some pupils come up and make the long hand move quickly around the circle to reach the 12 and zero minutes several times.

*STEP 3:* Have the pupils stand up. Have them use one arm to show where the long clock hand will be when it is at zero minutes. Their hands should be straight up above their heads. Just like they did earlier, have them move this hand rapidly around an imaginary circle to represent what the minute hand does.

Then have them imitate the 3:00 short hand. Using their unused arm, have them put this out to the side so that they are imitating the hands of the clock. Repeat with 6:00 (do the ordinary clock first) then 9:00, then 12:00. Both arms should be straight above their heads for 12:00.

*STEP 4:* Change the clock to be 3:30 and show the pupils what this looks like. Move the minute hand halfway around the clock to 6 while children count by fives.

Ask in mother tongue:

How many minutes have passed?

Where does the minute hand point?

Where does the hour hand point?

What time is it?

Write three thirty and 3:30 on the board. Have the pupils repeat 'three thirty' after you.

Continue moving the minute hand around the clock to 12 while children count by fives.

Ask:

How much time has passed?

What's the time now?

Where are the minute hand and the hour hand?

After that have the pupils use their bodies to imitate 3:30, then 6:30, then 9:30 as they did in Step 3. Then ask for volunteers to come up to the front of the class and make a time with their bodies for other pupils to guess. You can also play the DVD to show this.

### **Activity 3 Listen, repeat and write the time. 5 min**

**Objective:** to enable pupils to understand and write the times

Play the DVD. The pupils watch the clocks and the sounds at first. When they finish, you may ask some pupils what the sentences, for example, "It's nine o'clock." and "It's nine thirty." might be in the mother tongue. After you get satisfactory answers, play the DVD the second time having the pupils repeat the times in chorus. The third time they will write the times in their Workbooks on Page 47.

**DVD script:**

1. A clock showing 12:00, then the sentence "It's twelve o'clock." appears and then its sound; 2. A clock showing 12:30, then the sentence "It's twelve thirty." appears and then its sound; 3–6. In the same manner the following times, sentences and sounds appear: 4:00 — It's four o'clock. 4:30 — It's four thirty. 6:00 — It's six o'clock. 6:30 — It's six thirty.

### **Activity 4 Play "My favourite time". 10 min**

**Objective:** to give freer practice in saying a favourite time and the reason for it

Say to the pupils that they will play a game "My favourite time". Point to a place in the classroom and say that it is 12 o'clock. The spot opposite is 6 o'clock. To the left and right are 3 and 9 o'clock. The pupils go to a spot in the classroom which indicates their favourite time; you may choose a place for yourself too. Ask one of your pupils 'What's your favourite time?' Help

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him/her to say, for example, ‘*It’s three o’clock.*’ and one more sentence giving a reason for it, for example, ‘*I play games.*’ Now ask that pupil to repeat your question and address it to someone else. Make your pupils talk to the nearest neighbours asking and answering the same question. You can also play the DVD to show how to do the activity correctly.

### **Activity 5 Play “Clock”. 10 min**

**Objective: to develop the pupils’ logical thinking**

*STEP 1:* You can organize the game in different ways taking into account your possibilities.

*Option 1:* You can draw a clock on the floor: a circle and numbers 1-12 inside the circle.

*Option 2:* Make flashcards 1-12, a long hand and a short hand of a clock from cardboard beforehand. Put the number flashcards on the floor in a circle form. You will give the cardboard hands to the teams in Step 2. You can play the DVD to show what the pupils are going to do.

*STEP 2:* Divide the class into two equal teams. Have the teams stand in a line at different sides of the circle. One team will be the “long hand” and the other the “short hand” of the clock.

Tell the time, for example, ‘ten thirty’. The first pupils from each team show the necessary time on the clock. The “long hand” takes his/her place on the minute, and the “short hand” on the hour. When you make sure everything was done correctly, you can say the next time for the next pupils to show the time on the clock. After 4-5 rounds, change the roles of the teams.

There is another option. When you say the time, the teams representing the hands of the clock must line up accordingly.

### **Optional Activity 6 Play “Time Bingo.”**

**Objective: to develop pupils’ logical thinking.**

Prepare blank grids and duplicate these for the pupils or draw a grid as shown below on the board and ask the pupils to copy it on a piece of paper. Have pupils write in each cell of the grid different times on the hour and half hour. When everybody has finished with there grids, begin displaying a clock showing a time. (Keep a record of what you have displayed in your notebook. It will help you to check the pupils’ work later on.). If the pupil has that time written on his/her game board, s/he may tick it. The first person to tick a row horizontally, vertically or diagonally wins.


**Note:** You can continue the game until somebody ticks the whole table. Involve the pupils into checking. When a winner says the time s/he has ticked, ask the class: ‘Is it correct?’

**Homework 2 min**

Ask the pupils to open their Workbooks and look at the Homework. Explain that to do this task, they must look at the time on the left at first. Then they must draw hands on the clock faces. After that they must write the time as shown in the example.

**Lesson 3 What’s the time, Mr Wolf?**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn asking time and answering</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to ask about a time and answer in hours and half hours</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the similarities and differences of asking and saying the time in English and mother tongue</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- show their understanding of time;</li> <li>- ask and say time in hours and half-hours;</li> <li>- use the preposition <i>at</i> with times</li> </ul>	<p>What’s the time?</p> <p><i>preposition:</i> at</p>	<p>Textbook, the DVD of the book</p>

**Warm up 5 min**

Look at Unit 7 Lesson 2 warm up activity for the DVD and instructions.

**Activity 1 Work in pairs. Listen and repeat. 5 min**

**Objective:** to enable pupils to ask about time and give appropriate answer.

*STEP 1:* Play the DVD. The pupils watch the conversation at first. When they finish, you may ask as usual some pupils about what the conversation was. Ask what the question “What’s the time?” stand for in the mother tongue.

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**STEP 2:** After you get satisfactory answers, play the DVD the second time having the pupils repeat in chorus.

**STEP 3:** Then the pupils may act the conversation in pairs using the clock faces in Lesson 2, Activity 3 in the Workbook.

**DVD script:**

**A:** 'What's the time?'

**B:** 'It's eleven o'clock.'

**A:** 'Thank you.'

**Activity 2 Work in pairs. Ask and complete. 5 min**

**Objective: to give more practice in saying the time**

The pupils work in pairs.

**STEP 1:** Each of the pupils draws different times on 2 blank clocks only.

**STEP 2:** When they finish, Pupil A asks Pupil B: '*What's the time?*' When Pupil B says the time, Pupil A draws the time on one of the blank clocks. Then Pupil B asks and draws. The pairs take turns in such a way until their other two blank clocks are completed.

**Activity 3 Play "What's the time, Mr. Wolf?" 10 min**

**Objectives: to consolidate asking the time;  
to have fun.**

Play the DVD. Watch the play all together. After that, choose a "wolf" from the class. The "wolf" pupil comes and turns to face the board. The other pupils stand behind the "wolf" and ask: '*What's the time, Mr Wolf?*' If the 'wolf' answers: '*It's two o'clock.*', the class must take 2 steps towards the "wolf" and then ask again: '*What's the time, Mr Wolf?*' The "wolf" may answer: '*It's 5 o'clock,*' etc. When the class is very close the "wolf" and ask '*What's the time, Mr Wolf?*', the "wolf" answers: '*It's time for lunch!*' and attacks the pupils. The pupils run away, the wolf catches one of them. The one who is caught becomes Mr or Miss Wolf.

There is another option of the game. Choose a "wolf" from the class. Say: '*Mr Wolf is sleeping*'. The pupil who is performing the role of a wolf pretends to be sleeping. The other pupils come up to the wolf and ask: '*What's the time, Mr. Wolf?*' The "wolf" wakes up and answers: '*It's time for lunch!*' The pupils run away, the wolf tries to catch them.

**Activity 4a Look and say. 5 min****Objective: to introduce the use of the preposition *at* with hours**

*STEP 1:* Ask the pupils to look at the first clock with the preposition “at” and the phrase. Ask them to repeat after you: ‘at eight o’clock’. Say: ‘We go to school at eight o’clock’. Then say: ‘We play games at ...’ and invite them to finish the sentence with their ideas.

*STEP 2:* Now ask the pupils to look at the second clock with the preposition “at” and the phrase. Ask them to repeat after you: ‘at twelve thirty’. Say: ‘We have lunch at twelve thirty’. Then say: ‘We watch TV at ...’ and again invite them to finish the sentence with their ideas.

**Activity 4b Play “I get up at 7 o’clock”. 10 min****Objective: to reinforce the use of the preposition *at* with times**

This is the normal Chain Drill activity. The pupils use the phrases they learnt in Unit 7, Lesson 1, Activity 3a.

**Optional Activity 5 Write three sentences.****Objective: to reinforce the use of the preposition *at***

Ask the pupils to open their Workbooks and look at the example. Explain that they must write similar sentences using the words in the box. Do not worry if you are short of time. You can give a part of the exercise as homework.

**Homework 5 min**

Explain that the pupils must match the times in figures and words as the example shown.

**NOTE:** Ask the pupils to make (to cut) one square and one triangle counter from colour paper at home and bring them to class next lesson. (Show them on Page 51.)

## Unit 7

### Lesson 4 Let's play!

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn time and say activities one does at that time</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to ask about a time and answer in hours and half hours</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the similarities and differences of asking and saying the time in English and mother tongue</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- show their understanding of time;</li> <li>- ask and say time in hours and half-hours;</li> <li>- use the prepositions <i>at</i> and <i>in</i> with times</li> </ul>	<p><i>Previously learned words and structures.</i></p>	<p>Textbook, the DVD of the book, counters (square and triangle), flashcards: clocks, time sentences</p>

#### Warm up 5 min

Look at Unit 7, Lesson 2, warm up activity for the DVD and instructions.

#### Activity 1 Play "What's the time?" 15 min

**Objective:** to give more practice in understanding and saying times.

##### STEP 1:

Play the DVD and watch the game all together.

Then, as in the DVD, one pupil will be the town crier. S/he says the time, e.g. "It's five o'clock." The other pupils must show the time with their hands.

##### STEP 2: Play Find Your Partner.

Divide the class into two groups. Group 1 have cards with sentences saying times. Group 2 have cards with clocks. They do not show their cards to each other. They go round and ask: 'What's the time?' and find their partners.

#### Activity 2 Play "Time Game". Say the time and a sentence.

20 min

**Objective:** to give free practice in asking and saying times and activities

To play this game pupils have to bring (one square and one triangle) counters beforehand or they can cut them from colour paper in class. You should bring some extra counters in case some pupils forget.



Play the DVD to show how this game is played.

Explain that pupils will play in pairs. Say which pupil will be A and which B. Say that Pupil A begins the game. To play this game each player in a pair puts her/his counter next to a clock, let's say at 7.30 (the counter is used to mark where the pupil is). Pupil A asks the time: *What's the time?* Pupil B must read the time next to her/his counter and say a sentence about an activity s/he does at that time. For example: *'It's seven thirty. I get up at seven thirty.'* If Pupil B says the time and the sentence correctly, s/he may move her/his counter to the next clock and ask the same question from Pupil A about the same time. If the time or the sentence is incorrectly said, the move is canceled, and s/he cannot move her/his counter forward. In such case, it is the next pupil's turn to put her/his counter to a clock and say the time and a sentence. Play continues until a player has reached the end which means that s/he is the winner.

**Homework 5 min**

Explain that in Homework 1 the pupils write the prepositions *at, in, on*.

In Homework 2 they read Aziza's day and draw all the times mentioned there.

**REVISION 4**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to check self-development <i>Developing:</i> - to encourage pupils to revise the material they have learnt; - to give pupils an opportunity to assess their progress <i>Socio-cultural:</i> - to encourage pupils into further learning	By the end of the lesson, pupils will be able to check self-development and assess their progress on the material they have learnt.	<i>Previously learned words and structures.</i>	Textbook, the DVD of the book

**Activity 1 Play "Backdrawing".**

**Objectives:** to consolidate telling the time; to have fun.

Make pairs. One pupil uses his/her finger to "write" a time on his/her partner's back and asks 'What's the time?' S/he can

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repeat it several times. When the time is guessed, it is the turn of the second pupil to “write” on his/her partner’s back and ask the question. You can also play the DVD to show how to do this activity correctly.

### Activity 2 Play “What’s the time?”

**Objective:** to consolidate telling the time

Look at Unit 7, Lesson 4, Activity 1, Step 2 for instructions.

### Activity 3 Work in pairs. Do the quiz “I can...”.

**Objectives:** to revise the material studied in Unit 7;

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

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

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

The pupils work in pairs. This quiz does not test memory - it is a learning opportunity, so the pupils should be allowed to use their Pupil’s books and Workbooks.

They discuss the answers and, where necessary, write them in their “I can ...” exercise books. You can go round and check what pupils have written.

### Homework

Say that the pupils should finish “I can ...” task or revise it.

## Unit 8 My school

### Lesson 1 Our school is big.

Aims	Learning out-comes	Vocabulary and structure	Required equip-ment
<i>Educational:</i> - to learn to talk about parts of school <i>Developing:</i> - to enable pupils to ask and answer the questions <i>Socio-cultural:</i> - to raise awareness of the pronunciation of “oo” — [u:]	By the end of the lesson, pupils will be able to: - guess the meaning of the new words from pictures; - use new words and structures; - read words with “oo” — [u:]	School, class-room, library, gym, canteen, playground	Pupil’s book, Workbook, the DVD of the book, flashcards with pictures of parts of school and their words

**Warm up 5 min**

Play the DVD and let the pupils listen to the song “School” and sing along with the DVD. Ask them what the song is about.

**DVD script:**

This is my table.

Sit down. Stand up.

This is my chair.

One, two, three.

That is my bag.

School, school, school

That I take it everywhere.

for you and me.

Sit down. Stand up.

This is the window.

One, two, three.

This is the door.

School, school, school

This is the ceiling.

for you and me.

This is the floor.

Sit down. Stand up.

This is my pencil.

One, two, three.

This is my pen.

School, school, school

I use my school things

for you and me.

again and again.

**Activity 1 Work in pairs. Play “Memory game.” 5 min**

**Objective:** to consolidate the classroom things pupils have already learnt during the previous lessons

This game is similar to the “Kim’s Game”.

**STEP 1:** Demonstrate how to play the game. Put the school things: a pen, a pencil, an album and a ruler on the table. Ask the pupils to look attentively at the classroom things. Then cover them. Ask the pupils to name the objects they have seen on the table.

**STEP 2:** Ask the pupils to work in pairs. Explain to them that one pupil puts three or more objects on the desk and the other pupil looks at the objects very attentively for a while. Then the first pupil takes them away. The second pupil names the objects he has seen. Then ask the pupils to change roles and do the activity again.

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

**Objectives:** to introduce the new words;

to raise awareness of the pronunciation of “oo”

**STEP 1:** Stick the cards with pictures depicting parts of the school (*school, classroom, library, canteen, gym, playground*) on the board. Ask the pupils to guess the meaning of the pictures and say them in their mother tongue.

## Unit 8

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*STEP 2:* Now show the cards with the words *school, classroom, library, canteen, gym* and *playground* to the pupils. Pronounce them one by one and stick next to or under the corresponding pictures. Ask the pupils to repeat the words after you in chorus, in pairs and individually.

*STEP 3:* Write on the board: room, school, classroom. Underline “oo” and read the words with the pupils.

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

**Objective: to consolidate the new words**

Mix the cards in Activity 2a on the board. Ask the first pair to come to the board. Say a word. Pupil 1 must show a card with the word, Pupil 2 must show a card with the picture. Then they must say the word together.

**Activity 3 Look, listen and do. 10 min**

**Objective: to reinforce the newly learnt words**

*STEP 1:* Prepare two sets with words and pictures (school, classroom, library, canteen, gym, playground). Split the class into four groups: two A and two B groups.

*STEP 2:* Give cards with the words to the first group A and cards with pictures to the first group B. Ask the first two A and B groups to be ready. Explain that when you say ‘Show!’, a pupil from Group A shows a card with any word the group chooses. And a pupil from Group B shows the card with the picture and says the word. Then say to Group B: ‘Show!’. A pupil from Group B shows a picture-card and Group A shows the word-card, etc. The winner of the game is the team who could guess more words or pictures.

*STEP 3:* Then ask the second two A and B groups to be ready. Explain that they will play the same game.

**Activity 4a Look, listen and guess. 5 min**

**Objectives: to introduce the new words;  
to develop the pupils’ listening skills.**

*STEP 1:* Ask the pupils to look at the pictures in Activity 4a and say in their mother tongue if there are any differences between the two pictures.

*STEP 2:* Ask the pupils to listen and find the picture. Read the text.

**Script:**

This is our school. It's big and nice. We have a big library, a canteen, a gym and two English rooms in our school. I like our canteen.

*Answer key:* Picture B.

**Activity 4b Work in pairs. Look and write.**

*5 min*

**Objective: to consolidate the new words**

Ask the pupils to open their Workbooks on Page 50. Explain that they must look at the picture and write the rooms.

**Optional Activity 4c Work in pairs. Show and say.**

**Objective: to consolidate the new words**

Ask the pupils to work in pairs. Explain that they must choose a picture from Activity 4a and speak about it using the beginning of the sentences in the example.

**Homework 5 min**

Ask the pupils to open their Workbooks and look at their homework activity. Explain to the pupils that they must write three or more sentences about their school using the words in the box.

