

# Kids' English

3

TEACHER'S BOOK



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# Kids' English ③



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Mualliflar „Kids’ English 3“ o‘quv-metodik majmuasining yaratilishida ko‘rsatgan beminnat yordamlari va bergan qimmatli maslahatlari uchun Britaniya Kengashi direktori hamda Respublika ta’lim markazi mutaxassislariga o‘z minnatdorchiligini bildiradilar.

Majmuani sinovdan o‘tkazishda ishtirok etgan respublikamizning barcha maktab o‘qituvchilari va o‘quvchilariga, mazkur majmua bo‘yicha 1–3-sinflar o‘qituvchilarini tayyorlashda ishtirok etgan trenerlarga, shuningdek, Buyuk Britaniya Norvidj til o‘rgatish instituti akademik direktori Rod Bolaytoga, IATEFL vakili Les Kirxemga, Britaniya Kengashi loyiha bosh menejeri Natalya Sarikovaga, ingliz tili ta’limi bo‘yicha xalqaro maslahatchilar Uendi Arnold, Bern Bryuerton, Di Broton hamda barcha taqrizchilarga tashakkur izhor etadilar.

Ushbu o‘quv-metodik majmua Chet tillarini o‘qitishning innovatsion metodikalarini rivojlantirish Respublika ilmiy-amaliy markazi ishtirokida yaratildi.

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## INTRODUCTION

### I What is Kids' English 3 based on?

Kids' English 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 3 is based on the State Educational Standards and syllabus for foreign languages that were developed in 2013 in accordance with the abovementioned Resolution (See Chapter VI for how the Syllabus requirements are fulfilled in Kids' English 3).

### II Who are the authors of Kids' English 3?

The team of authors who worked on Kids' English 3 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 3 consist of?

Kids' English 3 is the third 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 3 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 3. Each unit is broken down into 4 lessons, and each lesson is designed on one page. As regards the revision lessons, which are placed after each unit except units 1, 2 and 5 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, including "I can..." exercises;*

*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*

During the course, along with learning new language materials, pupils will also revise words and grammar structures from Classes 1 and 2. Some of the activities in the Pupil's book and Workbook marked with eight-pointed stars 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 3 is similar to Kids' English 1 and 2. The main difference between Kids' English 1 and Kids' English 2-3 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 "Project" and can be considered as a small recycling within the unit. During "Project" lessons, pupils 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. When there is a progress check, the pupils are asked to do the "I can..." exercises at home together with their parents. If there is no progress check, half of these exercises, especially speaking ones can be done at school and the other half, especially writing tasks at home as homework. 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 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 revise the learnt material with their children.

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 Years 1 and 2 and the vocabulary they will learn in Year 3. 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 3 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 Years 2 and 3, pupils practise not only writing the letters but also writing more serious tasks and do homework, so they need a Workbook. 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 8 Progress Checks. Each unit is broken down into 4 lessons. Each lesson is designed on one page. The Progress Checks are found after Units 2, 4, 6, 8, 10, 12, 14. After Unit 14, you can find 2 Progress Checks, one covering Unit 14 and the other the whole course.

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 are done during Revision lessons. Some tasks, especially writing or colouring ones are done at home.

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 3 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 3 Teacher's Book**

The Teacher's Book is an essential part of the Kids' English 3 package. Teachers must have and use it in order to conduct their classes effectively. The Teacher's Book contains:

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

**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 3 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 and 3 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 and 3 pupils perform it through ABC, reading, writing, listening and speaking accordingly in addition to all those activities used in Year 1. Multimedia technologies play a very important role in achieving the goals.




Kids' English 3 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 3 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 3 aims to put the pupils – the learners – at the centre of most things that happen in the classroom.

For this reason, Kids' English 3 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 .

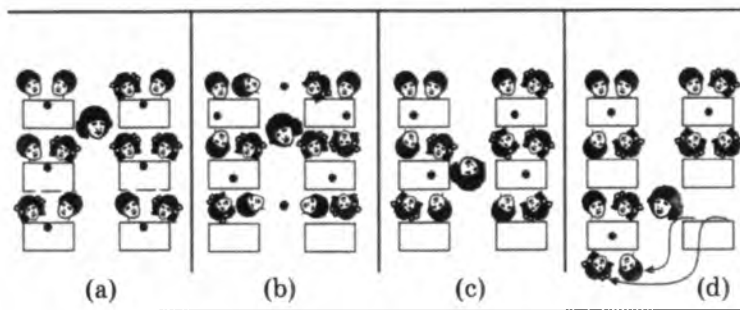
a Here are the twelve pupils doing work with the teacher listening. The dots show where each pair is focusing.

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).

e 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 put 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, kinaesthetic. 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 mea-

ning 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 Syllabus for foreign languages

The authors have tried to do their best in Kids' English 3 to meet the requirements prescribed in the syllabus for foreign languages. The fulfilment of these requirements in Kids' English 3 can be found in the following tables where one can see a requirement and the unit/lesson it was first used.

#### Requirements for learning a foreign language

Syllabus	Kids' English 3
... The basics of language skills are formed during A1 level of teaching foreign languages, i.e. in Grades 1–4.	Units 1–14
... Starting from Grade 2, listening, speaking, reading and writing are practised.	Units 1–14
Work on pronunciation, especially, on intonation are practised.	Units 1–14

**At the end of Grade 3 pupils must acquire the following skills:**

### Listening

Syllabus	Kids' English 3
- understanding the questions and information given about the topics	Units 1-14
- listening to check short information	Unit 2, Unit 5, Unit 10, Unit 14
- understanding recorded dialogues and monologues consisting of 20-30 words	Units 2-14
- distinguishing the sounds in audio texts	Units 1-14

### Speaking

Syllabus	Kids' English 3
- being able to describe the seasons of the year and the rooms of the house	Units 3, 4, 5
- being able to participate in micro dialogues and monologues on familiar topics; to answer questions	Units 1-14
- asking for things with request	Units 7, 9, 11
- being able to use polite phrases in such situations as	Units 7, 9

### Reading

Syllabus	Kids' English 3
- being able to read correctly the letters and letter combinations in familiar and new words	Units 1-4, 9
- being able to use the wordlist of the textbook and picture dictionaries to understand the meaning of new words	Units 4, 5
- being able to read given texts and understand the content	Units 1-14
- being able to compare the sounds with letters through reading the words aloud	Units 1-14
- being able to read 30-40 words in a minute*	

**Note:** \*Teachers can check this requirement with pupils at the end of the school year as a test.

### Writing

Syllabus	Kids' English 3
- being able to write the learnt words in alphabetical order	Unit 1
- being able to write word dictation	Unit 8, 12
- being able to translate sentences from foreign language into mother tongue using the learnt words	Units 5, 9, 14
- being able to make simple sentences on the basis of examples	Units 1-14

- being able to write the words correctly from memory	Units 1-14
- being able to make micro dialogues on the basis of examples	Units 6, 9

### The amount of lexical units the pupils must acquire in a foreign language in Grade 3

Lexical units			
Active	Passive	Potential	Total
100	-	+	400

There are 100 lexical units, 15 structures and phrases, 2 conjunctions, 9 prepositions and 10 potential words used in Kids' English 3.

### Grammatical minimum of English in Grade 3

Syllabus	Kids' English 3
- <sup>1</sup> prepositions of place: between, opposite, in front of, behind, next to	Units 3, 13
- <sup>2</sup> alternative questions: - Is this a bedroom or a living room? - It is a... .	
- <sup>3</sup> use of <i>some</i> and <i>any</i>	
- <sup>4</sup> adverbs of frequency: usually, sometimes, often, seldom	Unit 5
- <sup>5</sup> possessive pronouns: mine, yours, his, hers, its, ours, theirs	
- <sup>6</sup> comparative degree of adjectives: nice - nicer, beautiful - more beautiful.	Unit 2
- <sup>6</sup> superlative degree of adjectives: nice - the nicest, beautiful - the most beautiful	Unit 6
- modal verb: <i>can</i>	Units 5-14
- <sup>7</sup> Present Continuous Tense: - Are you reading an English book? - Yes, I am./No, I am not.	Unit 9

**Note:**

<sup>1</sup> The prepositions "in front of" and "behind" will be taught in Kids' English 4.

<sup>2</sup> Alternative questions will be taught in Kids' English 4.

<sup>3</sup> "Some" and "any" will be taught in upper classes.

<sup>4</sup> "Seldom" will be taught in upper classes.

<sup>5</sup> Possessive pronouns will be taught in upper classes.

<sup>6</sup> Comparative and superlative degrees of polysyllabic adjectives will be taught in Kids' English 4.

<sup>7</sup> Interrogative form of the Present Continuous Tense will be taught in Kids' English 4.

## Topics to be learnt in Grade 3

No	Topics and subtopics	Kids' English 1
1.	<b>My relatives. (age, outer appearance and job)</b> – types and number of relatives – about relatives (name, age, relationship, home)	Units 1, 2 Lessons 1–4 and Revision 1
2.	<b>My house</b> – names of the rooms – number of the rooms – furniture of the rooms – my room	Units 3, 4 Lessons 1–4 and Revision 2
3.	<b>Seasons of the year, months, weather</b> – names of the seasons and months – natural phenomena – about a favourite season	Unit 5 Lessons 1–4
4.	<b>Animals, birds</b> – names of birds – names of insects – attitude towards birds and insects – describing birds and insects	Units 6, 7 Lessons 1–4 and Revisions 3–4
5.	<b>World of interests</b> – vocabulary related to ICT, music, sport, etc. – my favourite sport – listening to music and reading books	Unit 8 Lessons 1–4 and Revision 5
6.	<b>Talk on the phone</b> – talk on the phone – appropriate vocabulary related to telephone talk	Unit 9 Lessons 1–4 and Revision 6
7.	<b>Plants</b> – names of plants – favourite plants – colour of plants	Unit 10 Lessons 1–4 and Revision 7
8.	<b>Health and hygiene</b> – names of parts of body – means of hygiene	Unit 11 Lessons 1–4 and Revision 8
9.	<b>Transport</b> – names of transport types – describing the means of transport – travelling by transport – going to school by transport	Unit 12 Lessons 1–4 and Revision 9
10.	<b>The world around us</b> – about own city/town, village – about the mahalla, street one lives in	Unit 13 Lessons 1–4 and Revision 10
11.	<b>The world of fairy tales</b> – national and words fairy tales – characters of fairy tales and cartoons – attitude towards characters	Unit 14 Lessons 1–4 and Revision 11

## VII What are Kids' English 3 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 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 understand what the lesson will be about, and remember it.

### **Use of pictures**

In Kids' English 3 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 nearly all 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 next two lessons pupils listen and repeat the same song. In the final (the 4th) lesson pupils will sing the song themselves.

**NOTE:** Do not worry if the pupils cannot sing the whole song. It is 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 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 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 does not matter if your pupils cannot 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 3 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, 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.

It is not recommended to introduce transcription to pupils.

### **Study Skills**

In Kids' English 3 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 Pupil's 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.

### **Project Work**

Unlike Kids' English 1 and 2, Kids' English 3 contains Project Work lessons. Project Work is an essential part of this course. It is the final activity in each unit. It is based on all the work covered in the previous three lessons. It gives pupils an opportunity to use what they have learnt in these lessons in an unconscious, freer and more personal way with less control by the teacher.

Project Work provides an opportunity for all pupils to work at their own level; strong pupils will produce longer, more complex work as they fulfill the task, weaker pupils will produce shorter, simpler work. Project Work gives pupils an opportunity to be proud of their work, their knowledge and their creativity. For this reason it is very important to display the posters and pictures produced in Project Work around the classroom so that pupils have the chance to look at each other's work.

Pupils can also be asked to assess the work of other pupils. During Project Work pupils are introduced to the writing process when they write ideas and some notes about the topic. Then they use their notes to write descriptions, articles, letters, stories and poems, make posters and programmes. They cut out and draw pictures, maps, graphs, organise interviews, etc. For this purpose it is useful for the teacher to have a box with materials, scissors, rulers, paper, glue, paper clips, etc. Or before the Project Work lesson the teacher could ask pupils to bring these things. Another very important point is the choice of the Project. From the very beginning Project Work must not be difficult and it is better to divide it into several parts or steps. It is better to organise Project Work in the same groups because pupils cooperate with each other continuously. Further detailed methodological help for each Project lesson is given in the Teacher's Book.

Note that Project Work posters could be used to show parents their children's progress in English.

### **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 Project 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 3 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 board.)

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 to DVD scripts or watch videos;



— pupils play a language game;



— extra activity for faster pupils or classes;



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

### **Enjoy Kids' English 3!**

We, the authors, had great fun writing Kids' English 3. Now we hope that you, the teachers, will enjoy using it with your pupils. Good luck to you and your pupils!