**Lesson 2 Where's the library?**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn the first three ordinal numbers;</li> <li>- to learn to say the location of school rooms</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to use ordinal numbers</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the difference between cardinal and ordinal numbers;</li> <li>- to raise awareness of the pronunciation of the sound [ɜ:]</li> </ul>	<p>By the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- say the location of school rooms;</li> <li>- recognise the pronunciation of the sound [ɜ:]</li> </ul>	<p>the first, the second, the third (floor);</p> <p>Where is the library?</p> <p>On the first (second, third) floor.</p> <p>board, desk, window, door, wall</p>	<p>Pupil's book, Workbook, the DVD, word cards: board, desk, door, window, wall</p>

**Warm up 5 min**

Look at Unit 8, Lesson 1, Warm up activity for the DVD script.

## Unit 8

### Activity 1a Look, listen and say. 10 min

**Objectives:** to introduce ordinal numbers 1-3;  
to recycle cardinal numbers;  
to enable the pupils to pronounce the sound

*STEP 1:* Ask the pupils to look and say in their mother tongue what they can see in the picture and guess the meaning of the words in the picture. Ask the pupils to name the places the sportsmen have won.

*STEP 2:* Elicit from the pupils the formation of the ordinal numbers in the mother tongue (bir — birinchi, ikki — ikkinchi, uch — uchinchi; один — первый, два — второй, три — третий).

*STEP 3:* Draw the following table on the board. Draw the pupils' attention to the fact that the first three cardinal and ordinal numbers are quite different from each other.

Cardinal numbers	Ordinal numbers
1 one	the first
2 two	the second
3 three	the third

*STEP 4:* Write the words “first” and “third” on the board. Underline “ir” and read with the class: ‘first, third’. Then write the following nonsense words with this sound on the board and read them with the class together: *birst, dirst, kirst, dird, fird, mird, nird*, etc.

After that ask the pupils to repeat all the three new words after you in chorus, in pairs and individually.

### Activity 1b Look at Lesson 1 Activity 4a and complete. 10 min

**Objectives:** to reinforce the use of ordinal numbers;  
to develop pupils' writing skills.

*STEP 1:* Ask the pupils to look at the pictures in Activity 4a of Lesson 1. Draw the school on the board. Write on the board the following word combinations: *the first floor, the second floor, the third floor* next to the corresponding floors. Ask the pupils to guess what the word combinations mean. If they have any difficulties, help them translate into their mother tongue.

*STEP 2:* Then draw the pupils' attention to the location of the school rooms. Help them with the first example: *The library is on the second floor*. Then go on having them say the location of the other three rooms in the school. After that ask the pupils to complete the sentences in Activity 1b.

**Activity 1c Work in pairs. Play “Ask and answer”. 5 min**

**Objectives:** to reinforce the ordinal numbers;  
to enable the pupils to ask and answer questions about locations.

*STEP 1:* This is the usual Chain Drill activity. Draw the pupils' attention to Picture A in Lesson 1, Activity 4a. Ask questions and have them answer your questions using Picture A. You can do this activity in the following way:

**You:** 'Where's the English room?'

**Pupil 1:** 'On the third floor.'

**You:** 'Where's the gym?'

**Pupil 1:** 'On the first floor.'

Go on this activity using the other school rooms in Picture A.

*STEP 2:* Draw the pupils' attention to Picture B. Ask the pupils to do the same activity in pairs. Explain to the pupils that they must ask and answer the questions about the location of the school rooms in Picture B in turns like the example provided below:

**Pupil 1:** 'Where's the library?'

**Pupil 2:** 'On the third floor. Where's the canteen?'

**Pupil 1:** 'On the first floor,' etc.

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

**Objective:** to introduce the new words

Ask the pupils to look at the picture in Activity 2a and guess the meaning of the new words. Elicit answers. After that ask the pupils to repeat the new words after you or the DVD in chorus, in pairs and individually.

**Activity 2b Play “Run and tap”. 5 min**

**Objective:** to reinforce the new words

Ask 4/5 pupils to stand up and come to you. Ask them to listen to you, run and tap the objects you call, e.g. 'door'.

**Optional Activity 3 Read and stick.**

**Objective:** to reinforce the words using *this/that* structures

Put the word cards (board, desk, door, window, wall) on the table upside down. Invite a pupil to the table. Explain that s/he must take any card s/he likes, read it, stick it onto the right object in the classroom and then say aloud: 'This is a ...'. After that invite another pupil who does the same thing as the previous pupil did, etc.

## Unit 8

### Optional Activity 4 Look and complete.

#### Objective: to reinforce the new words

Ask the pupils to open their Workbooks on Page 51. Ask them to look at the picture and write the words.

#### Homework 5 min

Ask the pupils to write three sentences about the location of their school rooms.

## Lesson 3 Is this ...?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn how to introduce people;</li> <li>- to learn the use of demonstrative pronouns: this/that</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to introduce each other;</li> <li>- to enable pupils to ask and answer questions about things which are near or far</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the ways of introducing people;</li> <li>- to raise awareness of the use of Mrs and Mr before English names</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- use demonstrative pronouns;</li> <li>- use school things in different situations;</li> <li>- ask and answer questions about things which is near or far with “this” and “that”</li> </ul>	<p><i>Revision:</i></p> <p><i>This/that</i></p> <p><i>This is...</i></p> <p><i>That is...</i></p> <p><i>This is Mr/</i></p> <p><i>Mrs...</i></p> <p><i>Is this ...?</i></p> <p><i>Is that ...?</i></p>	<p>Pupil’s book, Workbook, the DVD of the book</p>

#### Warm up 5 min

Look at Unit 8, Lesson 1, Warm up activity for the DVD script.

#### Activity 1a Look and say. 7 min

#### Objective: to enable pupils to use “this” to introduce people

*STEP 1:* Ask the pupils to look at the picture. Explain that a boy and a girl are introducing their teachers. Draw the pupils’ attention to the use of ‘Mrs’ before women’s names, and ‘Mr’ before men’s names.

*STEP 2:* Divide the class into two. Group A act out the role of the schoolgirl and Group B act out the schoolboy. You should have the role of the teachers. For example:



Group A: (in chorus) 'This is my teacher, Mr Brown.'

Group B: (in chorus) 'Good morning, Mr Brown.'

You: 'Good morning.'

Group A: (in chorus) 'This is my teacher, Mrs Green.'

Group B: (in chorus) 'Good morning, Mrs Green.'

You: 'Good morning.'

### **Activity 1b Work in threes. Play "Teachers" 10 min**

#### **Objective: to reinforce introducing people**

Make groups of three. Explain that this time the pupils act out the dialogue they have just practised in threes themselves. One will be a teacher, two of them pupils.

### **Activity 2 Look, listen and point. 10 min**

#### **Objectives: to enable pupils to ask and answer the questions; to enable pupils to use "this/that".**

*STEP 1:* Point to a book which is near you and ask: 'Is this a book?' Have the pupils answer your question: 'Yes'. Further ask: 'Is this a car?' Have the pupils answer: 'No, it's a bag'. Point to a bag which is far from you and ask: 'Is that a bag?' Have the pupils answer: 'Yes'. Then ask pointing to the bag: 'Is that a cat?' and have the pupils answer: 'No. It's a bag'.

Remind that the word "this" is used for the object which is near us and the word "that" is used for the object which is far from us. And the object after the structures we use in singular.

*STEP 2:* Have the pupils work in pairs and do the activity in the same way you have just practised with the class.

### **Activity 3 Look and read. 10 min**

#### **Objective: to practise reading for detailed information**

*STEP 1:* Draw the pupils' attention to the pictures. Ask the pupils what the boy is doing with a book in his hand, what he is looking for, what school rooms he is coming to and who he is meeting with, what he is asking and what the answers each time are. Ask them if he likes reading books.

*STEP 2:* If time allows, have the pupils act out the story.

### **Optional Activity 4 Look and complete.**

#### **Objective: to reinforce the structure: "Is this/Is that ...?"**

Ask the pupils to open their Workbooks on Page 52. Explain that they must look at the picture and complete the sentences.

### **Homework 3 min**

Ask the pupils to write four sentences about their classroom using the words in the word cloud.

## Unit 8

### Lesson 4 Let's play!

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"><li>- to consolidate the structures and words of the unit</li></ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"><li>- to enable pupils to understand, ask and answer questions;</li><li>- to enable pupils to describe the school building</li></ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"><li>- ask and answer questions;</li><li>- say the location of things, etc.</li></ul>	<p><i>Revision of the vocabulary learned in this unit</i></p>	<p>Pupil's book, Workbook, the DVD, dices and a counters, two schemes of the three-storied school and word cards library, canteen, gym, English room, playground</p>

#### Warm up 5 min

Look at Unit 8, Lesson 1, Warm up activity for the DVD script.

#### Activity 1 Play "Look and say". 25 min

##### Objectives: to consolidate all the material learnt in Unit 8

You can teach this lesson in two ways: 1) according to the game presented in the textbook or according to Variant 2 below.

*VARIANT 1:* Ask the pupils to work in pairs. Ask them to open their Pupil's books and put their counters on the "start". Then they throw the dices. The one who has the largest number begins the game. S/he counts and puts his/her counter to the place s/he has reached according to his/her number on the dice.

There are two categories of the task: "a pink balloon" means: "Ask a question", "a blue balloon" means "Make a sentence". If the player's counter is in the pink square, s/he asks a question using the picture, for example, 'What's on the table?' If the pupil's question is correct, the counter stays in its place. But if the answer is not correct, the player moves his counter two squares back. If the player's counter is in the blue square s/he makes a sentence using the picture, for example, 'It's half past eight.' Warn that the squares with frogs are dangerous: if they land on them, they will have to go two squares back.

You must control the process of the game if there are any misunderstandings. The winner of the game is the player who is the first to reach the finish.

*VARIANT 2:* The pupils can play the game "White flag or green flag? Choose any flag you like!" This game is similar to the national game "Oq terakmi, ko'k terak..?"

*STEP 1:* Write three categories of tasks on the board: blue – “Say the missing word”; yellow – “What is it?”; pink – “Sing a song”. Prepare cards with the tasks accordingly and number them.

Card (pink) No4. Sing the song “Kim oladi-yo...”

Card (blue) No3. Complete the sentence “This is ... [picture of a teacher]”

Card (yellow) No6. Translate the sentence “Kutubxona 3- qavatda / Библиотека на 3-ем этаже” etc.

*STEP 2:* Divide the class into two equal groups. Give each participant of the groups cards with numbers in three colours as in Step 1 (e. g. 1 - blue, 2 - yellow, 3 - pink, 4 - blue, 5 - yellow, 6 - pink, etc.)

*STEP 3:* Ask Group A to stand at the board holding each other's hands and say in chorus: “White flag or green flag? Choose any flag you like!” Group B sitting at their desks say in chorus: “Pink three!” You must read the task in the card with the same number and colour to the participant from Group A who was chosen by Group B. If the participant can do the task, s/he stays in his group. But if the player cannot do it, s/he leaves the group. Then the groups exchange their positions. The winner of the game is that group who saves more players in his team.

*OPTION:* You may play this game outside. In this case the two groups must stand in front of each other in long distance (5-6 metres) holding hands tightly like a chain. Give the participants flags of different colours (for example, blue, yellow and pink) or stick paper cards of these colours on their clothes so that the groups could see the colours. Call two participants from each group. Show them a small object (say a button). Then hide it in one of your hands. The group whose player can guess the object begins the game. e.g. Group A begins the game with the following words: “White flag or green flag? Choose any flag you like!” The Group B answer: “Yellow, 3”. The participant number 3 from Group A who has “yellow” flag or paper card must run towards Group B and “cut” the chain. If s/he cannot “cut” the chain, you must read the task of the same number and colour. When the participant answers the questions, s/he joins Group B otherwise s/he leaves the game. But if the participant can “cut” the chain, s/he takes the hand of one of the participants from Group B and they join Group A. The winner of the game is that group who has a large number of players.

## Revision 5

**Activity 2 Work in groups. Play “This is my school”. 10 min**  
**Objective:** to enable pupils to identify the location of school rooms

Divide the class into two groups. Give each group the schemes of the three-storied school which were drawn beforehand by you or the pupils and word cards (library, canteen, gym, English room, playground). Ask them to look at the schemes and put the cards with words on any place of the scheme. Explain that now the groups must describe their imaginary school.

**Homework 5 min**

Pupils do the crossword and circle the ones they find. After that they must write these words under the crosswords.

*Answer key:* ball, floor, library, classroom, playground, gym, school, board, door, desk, black

## REVISION 5

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to check self-development <i>Developing:</i> - to encourage pupils to revise the material they have learnt; - to give pupils an opportunity to assess their progress; - to encourage pupils into further learning	By the end of the lesson, pupils will be able to check self-development and assess their progress on the material they have learnt.	<i>Previously learned words and structures.</i>	Textbook, the DVD of the book

**Activity 1 Play “Make a word”.**

**Objective:** to warm up

Look at Unit 8, Lesson 1, Warm up activity for the DVD script.

**Activity 2 Work in two teams. Choose and say.**

**Objective:** to consolidate all the material of Unit 8

*STEP 1:* Divide the group into two teams. Draw their attention to Activity 2.

*STEP 2:* Explain that the groups must answer the questions or do the tasks in turns. Say that they will have 1, 2, 3 or 4 points to the each correct answer according to categories.

*STEP 3:* To begin the game demonstrate with one group. Ask a group to choose a category and points. For example, a pupil from Group A chooses the category “Read and answer” and the

Point 1. S/he must read the question “Where is the library?” and answer like “It’s on the ... floor.” If there is a mistake (for example, a grammar mistake) in his/her answer, the point will be lower. If that pupil does not know the answer or cannot do the task, his/her group may help with it. If the answer is not correct, the turn of the game goes to the opponent group. This group try to answer the question or do the task, and then it will be their turn to choose a category and points, etc. The teams must earn as many points as possible answering the questions.

**Activity 3 Work in pairs. Do the quiz “I can...”.**

**Objectives:** to revise the material studied in Unit 8;

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

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

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

The pupils work in pairs. This quiz does not test memory, it is a learning opportunity, so the pupils should be allowed to use their Pupil’s books and Workbooks.

They discuss the answers and, where necessary, write them in their “I can ...” exercise books. You can go round and check what pupils have written.

### **Progress check 3**

There are three tasks for Progress Check 3.

**Task 1 Listen and complete the sentences.**

Ask the pupils to listen and complete the information missing in the text.

**Script:**

This is my school. Now it’s eight thirty. Our English room is on the third floor. The library is on the second floor. The canteen is on the first floor. After school we play on the playground. I like my school.

**Task 2 Read the letter and complete.**

Ask the pupils to read and complete the letter about themselves.

*Answer key:* Pupils’ own answers.

**Task 3 Read and answer the questions.**

Ask the pupils to answer the questions orally. You can do this activity while the pupils are busy with doing Task 2 by inviting the pupils to answer the questions.

*Answer key:* Pupils’ own answers.

## Unit 9 School subjects

### Lesson 1 My favourite subject

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to learn how to say school subjects and make timetables; - to learn how to say about one's favourite things <i>Developing:</i> - to enable pupils to say about school subjects <i>Socio-cultural:</i> - to raise awareness of school subjects and timetables	At the end of the lesson pupils will be able to: - talk about school subjects; - say their likes and dislikes; - make school timetables	English, Russian, maths, mother tongue, reading, art, music, PE, What's your favourite subject? What subjects do you like? When do you have ...?	Pupil's book, Workbook, the DVD, flashcards with school subjects: English, Russian, maths, mother tongue, reading, art, music, PE

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

##### Objective: to introduce the unit topic and warm up

Play the DVD. Ask the pupils to listen to the song and say what words they have recognised. Accept any reasonable answers.

##### DVD script:

I go to school on Monday, on Monday, on Monday.

I go to school on Monday,

I always go to school.

I don't have Art on Tuesday, on Tuesday, on Tuesday.

I don't have Art on Tuesday,

I never have Art.

I have PE on Friday, on Friday, on Friday.

I have PE on Friday,

I always have PE.

I don't have school on Sunday, on Sunday, on Sunday.

I don't have school on Sunday.

I usually play all day.

#### Activity 2a Look, read and match. 5 min

Objectives: to introduce the school subjects;

to present and practise more words for school subjects.

*STEP 1:* Ask the pupils to look at the pictures.

*STEP 2:* Then ask them to open their Workbooks on Page 55. Tell them to match the pictures and the words by writing the numbers in the correct places. The first one is already done for the pupils as an example.

**Activity 2b Listen and repeat. 5 min****Objective: to develop pronunciation skills**

*STEP 1:* Ask the pupils to listen to the DVD and repeat the words in chorus, in rows and individually.

*STEP 2:* Show the flashcards with school subjects one by one to the pupils and ask them to repeat the words in chorus, in rows and individually.

**Note:** We do not write school subjects with capital letters in ordinary sentences except English and Russian, e.g. ‘I like English. I don’t like maths.’ When we write school subjects in the timetable, they are written with capital letters.

*STEP 3:* Put all the flashcards of school subjects on the board. Then ask the pupils to close their eyes. Take off one of the flashcards. Then ask the pupils to open their eyes and say which flashcard is missing. Repeat this several times with the other flashcards of school subjects. You can use real textbooks instead of the flashcards as well.

**Activity 3 Play “What’s your favourite subject?” 10 min****Objective: to consolidate the school subjects**

It is a Chain Drill activity. Do it in the usual way.

**Activity 4a Look and write. 5 min****Objective: to consolidate the school subjects and the days of the week**

*STEP 1:* Ask the pupils to work in pairs. Ask them to look at the example. Explain that it is a timetable for one day. Tell the pupils to write their real school subjects for one day as an example.

*STEP 2:* You can play the game “Listen and guess” as the example provided below:

**Pupil 1:** (says about one day’s (real) school subjects). For example: ‘maths, English, reading and art’.

**Pupil 2:** (guesses the day, for example:) ‘Tuesday’.

Explain to the pupils that when we write several words one by one, we use comma between them. But before the last word we

## Unit 9

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should use the conjunction “and”, for example: ‘I like reading, writing and art.’

### **Activity 4b Work in groups of 4. Listen and guess. 10 min**

**Objective:** to consolidate the school subjects and the days of the week

The pupils listen to a pupil. S/he must say only subjects. The group must guess the day.

e.g. **Pupil:** ‘English, maths, reading, music.’

**Group:** ‘Friday.’

**Pupil:** ‘Yes.’

### **Optional Activity 5 Work in pairs. Read and answer.**

**Objective:** to consolidate the school subjects and the days of the week

Ask the pupils to work in pairs. In turns they should ask and answer the questions about school subjects. Possible variant:

*STEP 1:* First, the pupils ask and answer the question “What subjects do you like?” from each other. For example:

**Pupil 1:** ‘What subjects do you like?’

**Pupil 2:** ‘I like PE and maths. What subjects do you like?’

**Pupil 1:** ‘I like English.’

*STEP 2:* Then they ask the question “When do you have PE/music?” For example:

**Pupil 1:** ‘When do you have music?’

**Pupil 2:** ‘On Wednesday. When do you have PE?’

### **Optional Activity 6 Read and answer the questions.**

**Objective:** to improve the pupils’ speaking and writing skills

Ask the pupils to open their Workbooks. Ask them to read the questions and write answers.

### **Homework 5 min**

Ask the pupils to look at the Homework. Ask them to write their school timetables. Remind that they can write the subjects in short.



## Lesson 2 Sevara likes maths.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> - to learn 3d person singular (positive)</p> <p><i>Developing:</i> - to improve pupils' speaking skills</p> <p><i>Socio-cultural:</i> - to raise awareness of 3rd person singular positive sentences</p>	<p>At the end of the lesson pupils will be able to:</p> <p>- speak in the 3d person singular;</p> <p>- to talk about pupils' daily routine</p>	<p>Verbs in the 3rd person singular: finishes, gets up, speaks, gives, goes, brushes</p>	<p>Pupil's book, Workbook, the DVD</p>

**Warm up 5 min**

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

**Activity 1a Look and say. 10 min****Objective: to introduce the 3rd person singular**

*STEP 1:* Ask the pupils to look at the pictures. Explain that they must point to a picture when you say sentences. For example, when you say 'Sevara gets up at 6 o'clock.' the pupils must point to Picture 1, etc.

Write on the board the sentences:

Sevara gets up at 6 o'clock.

Sevara makes her bed at 6 o'clock.

Sevara has breakfast at 6.30.

Sevara goes to school at 7.30.

Sevara has lunch at 6.30.

Sevara does her homework at 2.00.

Sevara plays games at 4.00.

Sevara reads books at 5.30.

Sevara has dinner at 7.00.

Sevara watches dinner at 9.00.

*STEP 2:* Ask the pupils to look at the verbs (point to them) and say what they have noticed. After that establish that we add -s or -es when we talk about actions of one person. Establish also that the verb 'have' has its own form.

*STEP 3:* Read the sentences and ask the pupils to repeat after you in chorus.

You can also read aloud the verbs in the optional activity "Listen and complete" in the Workbook on Page 56 and ask the pupils to write them under the right sounds.

## Unit 9

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**Note:** Don't teach grammar rule: help the pupils understand how to make sentences in Present Simple 3d singular through working with examples.

**Activity 1b Work in pairs. Point and say. 5 min**

**Objectives:** to develop the pupils' speaking skills;  
to consolidate the 3rd person singular.

Ask the pupils to work in pairs. Explain that Pupil A points to a picture in Activity 1a, Pupil B says a sentence about Sevara e.g. Sevara gets up at 6 o'clock.

**Activity 2 Play "She likes music. I like maths." 5 min**

**Objectives:** to develop the pupils' speaking skills;  
to consolidate the 3rd person singular.

It is a Chain Drill activity. Do it in the usual way.

e.g. **Pupil 1:** 'I like music.'

**Pupil 2:** 'She likes music. I like maths.'

**Pupil 3:** 'He likes maths. I like English.'

**Activity 3a Work in groups of 4. Ask and write. 10 min**

**Objectives:** to develop the pupils' speaking skills;  
to consolidate the 3rd person singular.

**STEP 1:** Ask the pupils to make groups of 4. Ask the pupils to write their partners' names in the upper row of the table in their Workbooks. Then explain that everybody in the groups must write about themselves (when they get up, have breakfast and watch TV) and fill in the column titled "me".

**STEP 2:** When they finish Step 1, explain that two pupils in a group must ask each other questions about what time they get up, have breakfast and watch TV and write the answers in the table for him/her. After that s/he must report about his/her partner to the other members of the group who write the information about this person. For example:

Pupil A: 'When do you get up?'

Pupil B: 'I get up at 7.30.'

Pupil A and the others in the group: (write 7.30 into the table for Pupil B).

Pupil B: 'When do you get up?'

Pupil A: 'I get up at 7.'

Pupil B and the others in the group: (write 7 into the table for Pupil A), etc.

**Activity 3b Play “Reporting”. 5 min**

**Objectives:** to develop the pupils’ speaking skills;  
to consolidate the 3rd person singular.

When the groups finish and their tables in 3a are ready, one pupil from each group reports about their group.

**Optional Activity 4 Read and say about Diana.**

**Objective:** to consolidate Present Simple 3rd person singular

Ask the pupils to read the letter about Diana and say sentences about her as shown in the example.

**Homework 5 min**

Ask the pupils to open their Workbooks on Page 56. Explain that they must read once more the text about Diana in Activity 4 in their books and complete the sentences about her.

**Lesson 3 Sevara doesn’t like ...**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> - to learn the 3d person singular in the negative form</p> <p><i>Developing:</i> - to improve the pupils’ speaking skills</p> <p><i>Socio-cultural:</i> - to raise awareness of the 3rd person singular in the negative form</p>	<p>At the end of the lesson pupils will be able to make sentences using the 3d person singular (negative).</p>	<p>Verbs in the 3rd person singular</p>	<p>Pupil’s book, Workbook, the DVD.</p>

**Warm up 5 min**

Look at Unit 9, Lesson 1, Activity 1 for the instructions.

**Activity 1 Look and read. 10 min**

**Objective:** to present and practise the Present Simple 3rd person singular in the negative form

*STEP 1:* Ask the pupils to look at the pictures and read the sentences. Ask what they understood. Help if necessary.

*STEP 2:* Draw their attention to the sentence “He doesn’t like lazy boys.” Ask what this sentence means. Elicit some answers and summarise that it is the 3rd person singular negative sentence. Establish that in order to make sentences about somebody

## Unit 9

in the Present Simple 3rd person singular negative form we use **doesn't**. (You can use mother tongue to say this.)

**STEP 3:** Draw the table on the board. Ask the pupils to look at Page 40 and find the sentences which Grandpa says and help you to complete the sentences in the table.

+	
He likes doing sums.	He doesn't like lazy boys.
He likes sunny days.	He doesn't like cloudy days. He doesn't like ... days. He doesn't like ... days.

*Answer key:* He doesn't like snowy days. He doesn't like rainy days.

### **Activity 2a Work in groups. Play “Do you like ... ?” 10 min** **Objective: to prepare for the next activity**

**STEP 1:** Ask the pupils to make groups of 4. Ask the pupils to write their partners' names in the upper row of the table in their Workbooks. Then explain that everybody in the groups must answer about themselves (if they like English, maths and art or not) and fill in the column titled “me”.

**STEP 2:** When they finish Step 1, explain that first they work in pairs. They must ask each other questions whether they like English, maths and art or not, and put ✓ for “yes” and ✗ for “no” in the table.

**Pupil A:** ‘Do you like English?’

**Pupil B:** ‘Yes/No.’

**Pupil B:** ‘Do you like English?’

**Pupil A:** ‘Yes/No.’

**STEP 3:** After that the first pair report about his/her partner to the other pair. For example:

**Pupil A:** ‘Barno likes ...and ..... She doesn't like ...’

**Pupil B:** ‘Anvar likes ... and .... He doesn't like ...’

### **Activity 2b Report to the class. 5 min**

**Objective: to reinforce the Present Simple Tense 3rd person singular in the negative form**

When the groups finish Step 3 of the previous activity and their tables are ready, the pupils in turn report about somebody in the group. For example: Pupil 1: ‘Amir likes English and maths. He doesn't like art.’ Pupil 2: ‘Barno likes English and music. She doesn't like maths.’ etc.

**Activity 3 Play “Listen and guess”. 10 min**

**Objective:** to reinforce the Present Simple Tense 3rd person singular

Start as the whole class activity. Demonstrate with 1 pupil. Describe his/her likes and dislikes as in the example. The pupils must listen and guess the pupil.

**Optional Activity 4 Work in pairs. Ask and answer.**

**Objective:** to consolidate all the learnt school things and school subjects.

*STEP 1:* Ask the pupils to work in pairs. In Part A Pupil 1 reads the sentences and Pupil 2 answers.

*STEP 2:* In Part B Pupil 2 reads the sentences and Pupil 1 answers.

Possible answers: Part one: 1) Tuesday, Thursday. 2) Maths, music. 3) a ruler, an eraser.

Part two: 1) Russian, reading. 2) Saturday, Sunday. 3) an album, a copybook.

**Homework 5 min**

Ask the pupils to look at the Homework. Explain that in Activity 1 they must do the crossword with school subjects. *Answer key:* reading, Russian, English, maths, music. In Activity 2 they must write two sentences about their favourite subject as shown in the example.

**Lesson 4 Let’s play!**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to consolidate all learnt material <i>Developing:</i> - to develop the pupils’ speaking skills <i>Socio-cultural:</i> - to raise awareness of the Present Simple tense 3rd person singular positive and negative forms	At the end of the lesson pupils will be able to use the Present Simple tense 3rd person singular in the positive and negative forms	Revision of the vocabulary learnt during the unit.	Pupil’s book, Workbook, the DVD.

**Activity 1 Sing the song. 5 min**

**Objective:** to warm up

Look at Unit 9, Lesson 1, Activity 1 for the instructions.

## Unit 9

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### Activity 2 Read and write True or False. 15 min

**Objectives:** to enable pupils to write letters;  
to consolidate the Present Simple 3rd person singular in the negative form;  
to practise reading for detailed information.

*STEP 1:* Ask the pupils to read the letter. Explain the meaning of the word “speak”.

*STEP 2:* Then ask them to open their Workbooks on Page 58 and write “True” for true and “False” for false sentences according to the letter.

### Optional Activity 3 Play “Tic Tac Toe”. 20 min

**Objective:** to consolidate the vocabulary for school subjects

Prepare 9 flashcards with school subjects beforehand. Make the following Tic Tac Toe grid on the board and stick the 9 cards: one in each cell.


Divide the class into 2 teams. Team 1 will be ‘O’ and Team 2 will be ‘X’. Explain that Team 1 will start. They must choose any cell they like and say a sentence with that word. If their sentence is correct take out the card and put ‘O’ instead. Then Team 2 chooses any cell they like and say a sentence with that word. If their sentence is correct, take out the card and put ‘X’ instead.

The team which will be first to put three continuous noughts or crosses vertically, horizontally or diagonally is the winner. Therefore, a team should not allow the other team to put three continuous marks by being quick and answering correctly, and at the same time should try to put their own three continuous marks. If the game is finished quickly, you can repeat it once more.

### Homework 5 min

Ask the pupils to read Sevara’s letter in the textbook again and write negative sentences about her like the one in the example.

## REVISION 6

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <p>- to consolidate all the learnt material in Unit 9.</p> <p><i>Developing:</i></p> <p>- to develop pupils' speaking skills</p> <p><i>Socio-cultural:</i></p> <p>- to raise awareness of the Present Simple tense 3rd person singular positive and negative forms</p>	<p>At the end of the lesson pupils will be able to:</p> <p>- use the Present Simple tense 3rd person singular positive and negative forms;</p> <p>- talk about school subjects</p>	<p><i>Revision of the previously learnt words.</i></p>	<p>Pupil's book, Workbook, the DVD</p>

**Warm up**

Look at Unit 9, Lesson 1, Activity 1 for the instructions.

**Activity 1 Work in pairs. Look, match and say.****Objective: to consolidate the learnt material**

Tell the pupils that this is a pair work activity.

*STEP 1:* Ask the pupils to point to the pictures and say what they are doing.

*STEP 2:* Then ask them to read half sentences 1-4 and match them with the endings a-d.

*Answer key:* 1c, 2, 3b, 4a

**Activity 2 Work in teams. Choose and say.****Objective: to consolidate the materials from the previous lessons**

*STEP 1:* Divide the class into two teams. Explain to the pupils that you will ask questions and they should answer.

*STEP 2:* Demonstrate. Ask the pupils to look at the table and say what is written there.

*Answer key: Categories: Days of the week, School things, School subjects, Time, Like playing/doing and Points: 10-40.*

Say that they should choose a category and a point, for example: Days of the week, 10. Say that you will ask them an easy question, i.e. worth point 10 and ask: *How many days are there in a week?* If the pupils answer correctly, they will get 10 points, if not they will get 0.

*STEP 3:* Play for a while with the whole class. When you see all pupils know what to do, ask them to start playing in teams.

## **Revision 6**

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**Note:** You must prepare questions and tasks for the categories and points beforehand.

We are providing below example tasks for the categories.

### **Days of the week**

- 1 How many days are there in a week? (10)  
Seven days.
- 2 Name the days of the week. (20)  
Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.
- 3 Say the days of the week in ABC order.  
Friday, Monday, Saturday, Sunday, Thursday, Tuesday, Wednesday. (40)
- 4 Write the days in full forms.  
Mon, Tues, Wed, Thur, Fri, Sat, Sun. (30)

### **School things**

- 1 Sing a song about school things. (10)
- 2 Name 5 school things. (20)  
e.g. eraser, sharpener, album, colour pencils, pencil case.
- 3 Say colours of the school things. (30)  
e.g. white erasers, blue sharpeners, red albums, green pencil cases.
- 4 Write five school things. (40)  
e.g. eraser, sharpener, album, colour pencils, pencil case.

### **School subjects**

- 1 Name 5 school subjects. (10)  
e.g. English, maths, Russian, mother tongue, art, PE, music, reading.
- 2 Say which subject you like/don't like (2 sentences). (20)
- 3 Say 3 sentences about your favourite subject. (30)
- 4 Say the timetable for your favourite day. (40)

### **Time**

- 1 Sing a song about time. (10)
- 2 Say what time it is: 2.30, 8.00, 2.00. (20)  
e.g. It's 2.30.
- 3 Ask and answer about time. (30)  
e.g. What's the time? It's 2.30.
- 4 Speak about your favourite time. (40)



e.g. My favourite time is 3 o'clock. I play games.

**Like playing/doing**

1 What's your favourite game? (10)

e.g. My favourite game is playing tag.

2 Say the names of the games. (20)

e.g. play tag, play see-saw, play hopscotch, play "Bingo"

3 Teacher shows 4 or 5 pictures of games and asks, e.g. 'What game is it?' (30)

4 Say which game you like and which game you don't like. Say 4 sentences. (40: 10 points for different structures:

1) I can ... ; 2) I like ... ; 3) I don't like ... ; 4) On Sunday we ...)

**Activity 3 Work in pairs. Play "Make a word".**

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

**Activity 3 Work in pairs. Do the quiz "I can ...".**

**Objectives: to revise the material studied in Unit 9;**

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

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

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

The pupils work in pairs. This quiz does not test memory, it is a learning opportunity, so the pupils should be allowed to use their Pupil's books and Workbooks.

They discuss the answers and, where necessary, write them in their "I can ..." exercise books. You can go round and check what pupils have written.

## Unit 10 Months

### Lesson 1 January, February ...

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn the months of the year</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to say the months in order;</li> <li>- to enable pupils to use the calendar;</li> <li>- to enable pupils to understand and use the short forms of the months</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the similarities and differences of the months in English and the mother tongue;</li> <li>- to raise awareness of the use of short forms of the months</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- say the months of the year in order;</li> <li>- arrange the months in alphabetical order;</li> <li>- guess the months from their short forms</li> </ul>	<p>month, January, February, March, April, May, June, July, August, September, October, November, December</p>	<p>Pupil's Book, Workbook, the DVD of the book</p>

#### Warm up 5 min

Play the DVD. The pupils listen and repeat the poem.  
DVD:

Thirty days have **September,**  
**April, June and November.**

All the rest have thirty-one,  
Except **February** alone,

Which has twenty-eight days clear,  
And twenty-nine in each leap year.

#### Activity 1a Look and say in your mother tongue. 5 min

**Objective:** to raise awareness of the similarity of months in English and the mother tongue

*STEP 1:* Ask the pupils to look at the word “months” and the balloons. Give them one or two minutes to try to read the months on the balloons silently for themselves.