## Unit 1 Our family is big.

### Lesson 1 I've got two sisters.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to revise the words related to family members and numbers from 1 to 20;</li> <li>- to learn the conjunction "and"</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to say family members;</li> <li>- to develop the pupils' speaking skills</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of saying family members.</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- count from 1 to 20;</li> <li>- talk about family members;</li> <li>- use the conjunction 'and' in their speech.</li> </ul>	<p>and</p> <p><i>Revision (from Class 2):</i></p> <p>grandad, granny, mother, father, sister, brother</p>	<p>Pupil's book, Workbook, the DVD, a picture with family members in, separate cards: grand-mother, grandfather, mother, father, sister, brother</p>

**Activity 1 Listen and repeat. 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 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 and say: '<i>Take out your books.</i>' Make sure all the children have their Pupil's Book.</p> <p>Say: '<i>Open your books at Page 6.</i>' Point to Activity 1. Use gestures and wait for all the children to open their textbooks.</p> <p>Check they have the correct page. Say: '<i>Listen to the song and repeat.</i>'</p>	<p>Whole class</p>

## Unit 1

<p>Play the DVD. Ask: <i>'What can you see?'</i> Accept anything reasonable – dad, mum, brother.</p> <p><b>DVD script:</b> Do you know? Do you know? My mum is a teacher! My mum is a teacher! She works at school. And that is great! That is great! Do you know? Do you know? My dad is a driver! My dad is a driver! He drives a taxi. And that is great! That is great! Do you know? Do you know? My brother is a farmer! My brother is a farmer! He loves his job! And that is great! That is great!</p>	
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### Activity 2 Play "Numbers". 10 min

**Objective:** to revise the numbers from 10 to 20

<i>Steps</i>	<i>Interaction</i>
<p>Say: <i>'Let's count from 1 to 20.'</i> Count together with the pupils.</p> <p>Say: <i>'Come to the board.'</i> Use gestures so the pupils come to the board. Wait for all the children to come to the board, and then say: <i>'Make a circle.'</i> Use gestures so the pupils make a circle, help if necessary.</p> <p>Say: <i>'Now count from 10 to 20 in turns. Every 20 is out of the game and takes a seat.'</i></p> <p>Help the first pupil say '10', then the second '11' and let the others continue till 20. If a pupil is 20, say: <i>'Take your seat.'</i> The pupils who stay in the circle count again from 10 to 20. Again the pupil the who is 20 goes out of the game and takes a seat. You can play the game 4/5 rounds if you like.</p>	Whole class

### Activity 3 Play "Find a pair". 10 min

**Objective:** to revise and consolidate the words related to family members

<i>Steps</i>	<i>Interaction</i>
<p>In advance, prepare a picture with family members in. Also prepare separate cards with a mother, a father, a sister, a brother, a grandfather and a grandmother enough for 5 groups.</p>	Group work

Show the picture with family members in and say: **'Look at the picture and answer. Who can you see?'** Accept anything reasonable – mother, father, sister, brother, grandad and granny.  
 Say: **'Yes, you're right. They're family members.'**  
 Then say: **'Stand up, please.'** Use the gesture so the pupils stand up.  
 Say: **'Let's make 5 groups and play a game.'** Help the pupils make groups of 5.  
 Distribute the cards (with a grandmother, a grandfather, a mother, a father, a sister, a brother) to the groups, laying the cards face down on the desks. Demonstrate the game with one pupil at the front so that the whole class can see. Point one of the cards and ask: **'Who's this?'** Accept anything reasonable – mother, father, sister, etc. Then turn over the card to see if the pupil is correct. If he/she is correct the card remains face up. If not, the card is laid face down on the table again.  
 Then say: **'Now you play.'** The pupil who reveals more cards is the winner.

**Activity 4** Work in groups of four. Play "I've got three sisters and one brother". 5 min

**Objective:** to revise family members and conjunction "and"

Steps	Interaction
<p>Say: <b>'Stand up, please.'</b> Use the gesture so the pupils stand up.            Say: <b>'Let's make 4 groups and play a game.'</b> Help the pupils make groups of 4.            Choose one pupil to work in pair with you. Demonstrate the first example with the pupil.            Say: <b>'I've got three sisters and one brother.'</b> Then say: <b>'Pay attention to the conjunction "and".'</b>            The pupil says: <b>'I've got two grandads and one granny.'</b>            Say: <b>'Yes, well done!'</b>            Say: <b>'Now your turn, please. Start!'</b> Use the gesture to help the pupils start the activity.            Walk around the class and listen to your pupils' dialogues. Use gestures to help the pupils understand what to do. Do not forget to praise them.</p>	<p>Pair work            Group work</p>



## Unit 1

**Activity 5a** Look at the pictures and match. 10 min

**Objective:** to develop the pupils' comprehension

<i>Steps</i>	<i>Interaction</i>
<p>Say: '<b>Look at Activity 5a.</b>' Make sure all your pupils look at the textbook and point to Activity 5a.</p> <p>Ask: '<b>What can you see?</b>' Accept – sisters, brothers. Say: '<b>Yes, you're right.</b>'</p> <p>Say: '<b>Open your Workbooks on Page 4.</b>' Use gestures and wait for all the pupils to open the Workbooks and look at Activity 5a.</p> <p>Say: '<b>Match the pictures with sentences and write.</b>' Use gestures to show what to do. Go round the class and see how well the pupils write. Help if necessary.</p> <p><b>Answer key:</b> 1c, 2e, 3d, 4b, 5a</p>	Individual work

**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>Open your Workbooks on Page 4.</b>' Point to the Homework activity. 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>Look at the picture and complete the sentences with: grandad, father, granny, sister, mother, brother.</b>' Help them with gestures. Explain again if necessary.</p> <p>Say: '<b>The lesson's over. Goodbye.</b>'</p> <p><b>Note:</b> This is a standard procedure which teachers should do at the end of each lesson.</p>	Whole group Individual work

**NOTE:** If you have enough time for **Optional Activity № 5b**, you can do it with your pupils.

**Optional Activity 5b** Work in pairs. Read and point.

**Objective:** to consolidate family members and conjunction “and”

<i>Steps</i>	<i>Interaction</i>
<p>Point to Activity 5a and say: ‘<i>Let’s look at Activity 5a.</i>’ Make sure all your pupils look at the textbook. Demonstrate with one of the pupils. Read the sentence: “I’ve got one sister and one brother.” Ask the pupil with a gesture to show the picture according to the sentence. The pupil points to the picture. If he/she points to the right picture (picture 5), say: ‘<i>OK. Good.</i>’</p> <p>Then say: ‘<i>Work in pairs. Now you read and point to the pictures.</i>’ Use gestures to show one of them read the sentence and the other point to the picture. Go round the class and see how well the pupils write. Help if necessary.</p>	Pair work

## Lesson 2 My mum is a teacher.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn the words about jobs;</li> <li>- to learn saying about smb.’s job</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to say jobs;</li> <li>- to develop the pupils’ speaking skills</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of saying jobs.</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- talk about jobs;</li> <li>- to say their family members’ jobs.</li> </ul>	<p>teacher, farmer, driver, secretary, fireman, director, house wife</p>	<p>Pupil’s book, Workbook, the DVD, separate cards: teacher, director, farmer, driver, secretary, fireman, cook, pilot, doctor, house wife</p>

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

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

## Unit 1

<i>Steps</i>	<i>Interaction</i>
<p>Say: '<b>Stand up, please. Good morning, class.</b>' Use gestures so the pupils stand up.</p> <p>Say: '<b>How are you?</b>' Get the answers from the pupils.</p> <p>Say: '<b>Sit down, please.</b>' Use gestures so the pupils sit down.</p> <p>Show the pupils the textbook and say: '<b>Take out your books.</b>' Make sure all the children have their Pupil's Book.</p> <p>Say: '<b>Open your books at Page 7.</b>' Point to Activity 1. Use gestures and wait for all the children to open their textbooks. Check they have the correct page.</p> <p>Say: '<b>Listen to the song and sing.</b>'</p> <p>Play the DVD and sing together with the pupils.</p> <p><b>DVD script:</b></p> <p>See Unit 1 Lesson 1 Activity 1 for the DVD script.</p>	<p><i>Whole class</i></p>

### Activity 2a Listen and repeat. 5 min

**Objective:** to introduce the new vocabulary related to jobs

<i>Steps</i>	<i>Interaction</i>
<p>Ask: '<b>What words for jobs do you know?</b>' Elicit the words: '<b>teacher, doctor, cook, pilot,</b>' etc. that they know from Class 2.</p> <p>Say: '<b>Look, listen and repeat.</b>' Use gestures so the pupils look at Activity 2a.</p> <p>Play the DVD. Point to the picture and say: '<b>Repeat the word "teacher" after me/the DVD.</b>' Say: '<b>teacher</b>' and have the pupils repeat after you.</p> <p>Say: '<b>Point to the picture of a teacher.</b>' Use gestures to show how to do it. Do it with the other pictures too.</p>	<p><i>Whole class</i></p>

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

**Objective:** to consolidate the newly introduced vocabulary

<i>Steps</i>	<i>Interaction</i>
<p>Say: '<b>Let's work in pairs.</b>' Demonstrate what to do. Invite two pupils to the board.</p> <p>Say to one of them: '<b>Point to a picture in Activity 2a.</b>' Say to another: '<b>Say the job.</b>'</p>	<p><i>Pair work</i></p>

e.g. Pupil 1 points to a teacher. Pupil 2 says: **'Teacher.'** If Pupil 2 cannot say, ask the pupils: **'Help him/her.'**  
When they finish, say: **'Sit down, please. Now, let's play in pairs!'** Walk around and watch the activity. If the pupils have difficulties, help them.

### Activity 3 Play "My dad's a doctor." 15 min

Objective: to consolidate jobs

<i>Steps</i>	<i>Interaction</i>
<p>Say in mother tongue: <b>'Let's talk about our mother and father's jobs.'</b> Say: <b>'Stand up, please.'</b> Use the gesture to explain the pupils what to do. Say your father's/mother's job as an example: <b>'My dad's a doctor.'</b> Turn to the 1st pupil and help him/her say: <b>'My dad's a ...'</b> Then help the next pupil say his father's job, and so on. To make the process faster, you can organise the Chain Drill in rows. When they finish, say: <b>'Let's work in groups.'</b> Help them make 4 groups. Say: <b>'Now your turn, please. Start!'</b> Use the gesture to help the pupils to start the activity. Walk around the class and listen to your pupils' dialogues. Do not forget to praise them ('Good job! Well done!' 'Keep trying!').</p>	<p>Whole class</p> <p>Group work</p>

### Activity 4 Play "Look and guess." 10 min

Objectives: to consolidate the vocabulary related to jobs;  
to develop the pupils' speaking skills.

<i>Steps</i>	<i>Interaction</i>
<p>Say: <b>'Let's repeat the words for jobs again and play a game.'</b> Show the flashcards describing jobs one by one, the pupils say the jobs. Then invite the leader to the board: <b>'Come to the board and mime a job.'</b></p>	<p>Whole class</p>

## Unit 1

<p>When s/he mimes (for example, a teacher), say to him/her: <b>'A doctor. (or You're a doctor.)'</b> If your guess is wrong, s/he says: <b>'No'</b>. Then you again guess: <b>'A teacher. (or You're a teacher.)'</b> If your guess is right he says: <b>'Yes'</b>. Then say to the class: <b>'Now you, please'</b> and invite a leader to the board, s/he mimes, the class guess.</p>	
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### Summing up 5 min

<i>Steps</i>	<i>Interaction</i>
<p>Say: <b>'Open your Workbooks at Page 5.'</b> Point to the Homework Activity 1. Use gestures and wait for all the children to open their Workbooks. Check they have the correct page. Explain what to do at home: Say: <b>'Look at the sentences.'</b> Point to the first three sentences. Say: <b>'Look at the picture.'</b> Point to the picture of a doctor. Say: <b>'Read the sentences and put a tick.'</b> Use gestures to show what to do. Help them put a tick for the first sentence "She is a doctor." Say: <b>'Well done!'</b> <i>Then say: 'Do the rest at home'.</i> Point to Homework Activity 2 and say: <b>'Look at Homework Activity 2. Complete the sentences.'</b> Explain what to do at home: <b>'You write your father's, mother's, etc. jobs.'</b> Show the first row and say: <b>'You write your mother's job here.'</b> Show the second, third and fourth rows and explain what to write in the same manner. At the end of the lesson say: <b>'The lesson's over. Goodbye.'</b></p> <p><b>Note:</b> This is a standard procedure which teachers should do at the end of each lesson.</p>	Whole group

**NOTE:** If you have enough time for Optional Activity № 5, you can do it with your pupils.

**Optional Activity 5** Write in an alphabetical order.

**Objective:** to develop the pupils' comprehension

<i>Steps</i>	<i>Interaction</i>
<p>Say: <i>'Open your Workbooks at Page 5. Look at Activity 5.'</i> Use gestures and wait for all the pupils to open the Workbooks and look at Activity 5.</p> <p>Say: <i>'Look at the words and put them in an alphabetical order.'</i> Help them find the second word according to the alphabetical order and write it after the example. Say: <i>'Well done! Now do the rest.'</i></p>	Individual work

### Lesson 3 Are you a driver?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to revise the words about jobs and places;</li> <li>- to learn saying about parents' jobs</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to say jobs and places;</li> <li>- to develop the pupils' speaking skills.</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- talk about jobs;</li> <li>- say their parents' jobs;</li> <li>- say the place one is.</li> </ul>	<i>Recycling the vocabulary related to jobs and places</i>	<p>Pupil's book, Workbook, the DVD, small pieces of paper with: teacher, director, farmer, driver, secretary, fireman, cook, pilot, doctor, house wife; flashcards with jobs</p>

**Activity 1a** Work in pairs. Point and say. 7 min

**Objective:** to revise and consolidate the vocabulary from Class 2

<i>Steps</i>	<i>Interaction</i>
Say: <i>'Stand up, please. Good morning, class.'</i> Use gestures so the pupils stand up.	Whole class

## Unit 1

Say: **'How are you?'** Get the answers from the pupils.

Say: **'Sit down, please.'** Use gestures so the pupils sit down.

Say: **'Take out your books.'** Make sure all the children have their Pupil's Book.

Say: **'Open your books at Page 8.'** Point to Activity 1a. Use gestures and wait for all the children to open their textbooks.

Check they have the correct page.

Say: **'Look at the pictures.'**

Point to the picture of a library and say in mother tongue: **'in the library'**.

Then say in English: **'in the library'** and enable the pupils to say so.

Repeat this phrase several times. Do this activity with the other pictures.

Then say: **'Let's work in pairs.'**

Demonstrate with two pupils how to work in pairs. Have Pupil A point to the picture of a library and encourage Pupil B to say: **'I'm in the library.'**

Say: **'Excellent.'**

Then ask Pupil B to point to another picture with gestures.

Pupil B points to a picture, e.g. a gym.

Pupil A says: **'I'm in the gym.'**

Say: **'Now work in pairs.'**

Walk around the class to check if the pupils do the activity correctly. If you see any difficulties, help them.

Pair work

**Activity 1b Work in pairs. Ask and answer.** 8 min

**Objective:** to revise and consolidate vocabulary from class 2;  
to practice asking and answering Yes/No questions.

Steps	Interaction
<p>Say: <b>'Let's work in pairs.'</b> Use gestures so the pupils work in pairs.</p> <p>Demonstrate with two pupils how to work in pairs. Point to the pictures in Activity 1a and say to Pupil A: <b>'You're in one of these pictures. Don't tell your friend where you are. Your friend finds you. Are you ready?'</b></p>	<p>Pair work</p>

Say to Pupil B: *'Ask questions and find your friend.'* Help him/her ask Pupil A a question, e.g. *'Are you in the gym?'*

Help Pupil A answer: *'Yes (or Yes, I am.)'* if s/he is in the gym or *'No (or No, I'm not.)'* if s/he is not there. In this case Pupil B must continue asking until s/he finds his friend. Then they change roles.

When everybody understands what to do, say to the class: *'Now, you work in pairs.'*

Walk around the class to check if the pupils do the activity correctly. If you see any difficulties, help them.

### Activity 2 Play "His mum's a teacher". 10 min

**Objective:** to revise and consolidate the vocabulary of the previous lesson

<i>Steps</i>	<i>Interaction</i>
<p>Repeat the jobs with the pupils. Show the flashcard with jobs one by one and encourage the pupils to say the jobs: <i>teacher, director, farmer, driver, secretary, fireman, cook, pilot, doctor, house wife.</i></p> <p>Use Chain Drill to revise and consolidate the vocabulary of the previous lesson and possessive pronouns "his" and "her".</p> <p>Say: <i>'Let's play! Stand up.'</i></p> <p>Say your father's/mother's job as an example: <i>'My mum's a teacher.'</i></p> <p>Turn to the 1st pupil and help him/her say: <i>'His/Her mum's a teacher.'</i> Help him/her turn to the second pupil and say: <i>'My mum's a doctor.'</i></p> <p>The second pupil says: <i>'His/Her mum's a doctor. My mum's a ...'</i> etc.</p> <p>When they finish, say: <i>'Sit down, thanks.'</i></p> <p>To make the process faster, then you can organise the Chain Drill in rows.</p>	Whole class

### Activity 3 Play "Look and guess" 5 min

**Objectives:** to consolidate the vocabulary related to jobs;  
to develop the pupils' speaking skills.

<i>Steps</i>	<i>Interaction</i>
Put all the flashcards describing jobs on the table laid down. Demonstrate with one pupil.	Whole class



## Unit 1

Invite the leader to the board: **'Come to the board and take one of the pictures.'**

S/he takes the picture (for example, a doctor) and mimes.

Say to him/her: **'Don't tell anyone about it.'** The rest have to guess what kind of job it is.

Ask: **'Are you a teacher?'**

The leader answers: **'No.'**

Ask one more time: **'Are you a doctor?'**

The leader answers: **'Yes. (or Yes, I am.)'**

Then invite another leader. After s/he takes a picture (for example, a driver) and mimes, this time the pupils will ask in turns. If the pupils do not guess for 2 times what kind of card the leader has taken, you will ask the pupils to ask him/her the question **"What are you?"** in chorus. Then the leader responds: **"I'm a driver."**

**Activity 4 Play "Are you a driver?" 5 min**

**Objective: to revise jobs**

<b>Steps</b>	<b>Interaction</b>
<p>Prepare small pieces of paper with jobs written on them beforehand. The same job must be of 3 or 4 copies.</p> <p><b>STEP 1:</b> Give out the pieces of paper with jobs to pupils. Say: <b>"There're 3 or 4 drivers, 3 or 4 teachers, etc'.</b></p> <p><b>STEP 2:</b> Ask the pupils to stand up, walk around and find other drivers if they have a card "driver" as shown in the example.</p>	Whole class

**Activity 5 Write the sentences. 8 min**

**Objective: to develop the pupils' writing skills**

<b>Steps</b>	<b>Interaction</b>
<p>Say: <b>'Open your Workbooks at Page 6 and look at Activity 5.'</b> Wait until everybody opens the correct page.</p> <p>Demonstrate first. Show the first sentence and explain how to make a sentence.</p> <p>Then say: <b>'Now, write sentences.'</b></p>	Individual work

Walk around the class to check if the pupils do the activity correctly. If you see any difficulties, help them.	
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**Summing up** 2 min

<i>Steps</i>	<i>Interaction</i>
<p>As usual. Use the phrases ‘Good job! Well done!’ and ‘Keep trying!’ for assessment. Assess the pupils according to their answers. Explain the homework. Explain the pupils that they will make a family photo album during the following lesson. So send a note to parents explaining what you are going to do and requesting that their son/daughter should bring a number of photos of their family members to class next lesson. Tell them to bring some colour paper and a glue as well.</p> <p>At the end of the lesson, say: ‘<i>The lesson’s over. Goodbye.</i>’</p>	Whole class

**Lesson 4 Project**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>– to revise all the learnt material from Unit 1</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>– to develop the pupils’ creative abilities;</li> <li>– to develop the pupils’ writing and speaking skills</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>– to raise awareness of saying some info about family members.</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>– talk about their family members;</li> <li>– make a family album.</li> </ul>	<p><i>Recycling the vocabulary learnt in previous lessons</i></p>	<p>Pupil’s book, Workbook, the DVD, colour paper, glue, staple</p>

**Activity 1a Make “My family photo album”.** 25 min

**Objectives:** to warm up;

to provide an opportunity to extend the work on family into a real context;

to provide an opportunity for all pupils to create their own personal photo album.

## Unit 1

<i>Steps</i>	<i>Interaction</i>
<p><b>STEP 1:</b> Say: <i>'Stand up, please. Good morning, class.'</i> Use gestures so the pupils stand up.            Say: <i>'How are you?'</i> Get the answers from the pupils.            Say: <i>'Sit down, please.'</i> Use gestures so the pupils sit down.            Say: <i>'Listen to the song and sing.'</i>            Play the DVD and sing together with the pupils.  <b>DVD script:</b>            See Unit 1 Lesson 1 Activity 1 for the DVD script.  <b>STEP 2:</b> Say: <i>'Look here!'</i> Use gestures to attract their attention.            Say: <i>'Open your books at Page 9.'</i> Use gestures and wait for all the children to open their textbooks. Check they have the correct page.            Point to Activity 1a and say: <i>'This is a family album by Jasur Sobirov. Today you'll also make your family album.'</i>            Explain how to create a family album:  <b>STEP 3:</b> Distribute 4 sheets of colour paper for each pupil.            Tell them to draw a picture of their family members on the paper or they can stick their real family members' photos that they have brought.  <b>STEP 4:</b> The pupils stick each photo onto a piece of colour paper. Remember to tell the pupils to leave a wide margin down the left hand side of each sheet of paper so that they can be stapled together.  <b>STEP 5:</b> Ask the pupils to write some info about their family members. The pupils write each person's name, age, job onto the paper under the photo.  <b>STEP 6:</b> The pupils design and make a cover for the book. If necessary demonstrate one example yourself.            e.g. My family            by Jasur Sobirov  <b>STEP 7:</b> Then they write a content page. If necessary demonstrate one example yourself.            Contents            My dad .....1            My mum .....2</p>	<p>Whole class</p>

My .....3	
My .....4	
My .....5	
<b>STEP 8:</b> Staple the pages together to make each pupils' photo album.	

**Activity 1b Present your family photo album. 15 min**

**Objectives:** to consolidate the learnt material;  
to develop the pupils' speaking skills.

<b>Steps</b>	<b>Interaction</b>
<p>Say: <i>'If your family photo albums are ready, take your seats.'</i></p> <p>Then, ask some pupils to come to the board and present their family photo album in turns. e.g. <i>'This is my dad. His name's ...'</i> etc.</p> <p><b>Note:</b> If the pupils could not finish their family albums during the lesson, they can finish them at home. If the pupils managed to prepare the album only, for example, about their dad, it is enough for them to present it.</p>	Individual work

**Summing up 5 min**

<b>Steps</b>	<b>Interaction</b>
<p>As usual. Use the phrases 'Good job! Well done!' and 'Keep trying!' for assessment. Assess the pupils according to their work. Explain the homework.</p> <p>At the end of the lesson, say: <i>'The lesson's over. Goodbye.'</i></p>	Whole class

**NOTE:** If you have enough time for Optional Activity № 2, you can do it with your pupils.

**Optional Activity 2 Play "Madina has got two brothers".**

**Objectives:** to develop the pupils' speaking skills;  
to develop the pupils' comprehension.

## Unit 1

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<i>Steps</i>	<i>Interaction</i>
<p><b>STEP 1:</b> Display the finished photo albums in the classroom and give some time for the pupils to look at each others' albums.</p> <p><b>STEP 2:</b> Say: <i>'Write how many brothers and sisters you've got on a piece of paper. For example, "I've got two brothers and one sister.'</i></p> <p><b>STEP 3:</b> Collect the descriptions and read them aloud to the class. The class tries to guess who you are describing.</p> <p><b>STEP 4:</b> Prepare cards with questions about the information in the albums. e.g. <i>How many brothers has Jasur got?</i> <i>Is Nigina's brother 6 years old?</i> <i>Has Davron got a brother?</i></p> <p><b>STEP 5:</b> Give each pupil a card. Say: <i>'You must use the photo albums to find the answers.'</i></p> <p><b>STEP 6:</b> Ask a volunteer to choose any pupil in the class and say a sentence describing their family, e.g. <i>'Jasur has got two brothers.'</i> Ask Jasur if this is correct. Then Jasur chooses a pupil, etc.</p>	<p>Individual work</p> <p>Whole class</p>

## Unit 2 My relatives

### Lesson 1 He is my uncle.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><b>Educational:</b>            – to revise the words related to family members and introduce aunt, uncle, cousin, old, young, short, tall, strong</p> <p><b>Developing:</b>            – to enable pupils to say family members;            – to develop the pupils' speaking skills</p> <p><b>Socio-cultural:</b>            – to raise awareness of saying family members and relatives;            – to raise awareness of gender;            – to raise awareness of the pronunciation of the sound [ŋ].</p>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>– talk about family members;</li> <li>– use the conjunction 'and' in their speech;</li> <li>– say relatives;</li> <li>– distinguish "he" and "she";</li> <li>– use the possessive pronouns "has" and "her";</li> <li>– pronounce the sound [ŋ].</li> </ul>	<p><i>Revision (from Class 2):</i>  <i>grandad, granny, mother, father, sister, brother</i></p> <p><i>New words:</i>            aunt, uncle, cousin, short, tall, strong, old, young</p>	<p>Pupil's book, Workbook, the DVD, separate flashcards: grandmother, grandfather, mother, father, sister, brother; flashcards: he, she</p>

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

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

<b>Steps</b>	<b>Interaction</b>
<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 and say: '<i>Take out your books.</i>' Make sure all the children have their Pupil's Book.</p>	<p>Whole class</p>

## Unit 2

Say: **'Open your books at Page 10.'** Point to Activity 1. Use gestures and wait for all the children to open their textbooks.

Check they have the correct page. Say: **'Listen to the song and repeat.'**

Play the DVD.

Ask: **'What's the song about?'** Accept anything reasonable, etc.

### DVD script:

I've got a lot of people

In my fa-mi-ly-

Mum Emmy, dad Tony, sister Lilly, me!

One big happy family, one big happy crew,

One big happy family, we stick together too!

Granny Mary, grandad Andrew, uncle Harry too!

Aunt Ann, cousin Den,

We stick together too!

One big happy family, one big happy crew,

One big happy family, we stick together too!