*STEP 2:* Explain the word “months” in the mother tongue. Then say that the words on the balloons are the months of the year. Then ask the pupils if they could notice any similarities

between the months in English and the months in their mother tongue. Elicit some answers.

**STEP 3:** Summarise that all the months in English are similar to those in the mother tongue except some differences in spelling and pronunciation. Explain that it is very easy to learn and memorise them if they compare the months in English and the mother tongue. Write the months on the board in the order they are presented on the balloons (not like the order in the calendar!) and their equivalents in the mother tongue. For example, in Uzbek it would be as follows: *April — aprel; June — iyun; August — avgust; May — may; February — fevral; September — sentabr; January — yanvar; December — dekabr; March — mart; November — noyabr; July — iyul; October — oktabr.*

**Language Note:** Here, explain that in English the months are written with capital letters everywhere in the sentence: at the beginning, in the middle and at the end. However, in the mother tongue they are written with small letters in the middle and at the end but with capital letters at the beginning of the sentence.

**STEP 4:** Read aloud what you have written on the board one after another and have the pupils see how much similar and different they are.

### Activity 1b Write in order. 5 min

**Objective:** to enable pupils to put the months in order

**STEP 1:** Check the pupils' knowledge of the order of the months by asking if there is anybody who can say the months in order in their mother tongue. Ask a pupil to say them. When s/he finishes, ask some more pupils to do the same.

**STEP 2:** Ask the pupils to open their Workbooks and look at the jumbled months. Explain that the order of the months in English is just the same as in the mother tongue: it also begins with January and ends with December. Then ask them to choose the month February among the jumbled ones and write the number 2 on it. Explain that this because February is the second month of the year. When you see everything is clear to everybody, say that they should go on in this manner until they have numbered all the months.

### Activity 1c Check. 5 min

**Objectives:** to enable pupils to listen to check their answers;  
to practise the pronunciation of the new words.

After the pupils finish numbering the months on the calendar, you can play the DVD and ask them to check their answers.

## Unit 10

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Play the DVD the second and the third times. The pupils listen and repeat after the DVD. While repeating, draw the pupils' attention to the correct stress in months that have more than one syllable as shown in bold type in the DVD script.

**DVD:** A typical calendar. The months and their sounds appear one by one in the correct order: Months, **January**, **February**, **March**, **April**, **May**, **June**, **July**, **August**, **September**, **October**, **November**, **December**.

**Activity 2 Play "Say in order". 5 min**

**Objective:** to reinforce saying the months in order

This is a usual Chain Drill activity. You can organise it in pairs, rows or the whole class according to your choice. Pupil A says a month, Pupil B says the month next to that month in order.

**Activity 3a Look and guess. 5 min**

**Objectives:** to raise awareness of the short forms of the months; to prepare for the next activity.

Explain to the pupils that sometimes they may meet some short forms as shown in their textbooks. They are the first three letters of the months so there should not be any problem to guess what short forms are for what months.

**Answer Key:** Dec — December; Sep — September; Mar — March; Jun — June; Aug — August; Oct — October; Jul — July; May — May; Apr — April; Jan — January; Nov — November; Feb — February

**Activity 3b Work in groups. Play "Write a month". 10 min**

**Objective:** to consolidate months through having fun

**STEP 1:** Divide the board into 2 parts. Write the short forms of the months on the first part in the following order one below another: *Jun Oct Sep Dec Aug Mar Jul Feb Apr Jan May Nov*. Then write the following order on the second part: *Nov Mar Feb Sep Dec Apr Aug Oct Jul May Jan Jun*.

**STEP 2:** Divide the class into two groups. Have the pupils stay in two rows.

**STEP 3:** Explain that with your signal a representative from each group will come to the board and write the full form of a month (for example, Aug — August). As soon as the representative finishes, the next pupil must hurry to write the full form of the next short form, etc. The group which finishes writing the full forms quickly and with fewer mistakes is the winner.

**Optional Activity 4 Play Bingo.**

**Objectives:** to consolidate months through having fun;  
to develop the pupils' listening skills.

*STEP 1:* Ask the pupils to draw a grid like the one below on a piece of paper.


*STEP 2:* Then ask them to write any months in mother tongue (in short) in each space in the grid. When they finish writing, call out random months and keep a careful note of the ones you have called out. Explain that each time you call out the month in English the pupils should cross it out if they have it. As soon as all the months on the grid are crossed out, the pupil shouts 'Bingo!'

*STEP 3:* Then check to make sure the months crossed out have been called. Ask all the pupils to help you to check. The first person to shout 'Bingo!' is the winner. If time allows, you can play the game again.

**Optional Activity 5 Put the months in alphabetical order.**

**Objectives:** to develop the pupils' logical thinking;  
to give more practice with the alphabet.

*STEP 1:* Make groups of 4. Explain that the pupils should discuss in their groups and write the months in alphabetical order on a piece of paper. You should explain as an example why April must be the first in the list.

*STEP 2:* While the pupils are working in their groups, divide the board into 4. When the groups finish, you can now invite a pupil from each group to the board. The 4 pupils will start writing with your signal. When the representatives finish, check and comment on their tasks. The group of the pupil who wrote the months correctly in alphabetical order will be the winner.

**Note:** You can revise ABC if necessary.

**Homework 5 min**

Ask the pupils to open their Workbooks on Page 59 and look at the table in Homework 1. Explain that some months have 30 days and some have 31, and there is one which has even less than 30 days. The task is to find these months and write them in a relevant box.

## Unit 10

### Answer key:

<b>Months that start with 'J'</b> January, June, July	<b>Months that have 30 days</b> April, June, September, November
<b>Months that end with 'r'</b> September, October, November, December	<b>Months have 31 days</b> January, March, May, July, August, October, December
<b>February</b> has 28 days. It has 29 days once every four years, which is called a leap year.	

Then ask the pupils to look at Homework 2. Explain that there are five months in this activity they must find. They are separated from each other with a comma. Some letters of these months are there to help them.

### Lesson 2 There are 30 days in ...

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn the structure "There is/are";</li> <li>- to learn the numbers 21 – 31</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to say sentences starting with "There is/are";</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the ways of saying where something is;</li> <li>- to raise awareness of reading, writing and saying the numbers 21–31 in English</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- use the structure "There is/are";</li> <li>- read, write and say the numbers 21–31</li> </ul>	<p>There is/are; week, month, year; numbers 21–31</p>	<p>Pupil's Book, Workbook, the DVD of the book</p>

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

##### Objective: to warm up; to learn the poem

Play the DVD. The pupils listen and repeat the poem. Look at Unit 10, Lesson 1, Warm up activity for the DVD script.

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

##### Objective: to introduce the structure "there is/are"

*STEP 1:* Ask the pupils to look at the bees and read the sentence 'There is one calendar.' together with you. After that point to the door and say 'There is one door in the room.' The pupils repeat after you in chorus. Help the pupils to guess the meaning

of the sentences. If necessary translate the sentences. Say some more examples pointing to objects in singular and have the pupils repeat your sentences after you in chorus.

*STEP 2:* Point to the 2nd bee and read the sentence ‘There are four pictures.’ together with the pupils in chorus. Ask the pupils to guess the meaning of the sentence. If necessary translate the sentence. After that point to the windows and say ‘There are three/two windows in the room.’ The pupils repeat after you in chorus. Ask them to translate the sentence. Help them to start translating with “Xonada ...” in Uzbek/“В комнате ...” in Russian. Say some more examples pointing to objects in plural and have the pupils repeat your sentences after you in chorus.

*STEP 3:* Ask the pupils to look at the picture again and make sentences about the objects on the table using “There is/are”.

### **Activity 2b Play “There is ... There are ...”. 10 min**

**Objective:** to consolidate the structure “there is/are”

*STEP 1:* Divide the class into 2 groups. Explain that Group 1 say a sentence with “there is” when you show an object, Group 2 say a sentence with “there are” when you show the same objects in plural.

*STEP 2:* When the groups have understood what to do, demonstrate: take a pen and show to Group 1. Help them say ‘There is a pen’. Then take 2 pens and show them to Group 2. Help them say ‘There are two pens.’

*STEP 3:* Now begin showing objects. Groups make sentences as in Step 2. Then they change the roles.

### **Activity 3a Look and say. 5 min**

**Objectives:** to introduce the new words;  
to consolidate the structure “there is/are”

*STEP 1:* Introduce the words “week, month, year”. Translate the words. Have the pupils repeat the words in chorus, rows and individually.

*STEP 2:* Ask the pupils to look at the table. Say ‘four weeks in ...’ and invite them to complete your words with ‘a month’. Then say ‘twelve months in ...’ and invite them to complete your words with ‘a year’, etc.

*STEP 3:* Ask the pupils to look at the picture. Read the bee’s sentence and translate. Then have the pupils repeat the sentence after you in chorus.

## Unit 10

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*STEP 4:* After that ask one of the pupils to make a sentence with “There are” like the bee. Help if necessary. After him/her ask another pupil to make a sentence, etc.

### **Activity 3b Look and complete. 5 min**

**Objective:** to introduce numbers from 21 to 31;

*STEP 1:* Ask the pupils to open their Workbooks on Page 60 and look at the numbers. Write “21” and “twenty-one” on the board. Draw their attention to the number 21 and point to its written form. Have the pupils repeat 21 and then the other numbers after you in chorus.

*STEP 2:* Ask the pupils to look at the rest of the numbers and write the missing words.

*STEP 3:* When the pupils finish, you can do the usual Chain Drill with a ball. Say ‘21’ and throw the ball to any pupil who must catch it and say ‘22’, etc.

### **Activity 4a Play “There are 30 days in ...” 10 min**

**Objective:** to reinforce the numbers from 21 to 31 with the structure “there are”

*STEP 1:* Ask the pupils to work in pairs. Explain that Pupil A says, for example, ‘September’. Pupil B must say ‘There are 30 days in September.’

*STEP 2:* Demonstrate with one pair. When the pupils have understood what to do, you can let them go on this way in pairs changing roles.

### **Optional Activity 4b Write three sentences.**

**Objective:** to reinforce the numbers from 21 to 31 with the structure “there are”

Ask the pupils to open their Workbooks and write three sentences as shown in the example with different months.

### **Homework 5 min**

Explain that the pupils must do Activity 1 at first and then do Activity 2 (making a quiz) on a piece of paper. Explain that you will collect and keep them until the 4th lesson of the unit where you will use them.



## Lesson 3 What's your favourite ...?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn to speak about seasons, months and weather</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to make a presentation about a season</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the ways of making a small presentation.</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- speak and write about seasons, months and weather;</li> <li>- make a presentation about a favourite season.</li> </ul>	<p>Revising the vocabulary related to months, seasons and weather</p>	<p>Pupil's Book, Workbook, the DVD of the book, 4 flashcards with seasons and 12 flashcards with months</p>

**Activity 1 Listen and repeat. 5 min****Objectives: to warm up; to learn the poem**

Play the DVD. The pupils listen and repeat the poem. Look at Unit 10, Lesson 1, Warm up activity for the DVD script.

**Activity 2 Play "Listen and point". 5 min****Objective: to revise seasons and months**

*STEP 1:* Prepare four cards with the names or pictures of seasons. Stick them in different corners of the room, one per corner. Revise the seasons. You say 'spring'. They must point to the card with spring, etc.

*STEP 2:* Say the months, e.g. 'April' and help the pupils point to the card with spring. Then say 'January,' etc.

**Activity 2 Look and say. 5 min****Objective: to revise seasons and weather**

*STEP 1:* Ask the pupils to look at the pictures and the words in the cloud. Read the sparrow's words, the pupils repeat after you. Say the frog's words: 'It's rainy in spring'. The pupils repeat after you. Further say: 'It's hot in summer' and 'It's cool in autumn'. The pupils repeat.

*STEP 2:* Point to any picture. Say 'Spring. It's ...' and here invite the pupils to finish the sentence. *Possible answer:* '... warm/rainy/sunny in spring.' Go on in such manner until you finish with the other 3 seasons.

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### Activity 3 Work in pairs. Play “Spring. It’s warm in spring”.

5 min

#### Objective: to reinforce seasons and weather

Divide the class into 2 groups. Group A say a season, for example, ‘Spring.’ Group B say a sentence, for example, ‘It’s warm in spring’. Then Group B says a season, when Group A says a sentence. Groups may play this game several times.

### Activity 4a Play “Seasons”. 10 min

#### Objective: to reinforce seasons and months

*STEP 1:* Prepare 4 flashcards with seasons and 12 flashcards with months.

*STEP 2:* Make groups of 4 and allocate flashcards with seasons one for each group. Shuffle and leave the flashcards with months on your table.

*STEP 3:* Demonstrate: invite one pupil from a group to come to your table. Tell him/her to choose a card with a month according to his/her group’s season. When s/he chooses one, s/he must return to his/her group with it.

*STEP 4:* After that ask another pupil from another group to come to your table and choose a card with a month that suits to his/her group’s season, etc. The pupils from groups must take turns to come and take a flashcard. When they finish, they must stay with their groups.

### Activity 4b Play “Our favourite season”. 10 min

#### Objective: to reinforce seasons and months

Ask the groups to prepare a presentation about their season as in the example. They write the text of the presentation in their Workbooks on Page 61. Explain that each pupil in a group must say at least one sentence about their season.

### Homework 5 min

Explain that the pupils must write about their favourite seasons like the one they did in the lesson and draw its picture.

**Lesson 4 Let's play!**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> - to learn how to ask and answer about birthdays</p> <p><i>Developing:</i> - to enable pupils to ask and answer questions about birthdays; - to enable pupils to use preposition of time "in" with months</p> <p><i>Socio-cultural:</i> - to raise awareness of the ways of asking and answering questions about birthdays in English and Uzbek; - to raise awareness of gender</p>	<p>By the end of the lesson, pupils will be able to:</p> <p>- ask, answer and write about birthdays; - use the prepositions of time "in" with months</p>	<p>birthday, When's your birthday?</p>	<p>Pupil's Book, Workbook, the DVD of the book</p>

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

**Objective: to warm up; to learn the poem**

Play the DVD. The pupils listen and repeat the poem. Look at Unit 10, Lesson 1, Warm up activity for the DVD script.

**Activity 2 Play "Months quiz". 10 min**

**Objectives: to check the homework; to develop the pupils' logical thinking.**

*STEP 1:* Put Lesson 2, Homework 1b papers that you collected last lesson in a box. Mix them well.

*STEP 2:* Divide the class into 2 groups. Tell the groups that they will play the Months Quiz. Explain that you will take out a sheet of paper of the box and read aloud the quiz question for Group 1. The group must find the answer in one attempt. If they cannot, they will miss a go, and you will ask Group 2 to answer. If Group 2 finds the answer, they will get a point, etc. The group with the most points will be the winner.

**Activity 3 Look, read and complete. 5 min**

**Objectives: to consolidate the pupils' knowledge on the gender; to develop the pupils' logical thinking.**

*STEP 1:* Draw the pupils' attention to the pictures and the speech bubbles. Ask them to guess the meaning of the word

## Unit 10

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“birthday” and the sentences in the speech bubbles. Have them repeat the word “birthday” and Zumrad and Jasur’s sentences after you in chorus. Then ask them to open their Workbooks and complete the sentences about Zumrad and Jasur.

*STEP 2:* When they finish, check if they have done the activity correctly. Sum up the answers saying that the correct answers are: “His birthday is in November” and “Her birthday is in July.” because we use the possessive pronoun “his” for men and boys and ‘her’ for women and girls.

### Activity 4a Look, read and translate. & 4b

Listen and repeat.

10 min

**Objective:** to give practice e in translating simple sentences

*STEP 1:* Ask the pupils to look at the pictures and guess what Zumrad and Jasur said. After you get satisfactory answers, have the whole class repeat the sentences after you in chorus.

*STEP 2:* Draw the pupils’ attention to Zumrad and Jasur’s speech bubble and then to the remember box. Explain that the full forms of the contractions “When’s” is “When is” and “It’s” is “It is”. Also explain that contractions are used to write the spoken language.

### Activity 5 Play “Birthday line”. 10 min

**Objectives:** to energise the pupils;  
to have fun.

*STEP 1:* Tell the pupils to imagine a line in the classroom. Point to the place where the line begins and say ‘This is January’. Then point to a place far from January and say ‘This is December’.

*STEP 2:* Explain that the pupils should stand along the line in the order of the months of their birthdays. They will need to ask each other the question ‘When’s your birthday?’ and answer ‘It’s in ...’ to find out exactly where they should stand. The pupils should find out who is before and after them. When they find their place in the line, they should stay there until everyone has found his/her place.

*STEP 3:* When the line is ready, the first pupil in the line must say: ‘My birthday is in ...’. Then s/he must turn and ask the question ‘When’s your birthday?’ from the pupil next to him/her. S/he says his/her birthday month and asks the question from the pupil next to him/her. etc. as shown in the example below:

**Pupil A:** ‘When’s your birthday?’

**Pupil B:** ‘It’s in ... .’ (Turns to the next pupil) ‘When’s your birthday?’

**Pupil C:** ‘It’s in ... ’ etc.

**Optional Activity 6 Play “Backdrawing”.**

**Objective: to consolidate months through having fun**

*STEP 1:* Divide the class into two groups. Have the pupils stay in two rows.