**Activity 2a** Look, listen and repeat. 15 min

**Objectives:** to introduce the new words: *aunt, uncle, cousin, short, tall, strong, old, young; to practise the sound [ŋ]*

Steps	Interaction
<p>Say: <b>'Look at Activity 2a.'</b> (Here is a wedding picture. Jasur introduces his family to his friend. He introduces his father's brother: uncle Sherzod.) Point to the picture and show it to the pupils.</p> <p>Then say: <b>'This is Jasur's uncle.</b> (Use gestures) <b>He's tall and strong.'</b> Say what "uncle", "tall" and "strong" mean in mother tongue. Enable the pupils to say the words "uncle", "tall" and "strong", paying special attention to the sound [ŋ]. Then ask: <b>'Who has got uncles?'</b> Elicit answers. <b>'Is he tall?'</b> Elicit answers. <b>'Is he strong?'</b> Elicit answers. Say: <b>'OK. Excellent.'</b></p> <p>Then point to the woman and show the picture to the pupils.</p>	<p>Whole class</p>

Say: *'This is Jasur's aunt Sevinch.'* Say what "aunt" means in mother tongue. Ask the pupils to repeat the word "aunt". And ask: *'Which is Jasur's aunt?'* Ask the pupils to point to the picture. Go round the class and check if they point to the correct picture. Again ask: *'Who has got aunts?'* Elicit answers.

Then introduce Jasur's cousins. Point to the boy and say: *'This is Jasur's cousin Timur.'* Then point to a girl and say: *'This is Jasur's cousin Madina. (use gestures) 'She's short'* Say what "cousin" and "short" mean in mother tongue. Encourage the pupils to say the words: "cousin" and "short".

Then show the flashcards of grandparents and say: *'They're old.'* Show the pictures of Jasur's cousins and say: *'They're young.'* Say what "old" and "young" mean in mother tongue. Encourage the pupils to say the words: "old" and "young", paying special attention to the sound [ŋ].

**Activity 2b** Complete the sentences with *his* or *her*. 5 min

**Objective:** to consolidate the possessive pronouns "his" and "her".

<b>Steps</b>	<b>Interaction</b>
<p>Say: <i>'Open your Workbooks at Page 8.'</i> Use gestures and wait for all the pupils to open the Workbooks and look at Activity 2b.</p> <p>Say: <i>'Write the pronouns "his" or "her".'</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 "his", "her" and say: <i>'For boys we use "his" and for girls we use "her".'</i></p> <p><b>Answer keys:</b></p> <p>I have got a dad. <b>His</b> name is Anvar. I have got a mum. <b>Her</b> name is Sevara. I have got an uncle. <b>His</b> name is Izzat. I have got an aunt. <b>Her</b> name is Indira. They live in Fergana. I have got two cousins. Their names are Oybek and Yasmina.</p>	<p>Individual work</p>



## Unit 2

**Activity 2c Play "My uncle's tall". 5 min**

**Objective:** to consolidate the new words: *aunt, uncle, cousin, tall, strong, short, young, old.*

<i>Steps</i>	<i>Interaction</i>
<p>This is a usual "Chain Drill" activity. Introduce the new material: <i>My uncle's tall.</i></p> <p>Practise this with one pupil. Say: '<i>My uncle's tall.</i>'</p> <p>Have the pupil answer for him/herself: '<i>My uncle's strong.</i>'</p> <p>Practise this structure with this pupil again, the other pupils watch and listen to you. After that you can ask the pupils to do the same procedure.</p> <p>Do the same with "aunt" and "cousin".</p> <p>To make the process faster, you can organise the Chain Drill in rows.</p>	Whole class

**Activity 3a Read and write. 5 min**

**Objective:** to consolidate the pronouns: *he, she*

<i>Steps</i>	<i>Interaction</i>
<p>Say: '<i>Open your Workbooks at Page 8.</i>' Use gestures and wait for all the pupils to open the Workbooks and look at Activity 3a.</p> <p>Say: '<i>Read and write.</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: mother - she, father - he.</p> <p><b>Answer keys:</b></p> <p>Sister - she, brother - he, granny - she, grandad - he, uncle - he, aunt - she, cousin Tom - he, cousin Jessica - she</p>	Individual work

**Activity 3b Play "Fly Swat". 5 min**

**Objective:** to consolidate the personal pronouns: *he, she*

<i>Steps</i>	<i>Interaction</i>
Divide the class into 2 teams. Put the flashcards with the words "He" and "She" on the board.	Team work

Say: *'I'll say family members. One pupil from your team runs and taps on the flashcard and repeats what I said.'*

Start the game and say: *'Granny'*. One pupil from each team runs and taps on the relevant flashcard (She) and says: *'Granny'*. Repeat the game with the words: *grandad, mother, father, sister, brother, aunt, uncle* and *cousin* as well. The team which finds more first will be the winner.

**Summing up 5 min**

<i>Steps</i>	<i>Interaction</i>
As usual. Use the phrases 'Good job! Well done!' and 'Keep trying!' for assessment. Assess pupils according to their work. Explain the homework. At the end of the lesson, say: <i>'The lesson's over. Goodbye.'</i>	Whole class

**NOTE:** If you have enough time for optional Activities № 4a and 4b, you can do them with your pupils.

**Optional Activity 4a** Work in groups of 4. Play "I've got five cousins."

**Objective:** to consolidate the words aunt, uncle, cousin

<i>Steps</i>	<i>Interaction</i>
Say: <i>'Work in groups of 4. Tell each other: 'I've got ... cousins/aunts/uncles?'</i> Use gestures to explain what to do. Walk around and check their dialogues. Help if they have any difficulties. Say: <i>'Now count the uncles, aunts and cousins of your group.'</i>	Group work

**Optional Activity 4b** Report.

**Objective:** to consolidate the words aunt, uncle, cousin

<i>Steps</i>	<i>Interaction</i>
Say: <i>'If you have finished, stop talking. Now one pupil from each group reports the class.'</i> Invite one leader from each group to report the class. e.g. Pupil A from group one: <i>'We've got 10 cousins. We've got 7 uncles. We've got 5 aunts.'</i>	Group work

## Unit 2

### Lesson 2 My cousin is older ...

Aims	Learning out-comes	Vocabulary and structure	Required equipment
<p><b>Educational:</b></p> <ul style="list-style-type: none"> <li>- to learn the comparative conjunction "than";</li> <li>- to learn the comparative degree of adjectives</li> </ul> <p><b>Developing:</b></p> <ul style="list-style-type: none"> <li>- to enable pupils to use the comparative degree of adjectives</li> </ul> <p><b>Socio-cultural:</b></p> <ul style="list-style-type: none"> <li>- to raise awareness of the ways of comparing two things.</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- use the comparative degree of adjectives;</li> <li>- use the comparative conjunction "than".</li> </ul>	<p>older, younger, taller, shorter, stronger, than</p>	<p>Pupil's book, Workbook, the DVD, flashcards: cat, tiger</p>

#### Activity 1 Listen and repeat. 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 and say: '<i>Take out your books.</i>' Make sure all the children have their Pupil's Book.</p> <p>Say: '<i>Open your books at Page 11.</i>' Point to Activity 1. Use gestures and wait for all the children to open their textbooks.</p> <p>Check they have the correct page.</p> <p>Say: '<i>Listen to the song and repeat.</i>'</p> <p>Play the DVD.</p> <p>Sing the song along with pupils.</p> <p>Ask: '<i>What's the song about?</i>' Accept anything reasonable, etc.</p> <p><b>DVD script:</b></p> <p><i>See Unit 2 Lesson 1 Activity 1 for the DVD script.</i></p>	<p>Whole class</p>

**Activity 2a** Look, listen and repeat. 15 min

**Objectives:** to introduce the comparative degree of adjectives: bigger, smaller, taller, shorter, younger, stronger; to develop speaking skills.

<i>Steps</i>	<i>Interaction</i>
<p>Write the words <i>tall, short, big, small</i> on the board.</p> <p>Point to the word “tall” and say: ‘<i>You can see the word “tall”.</i>’ Point to one of the boys and say: ‘<i>Sarvar’s tall.</i>’ Then add “-er” to the word “tall” and say: ‘<i>Now you can see the word “taller”.</i>’ Point to a taller boy and say: ‘<i>Hakim’s taller than Sarvar.</i>’</p> <p>Then show a picture of a cat and say: ‘<i>It’s big.</i>’ Show a picture of a tiger and say: ‘<i>It’s bigger.</i>’ Point to a chair and say: ‘<i>It’s big.</i>’ Point to a desk and say: ‘<i>It’s bigger.</i>’ Use gestures and enable the pupils to say: ‘<i>big</i>’, ‘<i>bigger</i>’.</p> <p>Do this activity with several things. Use: <i>small-smaller, big-bigger, tall-taller, young-younger, strong-stronger.</i></p> <p>Say: ‘<i>Open your books at Page 11.</i>’ Use gestures and wait for all the children to open their textbooks.</p> <p>Check if they have the correct page.</p> <p>Say: ‘<i>Look at Activity 2a.</i>’ Point to Activity 2a. Be sure all of your pupils look at the textbook, point to Activity 2a.</p> <p>Point to the bubbles and ask one of the pupils to read them.</p> <p>Pupil A: ‘<i>My aunt’s young. She’s 20 years old.</i>’ Pupil B: ‘<i>My aunt’s younger! She’s 17 years old.</i>’</p> <p>Then explain 17 is less than 20. So Pupil B’s aunt is younger.</p>	<p>Whole class</p>

**Activity 2b** Look and complete. 5 min

**Objective:** to consolidate the comparative degree of adjectives

## Unit 2

<i>Steps</i>	<i>Interaction</i>
<p>Say: '<b>Look at Activity 2b.</b>' Point to Activity 2b. Be sure all of your pupils look at the textbook, point to Activity 2b.</p> <p>Say: '<b>Look at the pictures. Complete the sentences.</b>' Point and say: '<b>My uncle's tall. My uncle's ... (make a pause and wait for the pupils' answer)</b>' Use gestures to show what to say. Do the same with the next sentences as well.</p> <p><b>Answer keys:</b> My uncle's taller. My uncle's stronger.</p>	Individual work

### Activity 2c Listen and check. 5 min

Objectives: to check the pupils' comprehension

<i>Steps</i>	<i>Interaction</i>
Play DVD and say: ' <b>Let's listen and check.</b> '	Whole class

### Activity 3 Play "I am taller". 5 min

Objective: to consolidate the comparative degree of adjectives

<i>Steps</i>	<i>Interaction</i>
<p>Say with gestures: '<b>Stand up, please. Come to the board.</b>'</p> <p>Put the smallest boy/girl in the first place. Then put a taller boy/girl in the second place, etc. so that all of them stand next to each other according to their height.</p> <p>When the line is formed, have the smallest boy/girl say: '<b>I'm tall.</b>'</p> <p>Then have the next boys/girls say: '<b>I'm taller.</b>'</p> <p>The pupils can repeat it once more.</p>	Whole class

### Activity 4 Play "I am taller than you". 5 min

Objectives: to consolidate the comparative degree of adjectives;  
to introduce the comparative conjunction "than".

<i>Steps</i>	<i>Interaction</i>
<p>The pupils stay in the same order as was formed in Activity 3.</p> <p>Have the smallest boy/girl say: '<b>I'm tall.</b>'</p>	Whole class

<p>Then have the next boys/girls say: <i>'I'm taller than you.'</i></p> <p>The pupils can repeat it once more but the other way. This time have the tallest boy/girl say: <i>'I'm tall.'</i></p> <p>Then have the next boys/girls say: <i>'I'm shorter than you.'</i></p>	
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### Summing up 5 min

Steps	Interaction
<p>As usual. Use the phrases 'Good job! Well done!' and 'Keep trying!' for assessment. Assess pupils according to their work. Explain the homework.</p> <p>At the end of the lesson, say: <i>'The lesson's over. Goodbye.'</i></p>	Whole class

**NOTE:** If you have enough time for the optional Activity № 5, you can do it with your pupils.

### Optional Activity 5 Complete the sentences.

**Objective:** to recycle the comparative degree of adjectives

Steps	Interaction
<p>Say: <i>'Open your Workbooks at Page 9.'</i> Use gestures and wait for all the pupils to open the Workbooks.</p> <p>Say: <i>'Complete the sentences. Compare your height, strength and age with your friends.'</i> Use gestures to show what to do. Go round the class and see how well the pupils write. Help if necessary.</p>	Individual work

## Lesson 3 This is my family tree.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><b>Educational:</b></p> <ul style="list-style-type: none"> <li>to revise family members and comparative degree of adjectives</li> </ul> <p><b>Developing:</b></p> <ul style="list-style-type: none"> <li>to enable pupils to say family members;</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>use the comparative degree of adjectives;</li> </ul>	<p><i>Recycling the vocabulary of the previous lessons</i></p>	<p>Pupil's book, Workbook, the DVD, separate flashcards: grandmother, grandfa-</p>

## Unit 2

<p>– to develop the pupils' speaking skills;</p> <p>– to enable pupils to compare the physical appearance of people</p> <p><i>Socio cultural:</i></p> <p>– to raise awareness of saying family members and relatives.</p>	<p>– talk about family members and compare them.</p>		<p>ther, mother, father, sister, brother, uncle, aunt, cousin</p>
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### 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 the answers from the pupils.</p> <p>Say: '<i>Sit down, please.</i>' Use gestures so the pupils sit down.</p> <p>Say: '<i>Listen to the song and sing.</i>'</p> <p>Play the DVD.</p> <p>Sing the song along with pupils.</p> <p><b>DVD script:</b></p> <p><i>See Unit 2 Lesson 1 Activity 1 for the DVD script.</i></p>	<p>Whole class</p>

### Activity 2 Play "Brainstorm". 5 min

**Objectives:** to consolidate the comparative degree of adjectives:

bigger, smaller, taller, shorter;

to develop speaking skills.