*STEP 2:* Explain that you will “write” the first three letters of a month (for example, “Aug”) on the last pupil’s back and do so. Further say that in his turn, s/he must write the letters on the back of the pupil who stands in front of him/her, etc. The last pupil in front must write the letters on the board. The group must guess and say what month it is, that is “August”.

**Homework 5 min**

Ask the pupils to open their Workbooks and look at the 1st activity. Explain that there are two cakes and two texts. Their task is to read and match them.

Now draw their attention to the 2nd activity. Explain that they are going to write a letter to a friend. In the first line they must write their own name. If they have their photo at home, they can attach it to a special place on the right which is marked as “My photo”.

**REVISION 7**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to develop self-development skills <i>Developing:</i> - to encourage pupils to revise the material they have learnt; - to give pupils an opportunity to assess their progress <i>Socio-cultural:</i> - to encourage pupils into further learning	By the end of the lesson, pupils will be able to check self-development and assess their progress on the material they have learnt.	<i>Previously learned words and structures.</i>	Pupil’s Book, Workbook, the DVD of the book

## Revision 7

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### Activity 1 Read and complete the table.

**Objective:** to give practice in reading for detailed information

*STEP 1:* Draw the following table on the board and ask the pupils to copy it in their “I can ...” exercise books.

January	February	March
April	June	October

*STEP 2:* When they finish, explain that they must read the text and fill in the table with the correct names.

Answer key:

<b>January</b> <i>Muslima</i>	<b>February</b> <i>Botir</i>	<b>March</b> <i>Soliha</i>
<b>April</b> <i>Ali</i>	<b>June</b> <i>Amir</i>	<b>October</b> <i>Zarina</i>

### Activity 2 Play “My birthday month”.

**Objective:** to give practice in speaking

Ask the pupils to work in groups of 4/5. Explain that Pupil 1 says about his/her birthday month but does not say the month as in Activity 1. Other pupils listen and identify the month.

e.g. **Pupil 1:** ‘My birthday month starts with “F”.’

**Pupil 2:** ‘February?’

**Pupil 1:** ‘Yes!’

### Activity 3 Play “Do sums”.

**Objective:** to consolidate the numbers 1-31

*STEP 1:* Write sums on the board with the total maximum 31, for example:

$10 + 20 =$  ;  $15 + 10 =$  ;  $30 + 1 =$  ;  $22 + 7 =$  , etc. Ask the pupils to do the sums.

*STEP 2:* When they finish, ask several pupils to read their answers, for example, ‘Ten plus twenty is thirty,’ etc.

### Optional Activity

**Objective:** to give practise in counting down the cardinal numbers 1-31

*STEP 1:* Divide the class into two groups. Explain that the groups will count down the cardinal and ordinal numbers 1-31 in turns. You will be the timekeeper. The group with the shortest time record will be the winner.

*STEP 2:* With your signal Group 1 start counting down like the usual Chain Drill activity as follows: Pupil A: 31. Pupil B:

30. Pupil C: 29, etc. While they are counting down, keep the record of the time they spend until they finish. Then write the time they have spent on the board. After that it is Group 2's turn.

#### Activity 4 Listen and find the odd one out.

**Objective: to give practice in listening for specific information**

*STEP 1:* Explain to the pupils that they are going to watch a video where two children are talking and then find the picture which is not relevant to the dialogue.

*STEP 2:* Play the DVD, if possible, two times. The pupils watch and find the irrelevant picture, the picture in which a girl is watching TV.

**DVD:**

**Azim:** 'Hello Zilola. How are you?'

**Zilola:** 'I'm fine, thank you. And you?'

**Azim:** 'I'm great. Zilola, when's your birthday?'

**Zilola:** 'It's in June!'

**Azim:** 'Oh ... good ... Can I and my friends go to your birthday party?'

**Zilola:** 'Yes, please! Come and have fun with us! My mum cooks a big birthday cake. We eat the cake, drink Fanta and Cola. ... Then we sing, dance and play games. Azim ... do you like playing hopscotch and jumping a rope?'

**Azim:** 'Oh ... well ... Yes ... we do. They're very interesting.'

**Zilola:** 'Great! And ... in the evening my dad cooks plov. It's delicious. Do you like plov?'

**Azim:** 'Oh, yea ... plov is my favourite food... I like it very much!'

#### Activity 5 Work in pairs. Do the quiz "I can ...".

**Objectives: to revise the material learnt in Unit 10;**

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

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

**to encourage them to revise the material they have not learnt properly.**

The pupils work in pairs. You can allow them use their Pupil's books and Workbooks.

They discuss the answers and, where necessary, write them in their "I can ..." exercise books. You can go round and check what pupils have written.

Do not worry if you are short of time! You can assign all or the rest of the "I can..." quiz as homework.

## Revision 7

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The possible answers for “I can...” quiz are as follows:

1) I can write and say the months in order.

**Pupils write and say:** *January, February, March, April, May, June, July, August, September, October, November, December.*

2) I can use the short forms of months.

**Pupils write:** *Jan — January; Feb — February Mar — March; Apr — April; May — May; Jun — June; Jul — July; Aug — August; Sep — September; Oct — October; Nov — November; Dec — December.*

3) I can recite a poem about months.

**Pupils’ own answers.**

4) I can ask, write and say about favourite months.

**Pupils write and say like these:**

What’s your favourite month?

January.

5) I can count from 1 to 31.

**Pupils’ own answers.**

6) I can ask and say about birthday.

**Pupils write and say like these:**

When’s your birthday?

It’s in July.

7) I can use “There is .../There are...”

**Pupils’ own answers.**

## Progress check 4

There are five activities in Progress Check 4.

**Activity 1 Listen and write.**

**Script for listening:** *two, twenty-one, nine, three, eight, twenty, twenty-one, twenty-nine, twelve, eighteen, eleven*

**Activity 2 Say four subjects you like.**

**Pupils’ own answers**

**Activity 3 Write the numbers.**

1) 15; 2) 27; 3) 30; 4) 22; 7) 13

**Activity 4 Complete the sentences.**

Wednesday is the *third* day of the week.

January is the *first* month of the year.

Tuesday is the *second* day of the week.

**Activity 5 Write *at, on, in.***

I do not go to school *on* Sundays.

I get up *at* seven thirty.

My birthday is *in* January.



## Unit 11 Holidays

### Lesson 1 I like presents.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> - to learn how to say birthday months</p> <p><i>Developing:</i> - to enable pupils to use the preposition of time “in” with months; - to enable pupils to speak and write about presents</p> <p><i>Socio-cultural:</i> -to raise awareness of the similarities and differences between celebration of birthdays in different countries</p>	<p>By the end of the lesson, pupils will be able to:</p> <p>- say birthday months; - speak and write about a present.</p>	<p>Teachers’ Day, Women’s Day, present, My birthday is in ... (month)</p>	<p>Pupil’s book, Workbook, the DVD</p>

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

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

Play the DVD. After the pupils listen once, ask what holidays are mentioned in the song. Accept any reasonable answers. Explain if necessary: you can translate the name of the holidays. Ask whether they like New Year’s Day and when we celebrate it.

#### DVD script:

We wish you a Merry	And a happy New Year.
Christmas	Let’s all do a little clapping
We wish you a Merry	Let’s all do a little clapping
Christmas	We wish you a Merry
We wish you a Merry	Christmas
Christmas	And a happy New Year.

#### Activity 2a Look, listen and find the picture. 5 min

**Objectives:** to introduce the topic of the lesson;  
to warm up.

*STEP 1:* Ask the pupils to look at the pictures, listen to the song and find the picture this song belongs to.

*Answer key:* The picture with a kid’s birthday.

## Unit 11

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**STEP 2:** Ask the pupils to look at this picture and say what they see there. Say that this is the picture of a birthday party in England. Ask whether we celebrate birthdays as they do.

*Possible answer:* Nowadays many children in Uzbekistan celebrate their birthdays in a similar way.

**DVD script:**

Happy birthday to you!

Happy birthday to you!

Happy birthday dear (name of the child)!

Happy birthday to you!

**Activity 2b Look, read and match. 5 min**

**Objective: to introduce the topic of the lesson**

**STEP 1:** Ask the pupils to open their Workbooks on Page 64 and read the holidays. Explain that they must match the numbers of the pictures in 2a and the holidays as shown in the example.

**STEP 2:** When they finish, check the answers with the whole class. Then have the pupils repeat the holidays after you.

**Activity 3 Play “My birthday month”. 10 min**

**Objective: to give practice in speaking**

Ask the pupils to work in pairs. Explain that Pupil A says about his/her birthday month but does not say the month. Pupil B finds the month.

e.g. **Pupil A:** ‘My birthday month has two “u” letters.’

**Pupil B:** ‘August?’

**Pupil A:** ‘Yes!’

**Activity 4a Work in pairs. Play “I like my present”. 15 min**

**Objective: to revise Class 1 vocabulary with a new word “present”**

**STEP 1:** Ask the pupils to look at the picture and say what they see there. Say that they are presents. Ask them to repeat the words including “present” after you in chorus, in rows and in pairs.

**STEP 2:** Ask the pupils to work in pairs. Say that Pupil A must choose a present and Pupil B must guess. For example:

A: ‘I like my present. It’s small. It’s red and white.’

B: ‘A plane.’

A: ‘Yes. /No.’

**STEP 3:** You can put on your table any toys you have and ask the pupils to look at them, choose any toy they like and play the game.

**Optional Activity 4b Draw and write.**

**Objective: to practise writing about a present**

Ask the pupils to open their Workbooks on Page 64 and draw a present. Explain that they must then write a small text about it like the one in Activity 4a.

**Homework 5 min**

Ask the pupils if everything is clear with the homework. If not, explain that they must write about their family members' birthdays. e.g. Father – his birthday is in July.

**Lesson 2 We celebrate ...**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> - to develop reading for main ideas; to introduce holidays in other countries</p> <p><i>Developing:</i> - to enable pupils to speak about a holiday with the phrase "We celebrate ..."</p> <p><i>Socio-cultural:</i> -to raise awareness of the similarities and differences between celebrations of holidays in different countries</p>	<p>By the end of the lesson pupils will be able to:</p> <p>- say about a holiday and the month it is celebrated;</p> <p>- speak about different holidays</p>	<p>celebrate, dance, plant, Earth day, Mexico, Korea, Independence Day, "We celebrate ..."</p> <p>"Happy holiday!"</p>	<p>Pupil's Book, Workbook, the DVD</p>

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

**Objective: to warm up**

Play the DVD. (We wish you a Happy Christmas and a Happy New year!) This time ask the pupils to sing it together with the DVD. You can ask them to make actions like: clapping, jumping, hopping etc.

**DVD script:**

We wish you a Merry	Let's all do a little clapping*
Christmas	Let's all do a little clapping*
We wish you a Merry	We wish you a Merry Christmas
Christmas	And a happy New Year!
We wish you a Merry	
Christmas	
And a happy New Year!	

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**Note:** You can substitute clapping with other verbs children know (jumping, hopping etc).

### **Activity 2a Listen, read and match. 8 min**

**Objectives:** to develop reading for main ideas;  
to introduce the holidays in other countries.

Play the DVD. Ask the pupils to listen at first, and then read the texts and match them with the pictures.

*Answer key:* 1b, 2c, 3a

### **Activity 2b Read and match. 7 min**

**Objective:** to introduce the new words

*STEP 1:* Ask the pupils to look at the words Mexico and Korea in Activity 2a and ask if they know what countries they are in their mother tongue. If they do not know, help them saying the countries in mother tongue.

*STEP 2:* Then ask them to open their Workbooks on Page 65 and match the words and their translations. Check the answers. After that, ask the pupils to repeat the words after you in chorus, in rows, pairs and individually.

### **Activity 3 Work in pairs. Play “We celebrate ...” 10 min**

**Objectives:** to revise the names of holidays;  
to consolidate the phrase “We celebrate ...”

*STEP 1:* Ask the pupils to name the holidays they remember (Teacher’s Day, Independence Day, New Year’s Day, Navruz, Women’s Day).

*STEP 2:* Ask the pupils to work in pairs. Explain that they should talk to each other about holidays like the example provided below:

**A:** ‘Women’s Day.’

**B:** ‘We celebrate Women’s Day in March.’

### **Activity 4 Work in groups. Play “Look and guess”. 5 min**

**Objectives:** to revise vocabulary related to holidays;  
to develop creativity;  
to have fun.

Ask the pupils to work in groups of 4-5. Each group must choose a holiday and prepare a role play without naming the holiday they have chosen. Ask all the groups to keep it secret! Say that they can just say: “Happy holiday!” instead of “Happy Navruz” for example.

**Optional Activity 5 Complete the sentences.**

**Objective: to develop writing skills**

Explain that the pupils will now complete the information about Uzbekistan. Draw their attention to the first sentence. Ask them to guess the word they are going to write there. Elicit some answers and summarise saying that there will be “September” because the preposition “in” is hinting us about a month. Moreover, it is known that Independence Day is in September. Ask the pupils to write “September” at the end of the first sentence. Explain that they should go on in this manner until they finish the activity.

**Homework 5 min**

Ask the pupils to discuss the holidays at home with their family members and write the month they are celebrated in our country.

**Lesson 3 Happy Navruz!**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn holiday related vocabulary;</li> <li>- to practise writing a story following given structure</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to learn the similarities and differences between celebration of holidays in different countries</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the similarities and differences between celebration of holidays in different countries</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- compile a flower diagram related to Navruz</li> <li>- say more about holidays: activities, special food, etc.</li> </ul>	<p>special food parade act out traditional story lots of fun</p>	<p>Textbook, Workbook, the DVD</p>

**Warm up 5 min**

Play the DVD. (We wish you a Happy Christmas and a Happy New year!) This time ask the pupils to sing together with the DVD. Ask the pupils to make actions like: clapping, jumping, hopping etc.

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**Activity 1a Look and say what holiday it is.**

*5 min*

**Objective: to revise vocabulary related to Navruz**

Ask the pupils to look at the pictures of people celebrating Navruz. Ask them to name the holiday. Ask: Do you like Navruz? Why? (They can say this in mother tongue.)

**Activity 1b Complete the flower diagram for Navruz.**

*5 min*

**Objectives: to revise vocabulary related to Navruz;**

**to develop creativity;**

**to introduce a flower diagram.**

Draw a big flower diagram on the board. Write in one petal: “eat sumalak” and ask the pupils to give more ideas to complete the diagram.

*Possible answers:* flowers, green trees, spring, sing songs, play games, eat sumalak, visit granddad and granny, go to the park

**Activity 2a Read the texts and find the words.**

*5 min*

**Objective: to develop reading for specific information**

Ask the pupils to read the words: *special food; parade; act out; traditional story* silently for themselves. Ask them to guess the meaning of the words. Accept any reasonable answers. Then have them repeat the words after you in chorus.

After that you can ask them to find these words in the texts provided there.

**Activity 2b Listen and repeat.**

*5 min*

**Objective: to develop choral reading for pronunciation development**

Say that you will play echo reading. Say that the pupils must be echo and repeat after the DVD. Ask the pupils to listen and repeat the first sentence. Ask them to imitate intonation, rhythm and stress. Play the DVD and ask the pupils to track the print in the text. Repeat with each sentence.

**Activity 3a Complete and read your story.**

*5 min*

**Objective: to develop writing skills**

Ask the pupils to complete the sentences about themselves. Say that their story structure must be similar to the stories in 2a.

When they finish writing, ask them to prepare for reading aloud to the whole class. Ask them to keep their stories secret!

**Activity 3b Play “Listen and guess”. 10 min**

**Objectives: to develop listening for gist skills**

Ask pupils to read out their story written in 3a without saying the name of a holiday. Ask a pupil to read aloud his story to the whole class. When he finishes, ask: *What holiday is it?* Listen to several pupils.

**Homework 5 min**

Ask the pupils if everything is clear with Homework. Explain that this is an unfinished letter about Navruz in Uzbekistan which they must complete.

**Lesson 4 Let’ play!**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to revise holidays and dates</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to practise putting holidays in chronological order;</li> <li>- to identify a holiday listening to its description</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the similarities and differences between celebration of holidays in different countries</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- make sentences out of two halves;</li> <li>- put holidays in chronological order;</li> <li>- identify a holiday listening to its description.</li> </ul>	<p>Revision of the vocabulary related to holidays and months</p>	<p>Textbook, Workbook, the DVD, cards with the names of holidays enough for groups of four; sets of cards with sentences enough for all pairs</p>

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

**Objective: to warm up**

Play the DVD. (We wish you a Happy Christmas and a Happy New year!) Ask the pupils to sing it together with the DVD.

Divide the class into groups of 4. Ask the pupils to sing with actions like: clapping, jumping, hopping etc.

**Activity 2 Play “Put in order”. 10 min**

**Objectives: to consolidate the names of holidays; to revise the ABC.**

Prepare sets of cards with the names of holidays enough for all groups.

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**STEP 1:** Ask the pupils to work in groups of 4. Explain that they will have to read the cards, put them in CALENDAR order and write their order as shown in their Workbooks. Give each group a set of cards with names of holidays on them. (The cards must be mixed up.) The group which is quicker and with correct order is a winner.

**STEP 2:** Ask the pupils to work in the same groups. Say that now they will have to read the cards, put them in ALPHABETICAL order and write their order as shown in their Workbooks. The group which is quicker and with correct order is a winner.