<i>Steps</i>	<i>Interaction</i>
<p>Show the pictures of family members one by one and encourage the pupils to use the words: small-smaller, big-bigger, tall-taller, young-younger, strong-stronger.</p>	<p>Whole class</p>

### Activity 3 Look, read and complete. 15 min

**Objective:** to recycle the comparative degree of adjectives

<b>Steps</b>	<b>Interaction</b>
<p><b>STEP 1:</b> Say: <i>'Open your books at Page 12.'</i> Point to Activity 3. Use gestures and wait for all the children to open their textbooks. Check they have the correct page.</p> <p>Say: <i>'Look at Activity 3.'</i> Be sure all of your pupils look at the textbook, point to Activity 3.</p> <p>Point to Asad's picture and say: <i>'This is Asad.'</i></p> <p>Point to his speech bubble and the text under the family tree and say: <i>'These are Asad's words.'</i></p> <p>Point to Asad's family tree and say: <i>'This is Asad's family tree.'</i></p> <p>Say: <i>'Let's find Asad in the family tree.'</i> Help the pupils find Asad in the family tree.</p> <p>Point to his speech bubble and the text under the family tree and say: <i>'Now look, read and find Asad's brothers, father, uncle and cousins.'</i></p> <p><b>STEP 2:</b> When they finish reading, say: <i>'Now open your Workbooks at Page 10.'</i> Use gestures and wait for all the pupils to open the Workbooks.</p> <p>Say: <i>'Look, read and complete.'</i> Use gestures to show what to do. Go round the class and see how well the pupils write. Help if necessary.</p> <p><b>STEP 3:</b> Ask the pupils to work in pairs and play "Point and say".</p> <p>e.g. A: (points)</p> <p>B: Dovud's older than Rahima.</p>	<p>Whole class Individual work</p>

### Activity 4a Work in groups of 4. Write puzzles. 10 min

Objective: to improve writing skills

<b>Steps</b>	<b>Interaction</b>
<p>Say: <i>'Let's work in groups.'</i> Make groups of four.</p> <p>Say: <i>'Now look at Activity 4a in your Workbook.'</i></p> <p>Be sure all of your pupils look at the Workbook, point to Activity 4a.</p> <p>Say: <i>'Read the example.'</i></p> <p>When they finish reading, say: <i>'It's a puzzle. Now you can also write a puzzle for your group. Write</i></p>	<p>Individual work</p>



## Unit 2

*about a pupil in your class. Don't write his/her name.'* Use gestures to show what to do. Go round the class and see how well the pupils write. Help if necessary.

**Activity 4b Play "Read and write". 5 min**

**Objective: to improve reading skills**

<b>Steps</b>	<b>Interaction</b>
When the pupils finish writing their puzzles, say: <i>'Now give your Workbook to your friend in your group. S/he will guess and write the name.'</i> Go round the class and see how well the pupils write. Help if necessary.	Individual work

**Summing up 5 min**

<b>Steps</b>	<b>Interaction</b>
As usual. Use the phrases 'Good job! Well done!' and 'Keep trying!' for assessment. Assess the pupils according to their answers. Explain the homework. Explain to the pupils that they will continue making a family photo album during the following lesson. So send a note to parents explaining what you are going to do and requesting that their son/daughter should bring a number of photos of their aunts, uncles and cousins to class next lesson. Tell them to bring some coloured paper and a glue as well. At the end of the lesson, say: <i>'The lesson's over. Goodbye.'</i>	Whole class

**NOTE: If you have enough time for the optional Activity № 5, you can do it with your pupils.**

**Optional Activity 5 Work in pairs. Play "Listen and guess".**

**Objective: to consolidate comparative degree of adjectives**

<b>Steps</b>	<b>Interaction</b>
Say: <i>'Let's play.'</i> Demonstrate with two of the pupils. Pupil A reads about a pupil in the class, for ex-	Pair work

ample: 'She's taller than Murod. She's shorter than Aziza.' Pupil B says the pupil: 'Madina.'  
 Then say: 'Now play in pairs.' Use gestures to show what to do. Go round the class and see how well the pupils do the activity. Help if necessary.

### Lesson 4 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><b>Educational:</b>                      - to revise all the learnt material from Unit 2</p> <p><b>Developing:</b>                      - to develop the pupils' creative abilities;                      - to develop the pupils' writing and speaking skills</p> <p><b>Socio-cultural:</b>                      - to raise awareness of saying some info about family members.</p>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- talk about their family members;</li> <li>- make a family album.</li> </ul>	<p><i>Recycling the vocabulary of the previous lessons</i></p>	<p>Pupil's book, Workbook, the DVD, photos of the family: uncle, aunt, cousins; some paper, glue</p>

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

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

Steps	Interaction
<p>Say: 'Stand up, please. Good morning, class.' Use gestures so the pupils stand up.</p> <p>Say: 'How are you?' Get the answers from the pupils.</p> <p>Say: 'Sit down, please.' Use gestures so the pupils sit down.</p> <p>Say: 'Listen to the song and sing.'</p> <p>Play the DVD.</p> <p>Sing the song along with pupils.</p> <p><b>DVD script:</b>  <i>See Unit 2 Lesson 1 Activity 1 for the DVD script.</i></p>	<p>Whole class</p>

## Unit 2

**Activity 2** Make "A family photo album". 20 min

**Objectives:** to provide an opportunity to extend the work on family into a real context;

to provide an opportunity for all pupils to create their own personal photo album including their relatives.

<i>Steps</i>	<i>Interaction</i>
<p><i>STEP 1:</i> Say: 'Look here!' Use gestures to attract their attention. Say: 'Open your books at Page 13.' Point to Activity 2. Use gestures and wait for all the children to open their textbooks. Check they have the correct page. Say: 'Look at the photos and read the text.' <i>STEP 2:</i> Say: 'Today you'll continue your family photo album.' Say: 'Draw the picture or stick photos of your aunts, uncles and cousins onto a piece of coloured paper.' If necessary, demonstrate one example yourself. <i>STEP 3:</i> Say: 'Write some information about your relatives under the photos.' The pupils write each person's name, age, job onto the paper under the photo. <i>STEP 4:</i> Staple the pages together to make each pupil's photo album.</p>	Individual work

**Activity 3** Present your photo album. 10 min

**Objectives:** to consolidate the learnt material;

to develop the pupils' speaking skills.

<i>Steps</i>	<i>Interaction</i>
<p>Say: 'If your family photo albums are ready, take your seats.' Then ask some pupils to come to the board and present their family photo album in turns. e.g. <i>This is my uncle. His name's ... etc.</i></p>	Individual work

**Activity 4** Play "Madina has got two uncles". 8 min

**Objectives:** to develop the pupils' speaking skills;

to develop the pupils' comprehension.

<b>Steps</b>	<b>Interaction</b>
<p><b>STEP 1:</b> Display the finished photo albums in the classroom and give some time for the pupils to look at each others' albums.</p> <p><b>STEP 2:</b> Say: <i>'Write how many aunts, uncles and cousins you've got on a piece of paper. For example, "I've got one uncle, two aunts and two cousins.'</i></p> <p><b>STEP 3:</b> Collect the descriptions and read them aloud to the class. The class tries to guess who you are describing.</p> <p><b>STEP 4:</b> Prepare cards with questions about the information in the albums.  <i>e.g. How many uncles has Jasur got?            Is Nigina's cousin 6 years old?            Has Davron got an aunt?</i></p> <p><b>STEP 5:</b> Give each pupil a card. Say: <i>'You must use the photo albums to find the answers.'</i></p> <p><b>STEP 6:</b> Ask a volunteer to choose any pupil in the class and say a sentence describing their family, e.g. Jasur has got two uncles. Ask Jasur if this is correct. Then Jasur chooses a pupil, etc.</p>	<p>Individual work Whole class</p>

**Summing up 2 min**

<b>Steps</b>	<b>Interaction</b>
<p>As usual. Use the phrases 'Good job! Well done!' and 'keep trying!' for assessment. Assess pupils according to their work. Explain the homework.            At the end of the lesson, say: <i>'The lesson's over. Goodbye.'</i></p>	<p>Whole class</p>

**Revision 1**

<b>Aims</b>	<b>Learning outcomes</b>	<b>Vocabulary and structure</b>	<b>Required equipment</b>
<p><i>Educational:</i>            - to revise the words related to family members and relatives</p> <p><i>Developing:</i>            - to enable pupils to say family members and relatives;</p>	<p>By the end of the lesson, pupils will be able to:            - talk about their relatives and their professions.</p>	<p><i>Recycling the vocabulary on the topics of relatives and professions</i></p>	<p>Pupil's book, Workbook, the DVD, separate flashcards: grandmother, grandfather, mother,</p>

## Revision 1

<p>– to develop the pupils' speaking and writing skills; – to enable pupils to assess their knowledge, skills and overall progress</p> <p><i>Socio-cultural:</i></p> <p>– to raise awareness of saying family members and relatives.</p>			<p>father, sister, brother; flashcards: farmer, fireman, teacher, director, doctor, secretary, driver, house wife</p>
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### Activity 1 Play "Find the pictures".

**Objectives:** to warm up;

to revise the previously learnt vocabulary.

<i>Steps</i>	<i>Interaction</i>
<p><i>Advance preparation:</i> Before the lesson, you must hide flashcards describing family members, relatives and professions everywhere in the class.</p> <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>Say: '<i>There're some hidden pictures in the class. Find these pictures.</i>'</p> <p>Say: '<i>The pictures are on the window sills, under/on the desks, on the table and on the wall.</i>' Use gestures to show the places.</p> <p>Say: '<i>When you find the pictures, name the picture and give it to me.</i>'</p> <p>After gathering all the pictures, show the pictures one by one to the class and encourage the pupils to name the pictures.</p>	<p>Whole class</p>

### Activity 2 Work in two teams. Choose and say.

**Objective:** to consolidate all the material of Unit 1 and 2

<i>Steps</i>	<i>Interaction</i>
<p><i>STEP 1:</i> Divide the class into two teams. Show the pupils the textbook and say: '<i>Take out your books.</i>' Make sure all the children have their Pupil's Book.</p> <p>Say: '<i>Open your books at Page 14.</i>' Point to Activity 2. Use gestures and wait for all the children to open their textbooks.</p>	<p>Team work</p>

**STEP 2:** Explain that the teams do the tasks in turns. Say that they will have 10, 20 or 30 points to the each correct answer according to categories.

**STEP 3:** To begin the game demonstrate with one team. Ask a team to choose a category and points. For example, a pupil from team A chooses the first category (My relatives) and Point 10. S/he must say the sentence "*I've got an aunt*" and if there is a mistake (for example, a pronunciation 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 team may help with it. If the answer is not correct, the turn of the game goes to the opponent team. This team tries to do the task, and then it will be their turn to choose a category and get points, etc. The teams must earn as many points as possible making up sentences. After each answer, put (write) a mark on the board. At the end of the game, count marks and choose the winner team.

**10 Points:**

Say sentences about relatives.

e.g. I've got an aunt (two aunts).

**20 points:**

Make sentences about relatives and their jobs.

e.g. My uncle's a driver. He's tall.

**30 points:**

Compare your relatives.

e.g. I'm stronger than my cousin.

**Homework**

**Activity 3 Find 14 words and write.**

**Objective:** to consolidate the words about relatives and jobs

<b>Steps</b>	<b>Interaction</b>
<p>Say: '<i>Look at Activity 3 and find 15 words about relatives and jobs.</i>'</p> <p>Say: '<i>Open your copybooks.</i>' Use gestures and wait for all the pupils to open the copybooks***.</p> <p>Say: '<i>Write the words at home. This is your homework.</i>' Use gestures to show what to do.</p> <p><b>Answer keys:</b> farmer, teacher, grandad, brother, mum, granny, driver, aunt, uncle, doctor, mother, sister, secretary, desk</p>	<p>Individual work</p>

## Revision 1

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**\*\*\* Note:** 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.

### **Activity 4 Do the quiz “I can ...”.**

**Objectives:** to revise the material studied in Units 1 and 2;  
to train pupils to be able to assess their knowledge, skills and overall progress;  
to let pupils see how much they can do in English;  
to encourage them into revising the material they have not learnt properly.

The pupils do the quiz “I can ...” at home together with their parents. This quiz does not test memory – it is a learning opportunity, so the pupils should be allowed to use their Pupil’s books and Workbooks.

They discuss the answers and, where necessary, write them in their “I can ...” exercise books.

**Note:** This is the first time the pupils are doing “I can ...” exercises in Year 3. 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 units, it must not frighten them. They still have chance to look through the unit and remember the language or ask their friends for help.

When there is a progress check, the pupils are asked to do the “I can ...” exercises at home together with their parents. If there is no progress check, 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.

**Note:** You are recommended to collect the pupils’ works the next lesson to see how well your pupils have handled the tasks. Do not forget that this activity is mainly for self assessment and not for grading or marking.

**PROGRESS CHECK 1**

**Note:** There are four tasks for Progress Check 1. Tasks 1, 2 and 4 must be done during Revision 1, after the pupils have done Activity 2. Task 3 can be done at home.

**Task 1 Look, read and match.**

Ask the pupils to look at Task 1. Ask them to read the jobs, look at the pictures and match them.

**Answer key:**

1a, 2c, 3e, 4d, 5b

**Task 2 Listen and put ✓.**

Ask the pupils to look at the table. Explain that they must listen to you and put ticks in appropriate places in the table. You can practise with the pupils the first one as an example. Say: 'My grandad's a doctor.' Ask the pupils to find the words "grandad" and "doctor" in the table. When they find the words, ask what is put for them in the table (answer: *tick*).

Read the following text aloud:

My grandad's a fireman.

My mum's a cook.

My sister's a farmer.

My granny's a doctor.

My dad's a fireman.

My brother's a driver.

**Task 3 Complete the sentences.**

Ask the pupils to read the unfinished sentences and complete them about themselves at home.

**Answer key:**

*Pupils' own answers.*

**Task 4 Read and find the picture.**

Ask the pupils to read the text and find the picture that matches it among the four pictures.

**Answer key:** Picture b



**Unit 3 Our house**

**Lesson 1 Our house is big and nice.**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> – to learn to say, read and write the parts of a house</p> <p><i>Developing:</i> – to enable pupils to read and write the parts of a house; – to enable pupils to ask and answer the question “Where’s ...?”</p>	<p>At the end of the lesson pupils will be able to:</p> <p>– read and write the parts of a house; – ask and answer the question “Where’s fish/duck/clock, etc?”</p>	<p>house, bedroom, living room, bathroom, kitchen</p>	<p>Pupil’s book, Workbook, the DVD</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 and repeat the song. Ask which words they recognised.

**DVD script:**

It’s my house. It’s my home! (2 times)  
 It’s my living room. I watch TV.  
 It’s my bedroom. I play with my toys.  
 It’s my bathroom. I wash my teeth.  
 It’s my kitchen. I have my lunch.  
 It’s my house. It’s my home! (2 times)

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

**Objective:** to introduce the new vocabulary

*STEP 1:* Ask the pupils to look at the house in Activity 2a and count the rooms. Ask: ‘How many rooms?’ Count with them: ‘1, 2, 3, 4.’ Say: ‘There’re four rooms: bedroom, living room, bathroom and kitchen.’

*STEP 2:* Then ask the pupils to watch the DVD and repeat the new words.

**Activity 2b Work in pairs. Ask and answer. 7 min**

**Objectives:** to consolidate the newly introduced words;  
to develop the pupils' speaking skills.

Ask the pupils to work in pairs. Explain that to do Activity 2b, they should use the picture of the house in Activity 2a. Pupil A asks a question, as shown in the example, using a word in the word cloud. Pupil B finds it in the picture and answers Pupil A's question. Then they change roles.

**Answer keys:** 1) The duck is in the bathroom. 2) The teddy bear is in the bedroom. 3) The fish is in the living room. 4) The clock is in the kitchen. 5) The cat is in the bedroom. 6) The ball is in the bedroom.

**Activity 3 Work in pairs. Mime and guess. 8 min**

**Objective:** to reinforce the new words

**STEP 1:** Demonstrate first yourself. Mime that you are brushing teeth. The pupils must guess the room. Then ask two pupils to come to the blackboard: one of them will mime, the other will guess like the example below:

A: (*mimes sleeping*)

B: 'A bedroom.' (*mimes brushing teeth*)

A: 'A kitchen.'

B: 'No, try again.'

A: 'A bathroom.'

B: 'Yes.'

**STEP 2:** Then ask the pupils to work in pairs and do the same as was demonstrated. Monitor and help if necessary.

**Activity 4 Play "Room salad". 10 min**

**Objective:** to reinforce the new words

Say that you will play a game "Room salad". Demonstrate the game. Ask the pupils to sit in a circle. Allocate the rooms to the pupils: say – kitchen, bedroom, living room, bathroom and again kitchen, bedroom, living room, bathroom, etc. so in the group there will be 2 or 3 "kitchens", 2 or 3 bedrooms, etc. When you say "kitchen", the pupils who are "kitchens" must change their places. The same with other rooms. But when you say "house" all the pupils must stand up and change their places. When the pupils know very well what to do, sit in one chair, so one pupil will become a leader instead of you.

**Activity 5 Look and write. 5 min**

**Objective:** to reinforce the new words in writing

## Unit 3

Ask the pupils to open their Workbooks on Page 14 and look at the picture in Activity 5. Ask them to write the rooms next to the appropriate pictures.

**Optional Activity 6** Work in pairs. Listen and say.

**Objective:** to reinforce the spelling of the new words

Ask the pupils to work in pairs. Explain that now they will play a game about parts of a house. One of them spells a word, the other will say it as shown in the example. Then they change roles. Tell them that they can play it several times. If necessary, first demonstrate it with a pupil.

### Homework 5 min

Ask the pupils to look at Homework and check that everybody understands what to do. If necessary, explain that at first they should find and mark 9 words as shown in the crossword. Then they should write sentences using these words under the crossword.

**Answer keys:** *Horizontally:* table, chair, kitchen, bedroom, floor, door

*Vertically:* wall, bathroom, house, window

## Lesson 2 What's in the kitchen?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"><li>- to learn home appliances;</li><li>- to learn the prepositions of place</li></ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"><li>- to enable pupils to ask and answer the question about where something is;</li><li>- to enable pupils to extract the needed info from a text;</li><li>- to develop the pupils' listening, speaking.</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 the question about where something is;</li><li>- understand the meaning of the prepositions of place;</li><li>- extract the needed info from a text.</li></ul>	<p>cupboard, toilet, bath, fridge, cooker, on the right, on the left, between</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 and sing it.

**DVD script:**

Look at Unit 3 Lesson 1 Activity 1 for the DVD script.

**Note:** Do not worry if the pupils cannot sing everything. It is OK if they sing some lines or even just some words.**Activity 2a Look, listen and repeat. 5 min****Objective:** to introduce the new vocabulary**STEP 1:** Ask the pupils to look at the pictures in Activity 2a. Ask what they are in their mother tongue. Especially, draw their attention to the arrows. Ask what they mean.**STEP 2:** After the pupils establish the meaning of the new words, you can ask the pupils to watch the DVD and repeat the new words.**Activity 2b Work in pairs. Play “What’s in the kitchen?” 5 min****Objectives:** to consolidate the newly introduced words;  
to develop the pupils’ speaking skills.

Ask the pupils to work in pairs. Explain that to do Activity 2b, they should use the picture of the house in Lesson 1, Activity 2a. Pupil A asks a question about a room as shown in the example. Pupil B finds the room in the picture and answers Pupil A’s question using the structure “There’s a ...” Then they change roles.

**Activity 3a Picture dictation. 10 min****Objectives:** to reinforce the newly learnt words;  
to develop the pupils’ speaking skills.**STEP 1:** Ask the pupils to work in pairs. Give small pieces of paper to the pupils. Ask them to draw a door, a window, a chair, a table, a bath, a cooker, a fridge, a toilet.**STEP 2:** Demonstrate what to do. Pupil A dictates, for example, ‘The table is under the window. The chair is on the left of the table. The fridge is on the right of the door.’ Pupil B must listen and put the ‘furniture’ in the right places. Then they change the roles.**Activity 3b Work in groups. Play “Listen and do”. 10 min****Objective:** to reinforce the prepositions learnt so far**STEP 1:** Ask the pupils to look at the picture. Ask: ‘Where are the boys?’ ‘Where’s the boy?’ ‘Where’s the bag?’**Answer key:** The boys are between the chairs. The boy is between the girls. The bag is between the girls.

## Unit 3

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**STEP 2:** Divide the class into 4 groups. Tell the pupils that now they will play a similar game. Explain that when you say, for example, 'Between', they must decide in their group and stand between two things. For example, between two chairs, between two pupils, etc.

The orders you can say: *between, on the right, on the left, under, on, in*

**Activity 4** Look, read and underline. 5 min

**Objectives:** to read for detailed information;

to enable pupils to extract needed info from a text.

Ask the pupils to open their Workbooks on Page 15, look at the text and the pictures in Activity 4. Explain that all the pupils sitting on your left must read and underline the sentences which belong to the Picture A, and all the pupils sitting on your right must read and underline the sentences which belong to the Picture B.

**Answer keys:**

**Picture A:** There is a big window in the kitchen. The window is small. The door is brown. The door is yellow. There is a fridge on the right. It's grey. The cooker is between the window and the table. The cooker is white. The cooker is black. The fridge is big, it has got two doors. The cupboard is on the wall. The cupboard is red. There is a watermelon, three bananas and two apples in the cupboard. There is a vase on the table. The white cat is under the table.

**Picture B:** There is a big window in the kitchen. The window is small. The door is brown. The door is yellow. There is a fridge on the right. It's grey. The cooker is between the window and the table. The cooker is white. The cooker is black. The fridge is big, it has got two doors. The cupboard is on the wall. The cupboard is red. There is a watermelon, three bananas and two apples in the cupboard. There is a vase on the table. The white cat is under the table.

**Optional Activity 5** Work in pairs. Listen and guess.

**Objective:** to listen for detailed information

Ask the pupils to look at the picture of the house in Lesson 1 Activity 2a. Explain that Pupil A describes a room, Pupil B listens and guesses it as shown in the example below.

e.g. **Pupil A:** 'There's a table. There're 2 chairs. There's a vase on the table.'

**Pupil B:** 'It's a living room.'

**Homework 5 min**

Ask the pupils to look at Homework 1. Check that everybody understands what to do. If necessary, explain that in Homework 1 they must complete the sentences about their kitchen.

**Possible answers:**

Our kitchen is big/small. The window is big/small/white, etc. The door is white/yellow/brown, etc. There is a cooker and a fridge/table/cupboard/clock, etc.

Ask the pupils to look at Homework 2. Check that everybody understands what to do. Explain that at home they must read the puzzle at first and write their own puzzle on a piece of paper for their friends to guess. Explain that they should also write the answer at the bottom.

**Lesson 3 It's in the bedroom.**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn home appliances;</li> <li>- to learn describing things</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to ask and answer the question about a thing;</li> <li>- to enable pupils to listen for detailed information;</li> <li>- to develop the pupils' reading, listening and speaking skills.</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 the question about a thing;</li> <li>- describe a thing.</li> </ul>	<p><i>Revising the vocabulary learnt in previous lessons</i></p>	<p>Pupil's book; Workbook; the DVD, flashcards: house, bedroom, living room, bathroom, kitchen, cupboard, toilet, bath, fridge, cooker, window, wall, table, desk; Slips of paper with words</p>

**Activity 1 Sing the song. 5 min**

**Objective: to warm up by singing the song**

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

**DVD script:**

Look at Unit 3 Lesson 1 Activity 1 for the DVD script.

**Note:** Do not worry if the pupils cannot sing everything. It is OK if they sing some lines or even just some words.

## Unit 3

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### Activity 2 Listen and guess. 8 min

**Objective:** to develop the pupils' reading, listening and speaking skills

In this activity, you will check how well the pupils have done Homework 2.

*STEP 1:* Ask the pupils to open their books at Page 18 and read the example dialogue silently.

*STEP 2:* When they finish, explain that they will also talk in the same way now. Ask the pupils to take their homework cards with riddles and come to the centre of the room. You should take, mingle their riddles and give them out to the pupils again. Explain that they will read the riddles to each other and guess it as shown in the example.

### Activity 3a Play "What's this?" 8 min

**Objectives:** to reinforce the vocabulary on the topic;  
to have fun.

Take flashcards of a house, bedroom, living room, bathroom, kitchen, cupboard, toilet, bath, fridge, cooker, window, wall, table and desk.

Then ask the pupils to come to the centre of the room and make a circle. When everybody is ready, give a flashcard of, for example, a kitchen to the first pupil and ask 'What's this?' The pupil answers 'A kitchen,' and passes it to the pupil next to him/her with the question 'What's this?' S/he answers the question and passes it to the next pupil with the question, etc. When the first flashcard reaches the third or fourth pupil, give the first pupil another flashcard and ask 'What's this?', then another, etc. When you have no more flashcards left, you can begin it over again, but this time faster.

### Activity 3b Play "I'm a fridge. I'm in the kitchen". 12 min

**Objectives:** to reinforce the vocabulary on the topic;  
to have fun.

*STEP 1:* Put the flashcards with room names on the walls. Put the slips of paper with words (table, fridge, cooker, etc.) on your table.

First demonstrate. Ask a pupil to take the slip of paper with, for example, a table. He must go to the flashcard of a kitchen and say: 'I'm a table. I'm brown. I'm in the kitchen.'

*STEP 2:* When everybody understands what to do, invite the pupils to your table to take slips of paper in turns. They must read it silently and go to the appropriate flashcard.

*STEP 3:* Ask the pupils to speak in turns as was demonstrated.

**Activity 4 Work in pairs. Look, listen and guess. 5 min**

**Objectives:** to reinforce the topic vocabulary;  
to develop the pupils' speaking and listening skills.

Ask the pupils to work in pairs. Ask them to look at Lesson 1 Activity 2a. Explain that Pupil A describes an object, Pupil B must listen and guess as shown in the example below. First demonstrate with a couple of pupils at the front, then ask the pupils to work in pairs.

**Pupil A:** 'It's grey. It's in the kitchen.'

**Pupil B:** 'The fridge.'

**Activity 5 Listen and colour. 5 min**

**Objective:** to listen for detailed information

Ask the pupils to open their Workbooks at Page 16. Ask them to listen to you and colour the picture. Make a pause after each sentence.