### Activity 3 Play “Bingo”. 10 min

**Objectives:** to consolidate the names of holidays;  
to develop listening skills.

**STEP 1:** Ask the pupils to complete Bingo grids with names of holidays. In order to make it quicker, ask them to put capital letters instead of full names: e.g. New Year’s Day – NY; Women’s Day – WD; Navruz – N; Independence Day – ID; Teacher’s Day – TD; Constitution Day – CD.

**STEP 2:** Play Bingo as usual.

Version 1 — You can say the names of holidays in English.

Version 2 — You can say the names of holidays in mother tongue.

Version 3 (for stronger classes) — You can describe a holiday instead of saying it. For example: *This holiday is in spring. It’s in March. We eat sumalak on this day.*

### Activity 4 Play “Find your partner”. 10 min

**Objectives:** to consolidate the names of holidays;  
to develop reading.

Prepare sets of cards with sentences enough for all pairs. You can find these sentences below.

Say that the pupils will play a game. Say that each pupil will get a half of a sentence: some pupils will have the beginnings and some the endings of sentences. The pupils must stand up, go round the class and find their partner. They must say their words aloud and listen to others in order to find their partner. When they find a partner, they must come to you, read and translate their sentence.



**Possible sentences:**

Beginnings	Endings
Women’s day is	in March.
Navruz is	in March.
Independence Day is	in September.
Teacher’s Day is	in October.
Constitution Day is	in December.
New Year’s Day is	in December.

**Homework 5 min**

Ask the pupils if everything is clear with the Homework. If not, explain that they must write about their favourite months or holidays. Say that they must also write what they can do.

**REVISION 8**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> - to revise holidays and dates</p> <p><i>Developing:</i> - to enable pupils to make sentences about months, holidays and dates</p> <p><i>Socio-cultural:</i> - to raise awareness of the similarities and differences between celebration of holidays in different countries</p>	By the end of the lesson, pupils will be able to make sentences about holidays, months and dates.	Revision of the vocabulary related to months and holidays	Textbook, Workbook, the DVD

**Activity 1 Work in groups of 4. Play “Months and holidays”.**

**Objective: to revise and consolidate months, holidays and dates**

Ask pupils to work in groups of 4. Say that they will play a game “Months and holidays”. Explain the rules. You can explain the rules in mother tongue.

*Rules:* Pupil 1 throws a dice and sees where to land his coin. If it is just a name of the month like in the example, s/he must say, for example: *January – January is the first month of the year.* When s/he lands on the name of a holiday, s/he must say when this holiday is, for example: *Summer holidays – Summer holidays are in June, July and August.*

## Revision 8

If the sentence is correct, s/he can move forward one step, if not s/he must move one step back.

### Activity 2 Play “Make a word”.

Look at Unit 2, Lesson 4, Activity 4 for the instructions. The pupils practise 12 months.

### Activity 3 Work in pairs. Do the quiz “I can ...”

**Objectives:** to revise the material studied in Unit 11;  
 to train pupils to be able to assess their knowledge, skills and overall progress;  
 to let pupils see how much they can do in English;  
 to encourage them to revise the material they have not learnt properly.

The pupils work in pairs. You can allow them use their Class-books and Workbooks.

They discuss the answers and, where necessary, write them in their “I can ...” exercise books. You can go round and check what pupils have written. Do not worry if you are short of time. You can assign all or the rest of the “I can...” quiz as homework.

## Unit 12 My day

### Lesson 1 I make my bed.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn how to use personal and possessive pronouns;</li> <li>- to learn to speak about daily routines</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to listen, read, say and write about daily routines;</li> <li>- to enable pupils to say what they do at particular parts of a day</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the daily routines</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- say about daily routines;</li> <li>- say the activities before they go to school and after they come from school;</li> <li>- use the personal and possessive pronouns</li> </ul>	<p>make bed, do morning exercises, wash face and hands, get dressed, comb hair, have lunch, do homework;</p> <p>Structures:</p> <p>I make my...;  s/he makes his/her...; personal and possessive pronouns</p>	<p>Pupil’s book, Workbook, the DVD of the book, sets of word cards enough for all the pupils where there are halves of phrases</p>

**Warm up 5 min**

Play the DVD. Ask the pupils to listen to the song “This is the way we ...” and sing along with the DVD. Ask what the song is about. Accept any reasonable answers.

**DVD script**

This is the way we wash our face, wash our face, wash our face.

This is the way we wash our face so early in the morning.

This is the way we comb our hair, comb our hair, comb our hair.

This is the way we comb our hair so early in the morning.

This is the way we brush our teeth, brush our teeth, brush our teeth.

This is the way we brush our teeth so early in the morning.

**Activity 1a Look, listen and repeat. 5 min****Objective: to introduce the new words**

**STEP 1:** Tell the pupils that during Unit 7 they learned to say what they do at a particular time of a day. Explain that today they are going to get a little more specific. Ask the pupils to say in their mother tongue what they usually do in the morning before they go to school. Elicit the words in the mother tongue: **make a bed, do (my) morning exercises, wash (my) face and hands, get dressed, comb (my) hair.** Then ask the pupils to say in their mother tongue what they usually do in the afternoon after they come from school. Elicit the words in the mother tongue: **have lunch, do homework.** Write the English equivalents next to the elicited words.

**STEP 2:** Read the words one by one and ask the pupils to repeat after you in chorus, in pairs and individually. Then say the first word aloud and mime it. (Example: Mime combing your hair and have the pupils guess and say the activity in the mother tongue). After you get a satisfactory answer, draw the pupils' attention to the English words on the board or word cards and have them guess pointing to each word. Ask the pupils to pronounce in chorus, in pairs and individually.

**STEP 3:** Play the DVD. The pupils watch the scenes first. Then ask them to say what activities they can see in the mother tongue. Play the DVD the second time having pupils repeat the words and structures in chorus, in pairs and individually.

**DVD:** a scene of an early morning. Birds are singing. The clock is pointing to 6.00. Then the following sentence is said: ‘I get up in the morning’; another scene where a boy is making his bed, then the sentence is said: ‘I make my bed,’ etc.

## Unit 12

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### Activity 1b Work in pairs. Point and say. 5 min

#### Objective: to reinforce the new words

This is the usual Point and Say activity. Pupil A points to a picture and Pupil B says the phrase.

### Activity 1c Play “Find your partner”. 10 min

#### Objective: to reinforce the new words

Prepare sets of word cards enough for all the pupils where there are halves of phrases.

Say that the pupils will play a game. Say that each pupil will get a half of a phrase: some pupils will have the beginnings and some the endings of phrases. The pupils must stand up, go round the class and find their partner. They must say their words aloud and listen to others in order to find their partner. When they find a partner, they must come to you, read and translate their sentence.

### Activity 2 Work in pairs. Play “Robot”. 5 min

#### Objective: to reinforce the words and structures

Ask the pupils to work in pairs. Pupil A orders what to do as shown in the example. Pupil B mimes. Then they change roles.

### Activity 3 Work in pairs. Play “My day”. 10 min

#### Objective: to reinforce the words and structures; to reinforce the pronouns (personal and possessive).

*STEP 1:* Write the following table of personal and possessive pronouns.

I	my
you	your
he	his
she	her
we	our
you	your
they	their

Draw the pupils’ attention to it. Ask them to look and guess what the words mean. Accept any reasonable answers. Translate if necessary. Ask the pupils to repeat them after you in chorus. After that you can organise Chain Drill. Pupil A says “I”, Pupil B says “my” and turns to the next pupil and says “you”, Pupil C says “your” and turns to the next pupil and says “he”, etc.

*STEP 2:* Then ask them to look at the word combinations with “my” in Activity 1b and translate them into the mother tongue.

When you get a satisfactory answer, write them as a sentence on the board and underline the pronouns: “**I** make **my** bed.” Explain that the pupils can change the personal pronoun “I” and possessive “my” with the others from the table accordingly. Help the pupils make sentences in turns as follows: “**You** make **your** bed.”; “**He** makes **his** bed.”; “**She** makes **her** bed.” etc. After that they can do the same with the other word combinations in Activity 1b.

**STEP 3:** Pupil A says a sentence using the word combinations from Activity 1b, for example ‘I wash my face and hands in the morning.’ Pupil B mimes it. Then they change roles.

**Optional Activity 4 Look and write.**

**Objectives:** to practise writing sentences with the new vocabulary

Ask the pupils to open their Workbooks on Page 68 and look at Activity 4. Explain that they must make sentences choosing a word from each column as in the example. After that the pupils must translate the sentences they have made to see if they make sense.

**Homework 5 min**

Ask the pupils to open their Workbooks and look at the homework activity. Explain that they must fill in the gaps using the suitable pronouns from the table (Activity 4) in their Workbook.

*Answer key:*

1. I make my bed.
2. She combs her hair.
3. We wash our hands and face.
4. You do your morning exercises.

**Lesson 2 It’s time...**

Aims	Learning outcomes	Word and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn time through activities</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to ask and answer about a particular time</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the similarities and differences of asking and saying the time in English and mother tongue</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- show their understanding of time;</li> <li>- ask and say time;</li> <li>- use the structure: “It’s time to ...”</li> </ul>	<p><i>Revision:</i></p> <p>What’s the time? It’s five o’clock. It’s five thirty.</p> <p><i>Structure:</i></p> <p>It’s time to...</p>	<p>P u p i l ’ s b o o k , Workbook, the DVD</p>

## Unit 12

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### Warm up 5 min

Play the DVD. Ask the pupils to listen to the song “This is the way we ...” and sing along with the DVD. Ask the pupils to act out the actions while singing.

### Activity 1a Look, listen and repeat. 10 min

**Objective:** to introduce the structure “It’s time to ...”

*STEP 1:* Draw the pupils’ attention to the picture and ask them to guess and say the meaning of the words in the word cloud in the mother tongue. Explain to the pupils that we use the structure “*It’s time to ...*” to say the time to do smth. In Uzbek it means “*Biror narsa qilish vaqti bo’ldi*” and in Russian “*Время делать что-нибудь*”. After that have the pupils repeat the structure after you in chorus.

*STEP 2:* Ask the pupils to look at Activity 1b in Lesson 1 and revise the activities. Write on the board the structure “*It’s time to...*” with one of the word combinations mentioned above. Ask the pupils to give more examples using the structures.

### Activity 1b Look, read and match. 5 min

**Objective:** to reinforce the structure “It’s time to...”

Explain that the pupils must look at the clocks, read the sentences and match them.

### Activity 2a Play “Listen and say”. 5 min

**Objective:** to reinforce the structures and phrases

Ask the pupils to work in pairs. Explain that Pupil A says a phrase from Lesson 1, Pupil B says a sentence with the structure “It’s time to ...” as shown in the example. Then they change roles.

### Activity 2b Work in groups. Play “It’s time ...”. 5 min

**Objectives:** to reinforce the structure “It’s time to ...”

Divide the class into two groups. Explain that now Group A say phrases, Group B say a sentence using the structure “It’s time to ...” as shown in the example. Then they change roles.

### Activity 3a Listen and draw the time. 5 min

**Objective:** to enable pupils to understand and say the times

*STEP 1:* Explain that the pupils must listen to the DVD and draw long and short hands on blank clocks in the Workbooks.

*STEP 2:* When everybody understood what to do, play the DVD. After each announcement stop the DVD to let the pupils have enough time to draw hands.

*STEP 3:* When they finish, the pupils look at the completed clocks and repeat the times after the DVD.

**DVD script:**

It's seven o'clock.

It's three thirty.

It's nine o'clock.

It's four o'clock.

It's twelve thirty.

**Activity 3b Work in pairs. Play "What's the time?" 5 min**

**Objective:** to enable pupils to ask about time and give appropriate answer

*STEP 1:* Play the DVD. The pupils watch the conversation at first. When they finish, you may ask as usual some pupils about what the conversation was. Ask what the question 'What's the time?' stands for in the mother tongue.

*STEP 2:* After you get satisfactory answers, play the DVD the second time having the pupils repeat in chorus.

*STEP 3:* Then the pupils may act the conversation in pairs using the clock faces in Activity 3a.

**DVD:** A: 'What's the time?'

B: 'It's three thirty.'

A: 'Thank you.'

**Optional Activity 4 Write the sentences.**

**Objectives:** to reinforce the structures and words;  
to develop the pupils' writing skills.

Ask the pupils to write sentences for the times this time as shown in the example.

**Homework 5 min**

Ask the pupils to open their Workbooks and look at the homework activity. Explain that the pupils must write similar sentences as in Activity 4.

## Unit 12

### Lesson 3 You are late!

Aims	Learning outcomes	Words and structures	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn the adjectives to express feelings</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to use adjectives to express feelings</li> </ul>	<p>By the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- use adjectives to express feelings;</li> <li>- use adjectives after the verb "to be"</li> </ul>	<p>Adjectives: <i>sad, happy, tired, hungry, late, busy</i></p> <p>Language structure: <i>am, is, are +adj</i></p>	<p>Pupil's book, Workbook, the DVD</p>

#### Warm up 5 min

Play the DVD. Ask the pupils to listen to the song "This is the way we ..." and sing along with the DVD. Ask the pupils to act out the actions while singing.

#### Activity 1a Read and match. 10 min

**Objective:** to enable pupils to guess the meanings of the words

*STEP 1:* Draw the pupils' attention to the new sentences in Activity 1a. Say that the sentences in the left hand column are English but the ones in the right hand column are Uzbek/Russian. Explain that you will say and mime an English sentence and the pupils will guess and match it with the Uzbek/Russian one. For example, say "I'm sad." and mime that you are sad. The pupils guess that you are sad and find its equivalent "Men g'amginman./Я печальный." in the right hand column. Go on in this way until you finish with all the sentences.

*STEP 2:* When the pupils understand the meanings of the sentences, you can read the sentences once more and ask the pupils to repeat after you in chorus, in pairs and individually.

#### Activity 1b Look and write. 5 min

**Objectives:** to reinforce the new material using the pictures;  
to develop the pupils' writing skills.

Draw the pupils' attention to the pictures in the Workbook. Ask them to write a suitable sentence to each situation using the words in the box. The first sentence is given as an example.

#### Activity 2 Look, read and find the correct answer. 5 min

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

Draw the pupils' attention to the story. Ask them to read the speech bubbles and guess their meanings. Ask the pupils to find the correct answer.



*Answer key:* Tom is a lazy boy.

OPTION: If you think your pupils are strong enough, you can ask them to act out the story they have just read.

**Activity 3a Sing the song.**

*5 min*

**Objective:** to introduce the auxiliary verb “to be” and practise it

Write on the board the following:

<i>I am</i>	<i>We are</i>
<i>You are</i>	<i>You are</i>
<i>He is</i>	<i>They are</i>
<i>She is</i>	

Say that this song (the text of the song is in Activity 3b) has a tune of the Russian song “В лесу родилась елочка”. Ask the pupils to sing it with you. Then ask the first row to sing the first part of the song, the second row – the second.

**Activity 3b Read the poem.** *5 min*

**Objectives:** to consolidate the auxiliary verb “to be”;  
to prepare for the next activity.

Ask the pupils to read the text of the song they have just sung.

**Activity 3c Work in pairs. Write your poem.** *5 min*

**Objective:** to consolidate the auxiliary verb “to be”

*STEP 1:* Ask the pupils to write their poems on a piece of paper using the structure you wrote on the board and adjectives. Explain that they can use the words (adjectives) in Activity 1a.

<i>e.g. I am busy</i>	<i>We are busy</i>
<i>You are busy</i>	<i>You are busy</i>
<i>He is busy</i>	<i>They are busy too.</i>
<i>She is busy</i>	

*STEP 1:* Ask the pupils to read their poems aloud or make a display. Ask the pupils to go around and to read the poems. Praise good works for creativity, good handwriting or design etc.

**Homework** *5 min*

Explain to the pupils that they must look at the pictures and choose the suitable words to complete the sentences.

*Answer key:*

We are busy.  
They are sad.  
I am hungry.  
She is tired.

## Unit 12

### Lesson 4 Let's play!

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"><li>- to learn to say about daily routine using the structures;</li><li>- to recycle the structures and vocabulary learnt in previous lessons</li></ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"><li>- to enable pupils to use structures about the daily routines</li></ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"><li>- to raise awareness of the similarities and differences of asking and saying the time in English and mother tongue</li></ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"><li>- show their understanding of time;</li><li>- ask and say time in hours, half-hours;</li><li>- say activities they do at particular times</li></ul>	<p><i>Recycling the vocabulary learnt in this units:</i></p> <p><i>I get up at...</i></p> <p><i>It's time to...</i></p> <p><i>am, is, are + adj.</i></p>	<p>Pupil's book, Workbook, the DVD of the book, clock faces (10), cards with sentences (10)</p>

#### Activity 1 Sing the song. 5 min

##### Objective: to warm up

Look at Unit 12, Lesson 2 for the instructions.

#### Activity 2a Work in groups. Play "Time". 15 min

##### Objective: to revise saying the time

*STEP 1:* Prepare cards with clocks with different times and the same amount of cards with the sentences corresponding to these pictures. For example, if you have 20 pupils you should prepare 10 cards with the clocks and 10 cards with the sentences.

Divide the class into two groups. Group A pupils will get cards with clocks depicting 6.00, 6.30, 7.00, 7.30, 8.00, 8.30, 9.00, 10.30, 11.00, 11.30. Group B will have cards with the sentences: "It's six o'clock", "It's six thirty", "It's seven o'clock", "It's seven thirty", "It's eight o'clock", "It's eight thirty", "It's nine o'clock", "It's ten thirty", "It's eleven o'clock", "It's eleven thirty".

*STEP 2:* Allocate the cards. Ask the pupils of each group to look at their paper cards. Ask them not to show their cards to each other.

Explain that pupils must go round the class and find their partners. The pupils with the sentences must say their sentence and find a partner. When they find their partners, they should stand together.

*STEP 3:* Check the pairs. When one pair shows a card and says their sentence, ask all the pupils “Is it correct?”

*STEP 4:* Ask the pairs to make sentences to their time, e.g. “It’s six thirty. It’s time to get up.”

**Activity 2b Work in groups. Play “Make a clock line”. 10 min**  
**Objective: to consolidate saying the time**

*STEP 1:* Tell the pupils to imagine a line in the classroom. Point to the place where the line begins and say “This is six thirty”. Then point to a place far from “six thirty” and say “This is twelve o’clock”.

*STEP 2:* Explain that the pupils should stand along the line in the order of the time and activities they do before they go to school. They will need to look at each other’s cards to find out exactly where they should stand. The pupils should find out who is standing before and after them. When they find their place ask them to stay there until everyone has found the place in the line.

*STEP 3:* When the line is ready, the first pupil must say the time and his/her partner must say the activity s/he does at that time as shown in the example below:

**Pupil A:** ‘It’s six thirty. (shows the clock face)

**Pupil B:** ‘It’s time to get up.’

**Activity 2c Work in groups. Play “Clock salad”. 10 min**  
**Objectives: to develop listening skills;**

**to consolidate the time and the structure “It’s time to ...”**

*STEP 1:* Ask the pupils to make a circle. Explain that they will play a game “Clock salad”. Ask them what “salad” is in the mother tongue and say it is very simple to make it. Just mix all the ingredients up.

*STEP 2:* Ask the pupils to take their chairs and sit down so that to make a circle. Explain that after your command: e.g. ‘It’s six/seven/eleven thirty’, the pupils who have pictures with clocks and sentences ‘It’s six thirty’, “It’s seven thirty”, “It’s eleven thirty” must stand up and quickly change their seats.

Say that when you say e.g. ‘It’s 7 o’clock’. (or 8.00, 11.00), all pupils with 7.00, 8.00, 11.00 cards (both pictures and sentences) must stand up and quickly change their seats.

Say that when you say ‘It’s time to play!’, all pupils must stand up and quickly change their seats.

## Revision 9

Practise several times before you start the game.

**Note:** If your class is strong, after a while you can take away one of the chairs so that there is one pupil without a place to sit. This pupil will lead the game instead of you.

This pupil should try to take a seat after his/her turn. Next pupil without a place to sit will lead the game.

### Homework 5 min

Ask the pupils to open their Workbooks on Page 71 and look at Homework Activity 1. Explain that they must complete the gaps with the suitable words in the cloud.

Draw the pupils' attention to the second task. Explain that they must complete the unfinished sentences using the vocabulary they learned during Unit 12.

## REVISION 9

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to check self-development <i>Developing:</i> - to encourage pupils to revise the material they have learnt; - to give pupils an opportunity to assess their progress. - to encourage pupils into further learning.	By the end of the lesson, pupils will be able to check self-development and assess their progress on the material they have learnt.	<i>Previously learned words and structures.</i>	P u p i l ' s book, the DVD of the book, dices and counters

### Warm up

Look at Unit 12, Lesson 2 for the instructions.

### Activity 1 Play "What's the time?"

Look at Unit 12, Lesson 2, Activity 3b for the instructions.

### Activity 2 Work in pairs. Play "Ask and answer".

**Objective:** to consolidate all the material learnt in Unit 12

Ask the pupils to work in pairs.

Explain that Pupil A asks 'What's the time?' Pupil B answers 'It's six o'clock. It's time to get up'. Then they change roles. Re-

mind the pupils that they must use the structure “It’s time to...” in their answers.

**Activity 3** Work in pairs. Do the quiz “I can ...”.

**Objectives:** to revise the material studied in Unit 12;  
to train the pupils to be able to assess their knowledge, skills and overall progress;  
to let pupils see how much they can do in English;  
to encourage them into revising the material they have not learnt properly

The pupils work in pairs. This quiz does not test memory, it is a learning opportunity, so the pupils should be allowed to use their Pupil’s books and Workbooks.

They discuss the answers and, where necessary, write them in their “I can ...” exercise books. You can go round and check what pupils have written.

### Progress check 5

There are two tasks for Progress Check 5.

**Task 1** Read and answer the questions.

Ask the pupils to read and write answers to the questions.

*Answer key:* The pupils’ own answers.

**Task 2** Listen and complete.

Read the text. Ask the pupils to listen. Read the text the second time and ask the pupils to complete Asila’s letter.

**Script:**

Hello. My name’s Asila. I’m eleven. I live in Andijan. I go to school in the morning. My favourite subject is art. I like holidays. My favourite holiday is New Year.

## Unit 13 Clothes

### Lesson 1 She's got a pink dress.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn to name clothes in English;</li> <li>- to learn how to describe clothes;</li> <li>- to learn to use the article a/an in adjective + noun structures</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to read for detail;</li> <li>- to enable pupils make sentences using the structure "S/he's got ..." to describe people's clothes</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>-to raise awareness of the use of the article a/an in adjective + noun structures</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- name clothes in English;</li> <li>- describe clothes;</li> <li>- use the article a/an in adjective + noun structures.</li> </ul>	<p>hat, T-shirt, dress, shirt, skirt, cap, trainers</p>	<p>Pupil's book, Workbook, the DVD</p>

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

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

Play the DVD. The pupils listen, repeat and sing as usual.

#### **DVD script:**

One, two, here we go!

Hat, boots, cap, dress, jeans.

Shirt, shoes, shorts, skirt, t-shirt.

Ok, everyone! It's your turn! Can you say it?

Here we go!

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

**Objectives:** to introduce the new words;  
to prepare for the next activity.

*STEP 1:* Ask the pupils to look at the picture and say what they see there. Say that in this unit they will learn how to name clothes in English. Ask them to look, listen to the DVD and point to the item of clothes they hear.

**DVD script:**

hat, T-shirt, dress, shirt, skirt, cap, trainers

*STEP 2:* Play the DVD again. Ask the pupils to listen and repeat the words after the DVD in chorus, in rows, in pairs and individually.

**Activity 2b Play “Look and say”. 10 min**

**Objective:** to consolidate the new words

*STEP 1:* Prepare two sets of cards with clothes items: hat, T-shirt, dress, shirt, skirt, cap, trainers. Say the pupils will play a game. Ask the pupils to stand up and make two lines. Put two sets in two piles next to the teams.

*STEP 2:* Ask the first pupils in the lines to take a card, look at the picture and say what they see there. E.g. P1 (takes a card): ‘hat’ and passes to P2: ‘hat’ etc. The last pupil in the line must take a card, bring to you and say the word. The winner is the team which will bring all the cards first.

**Activity 3a Look, read and find Malika. 10 min**

**Objectives:** to develop reading for detail;  
to revise colours.

Ask the pupils to look at the picture in Activity 2a again, read the text and find Malika.

*Answer key:* Malika has got a pink dress, a pink hat, and a blue bag.

**Activity 3b Work in pairs. Play “Listen and point”. 10 min**

**Objective:** to revise the structure “S/he’s got ...”

Ask the pupils to look at the picture in Activity 2a again, and describe a girl or a boy in the picture. Pupil A describes, Pupil B listens and points.

**Optional Activity 4a Look and make sentences.**

**Objectives:** to revise the structure “S/he’s got ...”;  
to prepare for the next activity.

*STEP 1:* Write on the board two examples: *She’s got a white T-shirt. She’s got an orange T-shirt.* Ask the pupils to read the two sentences and find the difference.

*Answer key:* a white T-shirt/an orange T-shirt.

Elicit from the pupils the rule where we use “a/an” and summarise as you did in Unit 6, Lesson 3, Activity 2.

*STEP 2:* Write one more sentence on the board: *She’s got white trainers.* Ask the pupils to look at the sentence and say what they have noticed.

## Unit 13

*Answer key:* no article.

Explain that the indefinite article “a/an” is not used with plurals. The word “trainers” here means a pair of trainers and is in the plural.

**STEP 3:** Now ask the pupils to make sentences using the words in the table. Show one example of how to make sentences. Help if necessary.

### Optional Activity 4b Write three sentences.

**Objective:** to recycle the structure “S/he’s got ...”

Ask the pupils to look at the picture in Activity 2a, the table in Activity 4a and write three sentences in their Workbooks like the one in the example.

### Homework 5 min

Ask the pupils to look at the Homework tasks and see if everything is clear. If they do not understand what to do, explain that in the first activity they must colour the pictures and then write sentences about them. In the second activity they must write four sentences about what colour clothes they have like the one in the example.

## Lesson 2 Where are my shorts?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"><li>- to learn to name clothes in English;</li><li>- to learn to use the prepositions of place: <i>in, on</i> and <i>under</i>;</li><li>- to learn nouns which have only plural form</li></ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"><li>- to enable pupils to identify nouns which have only plural form;</li><li>- to enable pupils to use the prepositions of place: <i>in, on, under</i></li></ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"><li>- to raise awareness of the use of nouns which have only plural form</li></ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"><li>- name clothes in English;</li><li>- use prepositions of place to describe where clothes items are;</li><li>- use nouns which have only plural form.</li></ul>	<p>jeans, trousers, tights, shorts, sunglasses;</p> <p>Where is/are ...?; prepositions of place: <i>in, on, under</i></p>	<p>Pupil’s book, Workbook, the DVD, colour pencils or crayons</p>



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

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

Look at Unit 13, Lesson 1, Activity 1 for the instructions.

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

**Objectives:** to introduce the new words;  
to prepare for the next activity.

*STEP 1:* Ask the pupils to look at the pictures and say what they see there. Ask them to say the words in their mother tongue.

*STEP 2:* Ask the pupils to match the words and pictures. Do not worry if they cannot do all correctly. Say that good language learners take risks and should develop their guessing skills. Check the answers together.

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

**Objective:** to practise the pronunciation of the new words

Ask the pupils to look at the pictures in Activity 2a, listen and repeat the words after you in chorus, rows and individually.

**Activity 3a Look, read and point. 5 min**

**Objectives:** to recycle the lesson's vocabulary in the structure "Where is .../Where are ..."; to revise the prepositions of place: *on* and *under*.

Ask the pupils to look at the picture, read the dialogue and point to the clothes. Ask what the prepositions "under" and "on" mean. Elicit answers and then establish that "under" means *tagida, ostida / nod* and "on" means *ustida / na* in the mother tongue. After that translate the sentences all together.

**Activity 3b Work in pairs. Play "Where are my shorts?" 10 min**

**Objectives:** to recycle the lesson's vocabulary in the structure "Where is .../Where are ...";  
to revise the prepositions of place: *on, in* and *under*.

Ask the pupils to look at the picture and continue the dialogue as in the example. Say that Pupil A should be a boy and Pupil B must be a mother. After a while ask them to change the roles.

**Activity 4 Play "Picture dictation". 10 min**

**Objectives:** to recycle the learnt vocabulary;  
to develop listening skills.

*STEP 1:* Say that the pupils must listen to you and complete the picture of a girl and a boy. Ask the pupils to prepare colour

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pencils or crayons. Say that they should listen and put colour marks. Say that after dictating you will give them time for painting.

*STEP 2:* Dictate the following description:

1) *The girl has got red jeans. Her T-shirt is pink.*

2) *The boy has got a yellow T-shirt. His shorts are blue. His trainers are brown.*

### Optional Activity 5 Look and write.

**Objective:** to raise awareness of nouns which have only plural form

*STEP 1:* Explain to the pupils that in English some nouns which consist of two inseparable parts are always used in the plural not in the singular. For example, jeans have two legs, and there is no such a thing with one leg only. So if jeans have two parts, they must be in the plural. Further explain that we use “they” instead of “jeans” and we use the verbs in the plural after them. You can elicit some more clothes with such character.

*STEP 2:* Ask the pupils to look at the table in their Workbooks. Say that they should choose from the Pupil’s book and write in the left column the words which have both singular and plural forms, for example: skirts – a skirt. In the right column they should write the words which have only plural form, for example: jeans.

**Note:** Ask the pupils to compare clothes in English with the mother tongue: jeans – jinsi/джинсы; trousers – shim/брюки; shorts – shortik, kalta shim/шорты; tights – kolgotka/колготки; sunglasses – quyosh nuridan saqlaydigan ko‘zoynak, qora ko‘zoynak/солнцезащитные очки.

*Answer key:*

skirts – a skirt	jeans - X
shirts – a shirt	trousers
caps – a cap	shorts
shoes – a shoe	tights
T-shirts – a T-shirt	sunglasses

### Homework 5 min

Ask the pupils to look at the Homework and see if everything is clear. If not, explain that they must look at the girl and write sentences.

*Possible answer:* She has got a blue skirt and orange T-shirt. Her bag is purple.

**Lesson 3 Do you like your uniform?**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn to name clothes in English;</li> <li>- to learn to describe clothes</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to listen for gist;</li> <li>- to enable pupils to read for detail</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the similarities and differences of male and female clothes</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- name clothes in English;</li> <li>- describe clothes;</li> <li>- use the article a/an in adjective + noun structures</li> </ul>	<p>wear, uniform, cook, cooking, blouse, blazer, doctor, pilot</p>	<p>Pupil's book, Workbook, the DVD</p>

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

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

Look at Unit 13, Lesson 1, Activity 1 for the instructions.

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

**Objectives:** to introduce new words; to prepare for the next activity.

*STEP 1:* Ask the pupils to look at the picture and say what they see there in the mother tongue. Ask them to guess the words. Say “doctor” and ask them to point to the picture. Repeat the same with the words “pilot” and “cook”. Say that “cooking” is the “ing” form of the verb “to cook” (See Unit 5, Lesson 1, Activity 2a for more information about it). Help the pupils to guess or translate the other words.

*STEP 2:* Ask the pupils to listen and repeat the words after you in chorus, in rows, in pairs and individually.

**Activity 2b Work in pairs. Point and say. 10 min**

**Objective:** to recycle the new words

Ask the pupils to work in pairs. Explain that Pupil A points to a boy or one of the girls in Activity 2a. Pupil B must describe him/her as shown in the example.

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**Pupil A:** *Points to a boy or a girl.*

**Pupil B:** 'She is a doctor. She wears a uniform. Her uniform is white.'

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

**Objectives:** to recycle the new words;  
to develop listening for gist.

Say that the pupils will listen to the texts. Ask them to listen to the texts and match them with the pictures in Activity 2a.

**DVD script:**

This is my mum. She works every day. She wears a green uniform. She helps children.

This is my sister. She works in school canteen. She wears a white uniform. She likes cooking for children.

My brother is a pilot. He flies to Mexico, Korea and other places. His uniform is blue. He likes his uniform.

**Activity 3a** Look, read and find. 5 min

**Objectives:** to recycle the new words;  
to develop reading for detail.

Ask the pupils to look at the pictures, read the text and match the text and one of the pictures. Say that all children in Great Britain wear uniforms. Say that each school has own their uniforms. *Answer key:* Picture A.

**Activity 3b** Choose and complete. 10 min

**Objectives:** to recycle the new words;  
to develop writing skills.

Ask the pupils to describe a uniform of another school in Picture B.

**Optional Activity 4** Write the words in the right box.

**Objectives:** to recycle the new words;  
to raise awareness of the similarities and differences of male and female clothes.

Ask the pupils to look at the table. Say that they should write in the first column clothes only for girls, in the second clothes which girls and boys can wear and in the last column clothes only for boys.

**Answer key:**

Girls	Girls and boys	Boys
skirt dress blouse	shorts trousers cap hat, T-shirt	shirt

**Homework 5 min**

Explain to the pupils that at home they must write about their school uniform.

**Lesson 4 Let's play!**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to revise the clothes and description of clothes <i>Developing:</i> -to enable pupils to read for detail	By the end of the lesson, pupils will be able to: - name clothes in English; - describe clothes; - use the article <i>a/an</i> in <i>adj + noun</i>	<i>Revision of the vocabulary learnt during the unit</i>	P u p i l ' s book, Workbook, the DVD

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

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

Look at Unit 13, Lesson 1, Activity 1 for the instructions.

**Activity 2 Play "Simon says". 10 min**

**Objectives:** to recycle the words; to develop listening skills; to have fun.

*STEP 1:* Say that the pupils will play a game. Say that the pupils must listen to you and follow your instructions. Say that they should follow your instructions only then when they hear "Simon says" at the beginning of the instruction. For example, when you say 'Simon says: SIT DOWN', the pupils must sit down. If you say this instruction without "Simon says", the pupils must not sit down.

*STEP 2:* Practise some instructions which you are going to use in the game, for example: touch, show, take, put, bend to the right, hands to the sides, etc.

**Note:** Your instructions should include the words related to this unit, for example: 'Simon says: 'Girls, touch your skirts, boys, touch your trousers''.

**Activity 3 Play "Describe and guess". 15 min**

**Objectives:** to recycle the words; to develop listening skills; to have fun.

*STEP 1:* Before playing the game you can play "Point and say." Pupil A points, Pupil B describes the doll.

*STEP 2:* Say that the pupils will play a game. Demonstrate what to do. Choose one doll from the picture and describe its clothes. Ask the pupils to listen and guess which doll you have

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described. Ask one pupil to choose and describe one doll. (to avoid cheating ask the pupil to show the doll to you secretly).