**Dictate:** The house is blue. The door is yellow. The vase is pink. The flowers in the vase are red.

When the pupils finish colouring, start checking. Start the first sentence and ask the pupils to complete your sentence. Say 'The house is ...'. Continue with the rest of the text.

**Homework 2 min**

Ask the pupils to look at Homework. Check that everybody understands what to do. If necessary, explain that they must complete the sentences about the picture in Activity 5.

**NOTE:** For Lesson 4 the pupils can bring pictures with furniture, empty shoe boxes.

**Lesson 4 Project**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn how to make a model house</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to make a model house;</li> <li>- to develop the pupils' creative abilities.</li> </ul>	<p>By the end of the lesson pupils will be able to make a model house.</p>	<p><i>Revising the vocabulary learnt in previous lessons</i></p>	<p>Pupil's book; Workbook; the DVD, paper, glue, markers and safety scissors, pictures with furniture, empty shoe boxes</p>



## **Unit 3**

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### **Activity 1 Sing the song. 5 min**

#### **Objective: to warm up by singing the song**

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

#### **DVD script:**

Look at Unit 3 Lesson 1 Activity 1 for the DVD script.

### **Activities 2a, 2b Work in pairs. Look and make your house. 35 min**

#### **Objective: to develop the pupils' creative abilities**

Before the lesson prepare paper, glue, markers and safety scissors for each pair.

Ask the pupils to look at the numbered pictures showing how to make a project step by step. Say that they can also make a house using empty shoe boxes.

Ask the pupils to make two pages showing their house. Say that in the next unit they will draw furniture for their rooms.

When they finish, ask them to put their houses on the class display.

### **Homework 5 min**

Ask the pupils to look at Homework. Check that everybody understands what to do. If necessary, explain that they must complete the crossword. Explain that the pictures will help them find the words. They must find the hidden word, draw its picture and complete the sentence about it.

**Answer key: bathroom**

## Unit 4 My room

## Lesson 1 My room is small.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn the words to describe the room</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to listen, read and write about objects in the room;</li> <li>- to enable pupils to say where the objects are</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of games children around the world play;</li> <li>- to raise awareness of the sound [r].</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- name objects in the room;</li> <li>- say where the objects are in the room;</li> <li>- describe objects using comparative degree of adjectives;</li> <li>- pronounce the sound [r].</li> </ul>	<p>picture, pillow, dresser, blanket, mirror, curtain, rug, bed</p>	<p>Pupil's Book, Workbook, the DVD of the book, flashcards: picture, dresser, blanket, pillow, mirror, rug, curtain, bed</p>

**Warm up 5 min**

Ask the pupils to listen and sing the song "In my room" together with the DVD.

**DVD script:**

In my room

In my room

I've got my bed,

And on my bed

I jump and sleep.

In my room-

My teddy bear,

All my toys

And my favourite chair.

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

**Objectives:** to introduce the new words;

to practise the pronunciation of the sound [r].

## Unit 4

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**STEP 1:** Play the DVD or stick the cards with pictures (*picture, dresser, blanket, pillow, mirror, rug, curtain, bed*) on the board. If you have some objects use them for demonstration. E.g. point to a mirror and say: “mirror”, “curtain” etc. As all are easy to understand except “dresser”, ask your pupils what dressers are used for.

**Note:** Dresser in American English is a piece of furniture with drawers for storing clothes, sometimes with a mirror on top.

Dresser in British English is something they display plates and cups on. The furniture they put clothes in is a wardrobe (to hang things up) or cupboard (folded clothes).

**STEP 2:** Now ask the pupils to look at the pictures/objects and repeat the words after you/the DVD in chorus, in pairs and individually. Have the pupils pronounce the sound [r] correctly in words: rug, dresser, mirror, room.

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

**Objective:** to consolidate the new words

It's a usual Point and Say activity.

**Activity 2a Look, read and say. 5 min**

**Objectives:** to consolidate the new words; to revise the structure “There's ...” and the prepositions: *on, under*

**STEP 1:** Ask the pupils to look at the pictures and say what they see there. Accept all answers. (Possible answers: children playing a game, the boys and girls, the room etc) Then ask the pupils to look at the table and say what they see there. (Answer key: a grey robot, a pink balloon, a red car, a yellow flower, a blue box, a green frog, a purple ball.)

**STEP 2:** Ask the pupils to read silently what the children say. Ask the questions:

- 1) What's the weather? Is it rainy?
- 2) What game do the children play? (Memory game)

**Activity 2b Look and answer the questions. 10 min**

**Objective:** to revise the question “Where's ...?” and the prepositions: *on, under*

**STEP 1:** Ask the pupils to look at the left picture in 2b and ask what has happened. (Possible answer: The cat jumps on the table.) Then ask the pupils to look at the picture on the right and help the children to find the objects in the room. Ask: Where's the ball? (It's under the bed.) Where's the robot? (It's on the floor.)

**STEP 2:** Ask the pupils to work in pairs, look at the picture and find other objects.

e.g. A: Where's the frog? B: It's under the table.

**Note:** Faster pupils can ask about other objects in the room. E.g. A: Where's the cat? B: It's under the bed.

**Activity 3 Play "Mr Crocodile, can I cross the river?". 10 min**

**Objectives:** to reinforce the new words, to have fun

**STEP 1:** Say that the pupils will play a game which they played in class 2. Ask the pupils to revise the words they will need to "cross the river": rooms, objects in the rooms. Ask them to look at Activity 2a on Page 16.

**STEP 2:** Demonstrate with one pupil. Help him/her say: 'Mr Crocodile, can I cross the river?' You say: 'Yes. Name 5 rooms.' The pupil must jump on "stones" and name 5 rooms. Let two or three pupils do the same. Then change the task. Name 5 things in the bedroom. If any pupil fails, s/he must go back and try again.

**Note:** You can divide the class into groups and ask the groups to "cross the river" one by one. If necessary, the group members can help each other.

**Optional Activity 4 Work in pairs. Listen and guess.**

**Objective:** to reinforce the new words and revise degrees of comparison

Ask the pupils to work in pairs and look at the example. Ask them to look at the picture on Page 16. First demonstrate yourself, e.g. It's bigger than the cooker. It's grey. (a fridge).

**Homework 5 min**

Explain that in Homework 1 the pupils must look at the picture on Page 16 and complete the sentences. In Homework 2 they should find and write seven words.

**Answer key:** picture, pillow, blanket, curtain, dresser, rug, mirror.

**Lesson 2 The garden is ... .**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<b>Educational:</b> - to learn about gardens in Japan <b>Developing:</b>	By the end of the lesson, pupils will be able to:	garden, stone, Japan, beautiful	Pupil's Book, Workbook, the DVD of the book

## Unit 4

<p>– to enable pupils to talk about gardens in Japan and Uzbekistan</p> <p><i>Socio-cultural:</i></p> <p>– to raise awareness of the similarities and differences between gardens in Japan and Uzbekistan.</p>	<p>– describe gardens;</p> <p>– say where things are in the room.</p>		
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### Warm up 5 min

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

#### DVD script:

*See Unit 4 Lesson 1 Activity 1 for the DVD script.*

### Activity 1a Find the words in the wordlist. 5 min

#### Objective: to introduce the new words

Ask the pupils to find the words and their translation in the wordlist at the back of the textbook. If necessary, help them find the words.

### Activity 1b Look, read and complete the sentences. 8 min

#### Objectives: to introduce new words: garden, stone, Japan; beautiful; to enable pupils to talk about gardens.

**STEP 1:** Ask the pupils to look at the pictures and say what they see there. Accept all answers. Then ask the pupils to look at the box with the new words.

Say: 'We live in Uzbekistan. This boy lives in Japan.' Ask whether they know what Japan is. Then point to the garden and stones and ask to repeat after you. Ask the pupils to repeat the words after you in chorus, in pairs and individually.

**STEP 2:** Ask the pupils to read the text individually and complete the sentences.

#### Answer key:

His name is Akira.

There are four rooms in the house.

There are stones and trees in the garden.

### Activity 2a Work in pairs. Play "Listen and do". 7 min

#### Objectives: to reinforce the new words; to have fun

Ask the pupils to write on small pieces of paper the words: a house, a garden, a tree, a flower, a cat, a dog.

Ask the pupils to listen and “make the picture”. Dictate “There’s a garden on the left of the house. There’s a tree and a flower in the garden. A cat’s on the tree. A dog’s under the tree. The flower’s between the house and the tree.’ Go round the class and check “the pictures”.

Ask the questions:

- 1) Where’s the cat? (on the tree)
- 2) Where’s the flower? (between the house and the tree)
- 3) Where’s the dog? (under the tree)

**Activity 2b Work in pairs. Play “Say and do”. 5 min**

**Objectives:** to reinforce the new words; to have fun

Ask the pupils to work with the same pieces of paper. Pupils in turn dictate and make pictures as in Activity 2a.

**Activity 3a Look and read. 5 min**

**Objective:** to raise awareness of the importance of helping parents

Ask the pupils to look at the first picture and read what Akira’s mother is saying.

Establish that Akira’s mother is asking him to tidy up the room.

**Activity 3b Look and complete. 10 min**

Ask the pupils to look at the second picture and complete the sentences in their Workbooks.

**Answer keys:**

My books are on the table.

My bag is on the chair.

My pencils are in the pencil case.

My pencil case is on the table.

My toys are in the box.

**Optional Activity 3c Work in pairs. Ask and answer.**

Ask the pupils to look at the second picture and ask questions about Akira’s things.

A: Where’re his books?

B: On the table.

**Note:** Faster pupils can work with the first picture and ask questions. E.g. A: Where’s his bag?

B: Under the table.

**Homework 5 min**

Ask the pupils to open their Workbooks at Page 19. Explain that the picture on the left is the plan of Akira’s room. Say that they must draw the plan of their room in an empty space on the right.

## Unit 4

### Lesson 3 Where is ...?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> – to learn asking and answering the question about things in the room</p> <p><i>Developing:</i> – to enable pupils to ask where the things in the room are</p> <p><i>Socio-cultural:</i> – to raise awareness of the games children play in Great Britain.</p>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"><li>– ask and say where the things in the room are;</li><li>– say the rhyme British children use while playing games.</li></ul>	<p>Where's ...?</p> <p><i>Prepositions: on, in, under</i></p>	<p>Pupil's Book, Workbook, the DVD of the book</p>

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

##### Objective: to warm up

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

##### DVD script:

See Unit 4 Lesson 1 Activity 1 for the DVD script.

#### Activity 2 Play "This is my room". 5 min

##### Objectives: to check the homework; to revise the unit vocabulary

The pupils work in pairs, show plans of their rooms to each other and talk.

e.g A: What's this?

B: It's a dresser.

#### Activity 3 Play "Bingo". 7 min

##### Objective: to revise the unit vocabulary

Ask the pupils to draw simple pictures of the words learnt in the three lessons in the Bingo card with 6 sections. Play Bingo as usual. To make the game easier you can ask to draw objects only for one room, e.g. bedroom: pillow, dresser, blanket, bed, mirror, picture.

#### Activity 4a Look, read and find the children. 10 min

##### Objectives: to revise the unit vocabulary; to have fun

Ask the pupils to look at the pictures and say what they see there. (*the children in the yard are playing Hide-and-peek.*)

Say that in the second picture the children are counting to choose "a leader". The children put their fists one by one and count. The person whose fist will be last on the word "MORE" is the leader. Read the rhyme. Ask the pupils to repeat after you.

One potato,  
two potatoes,  
three potatoes,  
FOUR!  
Five potatoes,  
six potatoes,  
Seven potatoes  
MORE!

Say that in the third picture a girl is standing at the wall of the house facing the wall, counting 'One, two, three ...'

Ask the pupils to look at the picture and find the children. (*One boy is hiding behind the door, one boy is behind the house, one girl is in the garden behind the tree, the dog is under the car in the garage, the cat is on the tree.*)

In the end of the activity ask the pupils to repeat after you: 'One potato, two potatoes ...' in chorus. Then the pupils can practise this in groups.

**Activity 4b Work in pairs. Play "Where's the cat?" 5 min**

Ask the pupils to look at the picture and find the children. (One boy is hiding behind the door, one boy is behind the house, one girl is in the garden behind the tree, the dog is under the car, the cat is on the tree.)

**Activity 5a Look, listen and colour. 7 min**

**Objective: to revise the unit vocabulary**

Ask the pupils to look at the drawing in their Workbooks. Ask them to listen to you and colour the picture.

After dictating ask questions to check: e.g. What colour's the door?

**Text for dictation:**

The curtains are pink. The door's brown. The fridge's grey. The cooker's brown. The table's yellow. The flowers are blue. The cat's black. The cupboard's red. The rug's green.



## Unit 4

### Optional Activity 5b Work in pairs. Play “Ask and answer”.

**Objective:** to revise the unit vocabulary

Ask the pupils to look at the picture in Activity 5a, ask and answer about the colour of the objects.

A: What colour's the door?

B: Brown. (It's brown.)

#### Homework 5 min

Say that in Homework 1 the pupils must colour the picture according to the colour code. The pupils will colour and write what objects they have found.

Ask the pupils to make a crossword in Homework 2 with the words: bed, chair, blanket, pillow, fridge, bath, cooker, rug, curtain, dresser.