**STEP 3:** Ask the pupils to work in pairs. Say that Pupil A must describe a doll, Pupil B should listen and guess which doll has been described. Then Pupil B describes, Pupil A listens and guesses.

### Activity 4 Work in pairs. Find five differences. 10 min

**Objectives:** to recycle the words; to develop listening skills; to have fun.

This is an information gap activity. Ask the pupils to work in pairs. Say that Pupil A must look at the picture on Page 87. Pupil B must look at Page 89. They must keep their pictures secret. Say that the pupils must describe their pictures, listen to each other very attentively and find five differences. They must write these differences in their Workbooks as shown.

### Homework 5 min

Ask the pupils to look at the Homework. Ask if it is clear to them. If not, explain that they must write what clothes boys, girls and they themselves wear in the relevant seasons.

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Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to revise clothes <i>Developing:</i> - to enable pupils to make sentences about clothes	By the end of the lesson, pupils will be able to make sentences about clothes.	<i>Revision of the vocabulary related to clothes</i>	Textbook, Workbook, the DVD, a set of cards with pictures of clothes and a set of words corresponding to the pictures; sunglasses, caps or hats and T-shirts

### Activity 1 Play "Listen and run."

**Objectives:** to recycle the lesson vocabulary; to have fun.

**STEP 1:** Prepare a set of cards with pictures of clothes and put them in different parts of the classroom. Also prepare a set of words corresponding to the pictures.

**STEP 2:** Allocate the cards with the words to the pupils: one card per pupil. Ask the pupils to read their word, find the picture and stand next to the picture. Every pupil must say: 'I've got ...'. Say that when you say 'Switch!' they must run to any other picture they like and stand next to it. They must say now another sentence with the structure 'I've got ...'.

**Activity 2 Play “I’ve got a T-shirt”.****Objectives:** to recycle the lesson vocabulary; to have fun.

This is a team game. The aim of the game is to recycle the words related to the topic and have fun. Prepare for each group sunglasses, caps or hats and T-shirts and put them on your table.

Split the class into two or more teams. The teams stand in rows at one end of the room. When you say ‘Sunglasses!’ the first pupils in the rows must run to your table, take a pair of sunglasses, run back, put on sunglasses and say ‘I’ve got sunglasses’. Then s/he must quickly take them off and give to the second person. The second person must put on the sunglasses and say ‘I’ve got sunglasses’. This continues till the last person in the row has got sunglasses. The last person keeps the sunglasses. The team which finishes the first is the winner.

**Note:** It’ll be a bit more complicated with T-shirts as the pupils must put on a T-shirt, say ‘I’ve got a T-shirt’, then take it off and pass to another pupil. Anyway try it and the pupils will get lots of fun.

**Activity 3 Play “Running dictation”.****Objectives:** to recycle the lesson vocabulary;to revise the prepositions of place: *on, in and under*.

**STEP 1:** Prepare cards with sentences describing the picture. You can use the picture from Lesson 2, Activity 3a or prepare another picture similar to that picture and write sentences accordingly. Cut the sentences in half. There must be enough cards for each group of 4.

*Possible sentences:*

- |                                    |  |
|------------------------------------|--|
| 1) The T-shirt is on the computer. | 4) The trousers are in the box.        |
| 2) The cap is on the computer.     | 5) The trainers are on the floor.      |
| 3) The jeans are under the chair.  | 6) The sunglasses are on the computer. |

**STEP 2:** Ask the pupils to run to the table in turn, bring cards and make 6 sentences. The group which finishes first wins. Check the sentences together with the class.

**Note:** you can reduce the number of sentences.**Activity 4 Work in pairs. Do the quiz “I can ...”****Objectives:** to revise the material studied in Unit 13; to train pupils to be able to assess their knowledge, skills and overall progress; to let pupils see how much

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they can do in English; to encourage them to revise the material they have not learnt properly.

The pupils work in pairs. You can allow them use their Class-books and Workbooks.

They discuss the answers and, where necessary, write them in their “I can ...” exercise books. You can go round and check what pupils have written. Do not worry if you are short of time! You can assign all or the rest of the “I can...” quiz as homework.

## Unit 14 The world of fairy tales

### Lesson 1 I like cartoons.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to learn about cartoons and fairy tales; - to learn how to respect the others <i>Developing:</i> - to enable pupils to talk about cartoons and fairy tales <i>Socio-cultural:</i> - to raise awareness of cartoons and fairy tales	At the end of the lesson pupils will be able to speak about the cartoon of Little Red Riding Hood.	cartoon, wolf, tasty, little, teeth, meet, eat up	Pupil's book, Workbook, the DVD

#### Warm up 5 min

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

#### DVD script:

#### The song “Old McDonald had a farm”.

Old Mac Donald had a farm,

E-I-E-I-O.

And on his farm he had a cow,

E-I-E-I-O.

With a “moo”, “moo” there

And a “moo”, “moo” there

Here a “moo”, here a “moo”,

Everywhere a “moo”, “moo”.

Old Mac Donald had a farm

E-I-E-I-O.

Old Mac Donald had a farm

E-I-E-I-O.

*(The song goes on with the words “pig”, “horse” and “chick” instead of “cow” and “snort”, “neigh” and “pac” instead of “moo”)*

#### Activity 1 Answer the questions. 5 min

**Objectives:** to prepare for the next activity; to raise awareness of the cartoon about Little Red Riding Hood.



Ask the pupils some questions about cartoons. Then ask them if they know anything about Little Red Riding Hood. Accept any reasonable answers. Show her pictures in the Pupil's book in order to explain the cartoon.

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

**Objective: to introduce the characters of a cartoon**

*STEP 1:* Ask the pupils in mother tongue if they have seen the cartoon about Little Red Riding Hood. Elicit the story by asking questions as:

What is the story about? What happens in the story?

Where does Little Red Riding Hood meet the Wolf?

What do they talk about? And so on.

*STEP 2:* Ask the pupils to look at the Pupil's book. Introduce to the pupils the Wolf and Little Red Riding Hood. Ask what they are saying (*Answer:* They are greeting). Then say the words "wolf" and "Little Red Riding Hood" several times having the pupils repeat them after you.

**Activity 2b Find the words in the Wordlist. 5 min**

**Objectives: to present the new vocabulary;**

**to practise working with the Wordlist.**

*STEP 1:* Ask the pupils to work in pairs and look up the Wordlist to find the new words and their meanings.

*STEP 2:* When the pupils finish with Step 1, ask them to repeat the new words after you several times in chorus, in rows and individually.

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

**Objective: to practise reading for gist**

Ask the pupils to read the characters' sentences in silence. This exercise is to train the pupils to try and work out the meaning from the context. If some weak pupils do not understand the sentences, you can ask them to look at the pictures and guess the meaning of the new words.

**Activity 2d Look and match. 5 min**

**Objective: to consolidate the learnt material**

Ask the pupils to open their Workbooks on Page 77 and match the sentences and pictures.

*Answer key:* 1d, 2c, 3a, 4b.

**Activity 3 Answer the question. 5 min**

**Objectives: to develop the pupils' speaking skills;**

**to teach how to express their ideas.**

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*STEP 1:* Ask the pupils to work in groups and discuss the end of the story.

*STEP 2:* When they are ready, ask one pupil from each group to report the end of the story to the class.

**Activity 4 Work in pairs. Act out. 5 min**

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

Ask the pupils to work in pairs and act the story out.

**Homework 5 min**

Ask the pupils to open their Workbooks and look at Homework. Ask if everything is clear with the task. If not, explain that the events in the cartoon Little Red Riding Hood are mixed up. Their task is to find the right order of the story and put 1, 2, 3, 4 and 5 in the boxes.

### Lesson 2 On the farm

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to learn domestic animals <i>Developing:</i> - to enable pupils to talk and write about domestic animals <i>Socio-cultural:</i> - to raise awareness of domestic animals	At the end of the lesson pupils will be able to speak and write about domestic animals.	cow, horse, donkey, rooster, mouse, tail	Pupil's book, Workbook, the DVD, flashcards: domestic animals

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

**Objectives: to recycle domestic animals; to warm up.**

**The song "Old McDonald had a farm".**

Play the DVD. Ask the pupils to listen to the song and sing along with the DVD.

Look at Unit 14, Lesson 1, Warm up for the DVD script.

**Activity 2a Answer the questions. 5 min**

**Objectives: to present domestic animals; to enable the pupils to use words for domestic animals.**

*STEP 1:* Pupils already know the animals in the picture from the Class 1. Anyway, revise the animals and introduce the word "donkey" and "a mouse" in the following way:

Show animal flashcards and have the pupils say the words for domestic animals (horse, cow, rooster). Also show the flashcard of a bee and have them say the word "bee", show the flashcards

of a donkey and a mouse one by one and ask the pupils to repeat the words after you several times.

*STEP 2:* Ask them the questions presented in the Pupil’s book and get their answers. Revise animal actions too (run, jump, walk, swim, fly).

*STEP 3:* Ask the pupils to make pairs. One of them should say the words for the animals and the other points to the picture. Then they change the roles.

**Activity 2b Look in the Wordlist. 5 min**

**Objective: to practise working with the Wordlist**

Ask the pupils to work in pairs. They look up the Wordlist to find the new words and their meanings.

**Activity 3a Read and say what horses can do. 5 min**

**Objectives: to improve the pupils’ reading skills; to prepare for the next activity.**

Explain to the pupils that this is an entry about a hoarse from encyclopedia. Ask them to read the sentences attentively and try to understand the meaning. They can discuss it with their partners.

**Activity 3b Choose an animal and write. 10 min**

**Objective: to improve the pupils’ writing skills**

Ask the pupils to choose any domestic animal and write an encyclopedia entry of it in their Workbooks like the one in Activity 3a.

**Activity 4 Work in pairs. Play “What animal am I?” 10 min**

**Objective: to consolidate all the learnt material**

Ask the pupils to work in pairs. Pupil A describes an animal as in the example in the book and Pupil B finds what animal it is. Then they change the roles.

**Homework 5 min**

Ask the pupils to look at the Homework and read the example text about tigers. Explain that they must write similar texts for lions and crocodiles.

**Lesson 3 Let’s go to Susambil!**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to learn fairy tales <i>Developing:</i> - to enable pupils to talk about fairy tales	At the end of the lesson pupils will be able to speak about fairy tales.	fresh air, clean water, bull	Pupil’s book, Workbook, the DVD

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Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Socio-cultural:</i> - to raise awareness of fairy tales			

### Warm up 5 min

#### The song “Old McDonald had a farm”.

Play the DVD. Ask the pupils to listen to the song and sing along with the DVD.

Look at Unit 14, Lesson 1, Warm up for the DVD script.

### Activity 1 Answer the questions. 5 min

**Objectives:** to prepare for the next activity;  
to improve speaking skills.

Ask the pupils the questions in the Pupil’s book. Ask if they have seen the cartoon “Susambil”. If there is any pupil who knows about this fairy tale, ask him/her to tell the pupils shortly about it. They can use their mother tongue.

### Activity 2a Find the words in the Wordlist. 5 min

**Objectives:** to present the new vocabulary;  
to practise working with the Wordlist.

*STEP 1:* Ask the pupils to work in pairs and look up the Wordlist to find the new words and their meanings.

*STEP 2:* Ask the pupils to repeat the new words (fresh air, clean water, bull) after you in chorus, in rows and individually.

### Activity 2b Listen, look and say. 10 min

**Objectives:** to enable pupils to speak fairy tales;  
to develop speaking skills.

*STEP 1:* Play the DVD. Ask the pupils to listen to the fairy tale.

*STEP 2:* Ask them to work in pairs. Have them look at the pictures and say what the animals want to do.

### Activity 3 Work in groups. Discuss and say the end of the story.

**Objective:** to develop the pupils’ speaking skills 15 min

Ask the pupils to work in groups and discuss the end of the fairy tale. The group which tell the end of the fairy tale better will be the winner.

### Homework 5 min

Ask the pupils to look at Homework. Explain that there is another fairy tale there which they probably know (Zumrad and

Kimmat). Their task is to find the right order of the events in the fairy tale. Explain that in the second task they must say sentences about the pictures.

### **Lesson 4 Let's play!**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to consolidate the learnt material in previous lessons <i>Developing:</i> - to develop the pupils' speaking skills	At the end of the lesson pupils will be able to: - sing songs; - speak about likes and dislikes; - say the days of the week and months; - speak about seasons	Revision of all the vocabulary the pupils learned during Class 2	Pupil's book, Workbook, the DVD

**Warm up 5 min**

**The song "Old McDonald had a farm".**

Play the DVD. Ask the pupils to listen to the song and sing along with the DVD.

Look at Unit 14, Lesson 1, Warm up for the DVD script.

**Activity 1 Play "Simon says". 10 min**

**Objectives: to recycle the words;  
to develop listening skills;  
to have fun.**

*STEP 1:* Say that the pupils will play a game. Say that the pupils must listen to you and follow your instructions. Say that they should follow your instructions only then when they hear "Simon says" at the beginning of the instruction. For example, when you say 'Simon says: SIT DOWN', the pupils must sit down. If you say this instruction without "Simon says", the pupils must not sit down.

*STEP 2:* Practise some instructions which you are going to use in the game, for example: touch, show, take, put, bend to the right, hands to the sides, etc.

**Activity 2 Work in teams. Choose and say. 25 min**

**Objective: to consolidate the materials from the previous lessons**

*STEP 1:* Divide the class into two teams. Explain to the pupils that you will ask questions and they should answer.

*STEP 2:* Demonstrate. Ask the pupils to look at the table and say what is written there.

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*Answer key: Categories: Sing a song, Likes and dislikes, The days of the week, The months, The seasons and Points: 10-30.*

Say that they should choose a category and a point, for example: Sing a song, 10. Say that you will ask to sing an easy song, i.e. worth point 10 and ask: *Sing the song "Good morning"!* If the pupils sing the song, they will get 10 points, if not they will get 0.

**STEP 3:** Play for a while with the whole class. When you see all pupils know what to do, ask them to start playing in teams.

**Note:** You must prepare questions and tasks for the categories and points beforehand. We are providing below an example for one category only.

1. How many days are there in the week? (10)

There are seven days in the week.

2. Name the days of the week. (20)

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

3. Say the days of the week in order.

Thursday, Monday, Sunday, Wednesday, Friday, Saturday, Tuesday. (30)

### Homework 5 min

Ask the pupils to do any Homework they did not do before.

## REVISION 11

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to check self-development <i>Developing:</i> - to encourage pupils to revise the material they have learnt; - to give pupils an opportunity to assess their progress; - to encourage pupils into further learning	By the end of the lesson, pupils will be able to check self-development and assess their progress on the material they have learnt.	Previously learned words and structures.	Pupil's book, the DVD of the book

**Activity 1 Work in groups of 3. Play "Look and say".**

**Objective: to consolidate all the material learnt in previous units**

Divide the class into groups of 3. Ask the pupils to look at the table in their Pupil's books. Explain that each pupil in a group has a task: each of them chooses a category and says as many

words or words combinations as they can. The pupil who says the most words will be the winner.

**Activity 2 Work in pairs. Ask and write.**

**Objective: to develop speaking skills**

*STEP 1:* Ask the pupils to copy the table in their “I can ...” exercise books.

*STEP 2:* When everybody is ready with their tables, ask the pupils to write about themselves in “Me” column.

*STEP 3:* When everybody has finished filling in the column for themselves, ask the pupils to work in pairs and ask each other questions in turns as in the example to fill in the column for their partners.

*STEP 4:* (If time allows) When everybody finishes, ask some pupils to report about themselves and their partners. For example: ‘My favourite season is July. Tohir’s favourite season is March,’ etc.

**Activity 3a Read and match.**

**Objectives: to develop cognitive skills;  
to prepare for the next activity.**

The pupils make questions matching the halves as shown in the example.

*Answer key:* 1) Do you watch cartoons on TV?; 2) Do you play computer games?; 3) Do you like reading books?; 4) Have you got Russian on Friday?; 5) Do you speak English?

**Activity 3b Work in pairs. Ask and answer the questions.**

**Objective: to develop speaking skills**

Now the pupils will ask the questions in Activity 3a from their partners.

**Activity 4 Work in pairs. Ask and write.**

**Objective: to develop speaking skills**

Look at Activity 2 above for the instructions. The procedure is the same.

## **Revision 12 I can ...**

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

**Objectives: to revise the material studied in Unit 12;  
to train the pupils to be able to assess their knowl-  
edge, skills and overall progress;  
to let pupils see how much they can do in English;**

## Revision 12

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

The last “I can...” activities cover the material of the whole course. Therefore, you can ask the pupils to prepare at first by looking through the whole book. After that pupils work in pairs as usual. They discuss the answers and, where necessary, write them in their “I can ...” exercise books. You can go round and check what pupils have written.

### Progress check 6

There are three tasks for Progress Check 6.

**Task 1 Choose the correct answer.**

Ask the pupils to read and choose the best answer to fill in the gaps.

*Answer key:* 1) a; 2) b; 3) c; 4) a

**Task 2 Look and match.**

The pupils look and match the pictures and words.

*Answer key:* 1) d; 2) b; 3) a; 4) c

**Task 3 Complete.**

Ask the pupils to read the phrases and complete the gaps.

*Answer key:*

A: ‘Can I have a pen?’

B: ‘No, sorry.’

A: ‘Can I have a pen, please?’

B: ‘Yes. Here you are.’