## Lesson 4 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> – to make a project about favourite room <i>Developing:</i> – to enable pupils to make a project about their favourite room <i>Socio-cultural:</i> – to raise awareness of various likes and dislikes related to rooms.	By the end of the lesson, pupils will be able to: – present their project; – describe things in their favourite room.	Where's ...? This is ... It's ... I like ... <i>Prepositions: on, in, under</i>	Pupil's Book, Workbook, the DVD of the book

### Activity 1 Sing the song. 5 min

**Objective:** to warm up

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

**DVD script:**

See Unit 4 Lesson 1 Activity 1 for the DVD script.

### Activity 2a Project This is my favourite room. 20 min

Ask the pupils to finish the project which they started in Unit 3. Ask them to draw and label furniture and other things to put into their favourite room. If they are fast, they can do the same for other rooms.

After some time ask the pupils to display their rooms and present their houses/rooms to each other.

**Activity 2b Write about your favourite room. 15 min**

**Objective: to develop the pupils' writing skills**

Ask the pupils to write about about a favourite room in their project. If they cannot finish writing during the lesson, they can finish it at home.

**Homework 5 min**

Ask the pupils to finish writing about their favourite room if they have not finished it during the lesson.

Ask the pupils to revise Units 3-4 and get ready for the revision and progress check.

**REVISION 2**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> - to revise the vocabulary for the topics of units 1-4</p> <p><i>Developing:</i> - to enable pupils to work independently to revise the vocabulary.</p>	<p>By the end of the lesson, pupils will be able to say words on the topics of jobs, house and rooms.</p>	<p><i>Revision of the vocabulary for house, rooms and jobs</i></p>	<p>Pupil's book, Workbook, dice and counters</p>

**Activity 1 Play "Revision".**

**Objective: to consolidate the vocabulary on the topics of house, rooms and jobs**

Ask the pupils to play in groups of 3. Each group must have a dice and a counter for every pupil (you can give them small pieces of paper of different colours).

Say that they should move from number 1 to number 20. When they land on the numbers, they must put their counters on that number and they must say the word shown in the picture. For example, if they land on 2, they must say "This is a house" or just "A house". Then the next pupil throws the dice.

Another rule of the game is that the pupil who cannot say the word correctly misses a go.

## **Progress check 2**

### **Homework:**

**Activity 2** Do the quiz “I can ...”.

**Objectives:** to revise the material studied in Units 3 and 4;  
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 do the quiz “I can ...” at home together with their parents. This quiz does not test memory – it is a learning opportunity, so the pupils should be allowed to use their Pupil’s books and Workbooks.

They discuss the answers and, where necessary, write them in their “I can ...” exercise books.

## **PROGRESS CHECK 2**

There are four tasks in Progress Check 2. Tasks 1, 2 and 4 must be done during Revision 2 after Activity 1. Task 3 can be done at home.

### **Task 1 Look and write.**

Ask the pupils to look at the pictures and write the words.

**Answer keys:**

1 a fridge; 2 a bath; 3 a cooker; 4 a cupboard; 5 a rug; 6 a mirror

### **Task 2 Look, read and match.**

Ask the pupils to match the parts of the sentences. Say that the first is done as an example.

**Answer keys:**

There’s a bath in the bathroom.

There’s a grey fridge in the kitchen.

The blanket is on the bed.

The dresser is in the bedroom.

The trees are in the garden.

The curtains are on the window.

### **Task 3 Read and colour.**

Ask the pupils to read the text and colour the picture according to the text at home.

**Task 4 Listen and tick.**

Ask the pupils to look at the table. Draw their attention to the words: a bedroom, a kitchen, a living room. Point to the left column and say that they will hear what things are in the rooms. Say that they must listen and tick.

**Text for dictation:** This is a bedroom. There're two yellow chairs in the bedroom. This is a kitchen. The kitchen's nice. There's a white table in the kitchen. There's a red chair in the kitchen. A living room's big and nice. There's a brown table in the living room. There's a blue vase on the table.

**Answer key:**

	a bedroom	a kitchen	a living room
a brown table			✓
a white table		✓	
a red chair		✓	
two yellow chairs	✓		
a blue vase			✓

**Note:** If some pupils finish Progress Check earlier, let them continue playing the game in Revision 2.

## Unit 5 Nature is beautiful.

### Lesson 1 It's sunny. It's hot.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> – to practise Classes 1 and 2 vocabulary and structures (weather and actions)</p> <p><i>Developing:</i> – to enable pupils to ask, talk, write and make a presentation about weather</p> <p><i>Socio-cultural:</i> – to raise awareness of the use of adverbs of frequency; – to raise awareness of the pronunciation of the letter “y” at the end of the words.</p>	<p>By the end of the lesson, pupils will be able to:</p> <p>– use the vocabulary and structures they learnt in Classes 1 and 2 on the theme of weather;</p> <p>– make a presentation about weather on a particular day;</p> <p>– use the adverbs of frequency;</p> <p>– pronounce the letter “y” at the end of the words.</p>	<p><i>Revision of the words and phrases on the theme of weather.</i> Adverbs of frequency: never, sometimes, usually, often, always</p>	<p>Pupil’s book, Workbook, the DVD, poster with words (Activity 3a), flashcards: sunny/cloudy/windy/snowy days (Activity 3b), a poster with: never sometimes, usually, often, always (Activity 4a), two small boxes with halves of sentences (Activity 5)</p>

#### Activity 1 Listen and repeat. 7 min

**Objectives:** to introduce the unit topic;  
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 do not guess, say that the song is about weather.

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

**DVD script:**

The sun comes up, up, up,  
up, up, up,  
up, up, up,  
up, up, up.

The rain comes down, down, down,  
down, down, down,

down, down, down,  
 down, down, down.  
 How's the weather?  
 How's the weather?  
 It's sunny, sunny, sunny, sunny.  
 How's the weather?  
 How's the weather?  
 It's cloudy, cloudy, cloudy, cloudy.  
 And the sun comes up, up, up,  
 up, up, up,  
 up, up, up,  
 up, up, up.  
 And the rain comes down, down, down,  
 down, down, down,  
 down, down, down,  
 down, down, down.  
 How's the weather?  
 How's the weather?  
 It's rainy, rainy, rainy, rainy.  
 How's the weather?  
 How's the weather?  
 It's snowy, snowy, snowy, snowy.  
 And the sun comes up, up, up,  
 up, up, up,  
 up, up, up,  
 up, up, up.  
 And the rain comes down, down, down,  
 down, down, down,  
 down, down, down,  
 down, down, down.  
 How's the weather?  
 How's the weather?

**Activity 2 Match and check.** 5 min

**Objectives:** to revise the previously learnt language material on the theme;

to practise the pronunciation of the letter "y" at the end of the words.

*STEP 1:* Ask the pupils to look at the pictures and the sentences which they know from Years 1 and 2. Then ask them to match the pictures and the sentences on a piece of paper, e.g. 1b.

**Answer key:** 1b, 2c, 3e, 4d, 5a.

*STEP 2:* After the pupils have finished matching, play the DVD and ask them to check their matching.

## Unit 5

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### DVD script:

Pictures and corresponding texts appear one by one, which are pronounced by Jasur or Zumrad.

1b It's sunny. It's hot.

2c It's windy. It's cool.

3e It's cloudy. It's warm.

4d It's rainy. It's cool.

5a It's snowy. It's cold.

*STEP 3:* After that you can play the DVD again and ask the pupils to listen and repeat after the DVD. Draw the pupils' attention to the pronunciation of the letter "y" [i] at the end of the words: sunny, windy, cloudy, rainy, snowy.

### Activity 3a Work in groups of 4. Play "Mime Weather". 7 min

**Objective:** to revise the previously learnt language material on the theme

*STEP 1:* Ask the pupils to read the example silently.

*STEP 2:* When they finish reading, divide the class into four groups. Explain to the pupils that now they will play the game. Like in the example, one pupil from a group mimes a kind of weather, the others in the group will guess.

You can prepare a poster beforehand with the following words to help the pupils answer the question "What can you do?"

**Poster:** *ski, skate, play hockey, play snowballs, fly a kite, jump a rope, watch TV, play tag, play see-saw, play hopscotch, play games, swim, run, read books, sing songs, dance, sleep*

### Activity 3b Play "Our favourite weather". 10 min

**Objective:** to develop the pupils' presentation skills

*STEP 1:* Ask the pupils to stay in the same groups. Allocate flashcards with the pictures of sunny / cloudy / windy / snowy days one for each group. Ask the groups to read the example and prepare a presentation about their day as in the example. Explain that they can write the text of the presentation on a piece of paper. Also explain that each pupil in a group must say at least one sentence about the kind of a day in their flashcards.

*STEP 2:* When they are ready, ask the groups to do their presentation in turns.

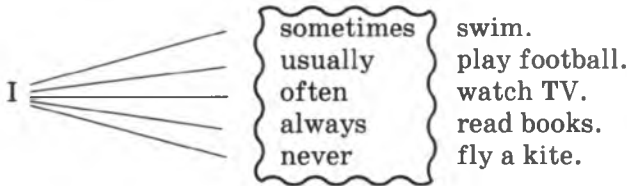
### Activity 4a Look, read and match. 7 min

**Objective:** to consolidate the adverbs of frequency

*STEP 1:* Ask the pupils to guess and match the adverbs of frequency and their translation.

*STEP 2:* Checks the answers. Then read the adverbs of frequency, the pupils repeat after you in chorus.

**STEP 3:** Stick the poster with the adverbs of frequency you prepared beforehand in the middle of the board. Then write “I” on the left of the poster and draw lines between “I” and the adverbs of frequency. On the right of the poster write the words as shown below. Then ask the pupils to make sentences in chorus. After that the pupils come to the board in turns and make true sentences about themselves.



**Activity 4b Look and write sentences.** 7 min

**Objective:** to introduce the adverbs of frequency: never, sometimes, usually, often, always

**STEP 1:** Ask the pupils to open their Workbooks at Page 24. Ask them to look at the key. Explain that 4 crosses mean ‘never’, etc.

**STEP 2:** Then ask them to look at the table and find Ali and the four crosses. Then draw their attention to the example sentence ‘Ali never sings songs.’

**STEP 3:** Now ask the pupils to write a sentence about Lola in the same way. Help if necessary. When you make sure they have understood how to do the activity, you can let them write sentences about the other three children.

**Answer key:** 1) Ali never sings song. 2) Lola sometimes jumps a rope. 3) Amir usually watches TV. 4) Tolib often plays football. 5) Guli always reads books.

**Optional Activity 5 Play “Funny sentences”.**

**Objectives:** to consolidate the adverbs of frequency; to have fun.

**STEP 1:** Prepare two small boxes beforehand. Cut and put the following halves of sentences into one of the boxes: I often; I sometimes; I never; I usually; I always. Cut and put the following halves into the other box: brush my teeth.; get up at 12 o'clock.; sleep at school.; have breakfast.; watch TV.; read books.; go to school, etc. Put the boxes on your table.

**STEP 2:** In turns, invite two pupils to come to your table. One of them will take a half of a sentence from the first box and the other from the second box. Then they read their sentence. Some sentences can be funny like ‘I never brush my teeth.’ or ‘I always get up at 12 o'clock.’ or ‘I often sleep at school.’, etc.



## Unit 5

### Homework 2 min

Ask the pupils to open their Workbooks at Page 25 and look at the first activity. Explain that they must complete the sentences with the words in the cloud as shown in the example. Tell them that their sentences must be logical.

Then draw their attention to the text of the second activity. Explain that it is an example. Tell them that they must also write a similar text about today's weather and the activities they can do on that day.

### Lesson 2 My favourite season is ...

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"><li>- to practise Classes 1 and 2 vocabulary and structures (seasons and actions)</li></ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"><li>- to enable pupils to ask, talk, write and interview about seasons</li></ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"><li>- to raise awareness of the use of adverbs of frequency;</li><li>- to raise awareness of the word order 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 vocabulary and structures they learnt in Classes 1 and 2 on the theme of seasons;</li><li>- interview about seasons;</li><li>- use the adverbs of frequency.</li></ul>	<p><i>Revision of the words and phrases on the theme of weather.</i></p> <p>Adverbs of frequency: never, sometimes, usually, often, always</p>	<p>Pupil's book, Workbook, the DVD, 5 sets of word flashcards (Activity 4b)</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 together with the DVD.

#### DVD script:

See Unit 5 Lesson 1 Activity 1 for the DVD script.

### Activity 2 Play "Interview". 10 min

**Objectives:** to revise the questions and answers from Years 1 and 2;  
to provide an opportunity to express own sentences.

**STEP 1:** Ask the pupils to watch the DVD with the children playing "Interview" activity.

**STEP 2:** Ask all the pupils to repeat the questions and answers after the DVD in chorus.

**STEP 3:** Ask the pupils to work in pairs. One of them will be an interviewer and the other an interviewee. Explain that they can speak about themselves. When they finish, they change roles.

**Activity 3a Find the words in the wordlist.** 5 min

**Objective:** to introduce the new vocabulary

Ask the pupils to find the four words and their translation in the wordlist at the back of the Pupil's Book.

**Activity 3b Look, listen and repeat.** 5 min

**Objective:** to reinforce the new vocabulary

**STEP 1:** Ask the pupils to look at the first picture and the words "the rain". Ask what "the rain" is in mother tongue. Then ask them to look at the sentence "The rain pours." Elicit what the translation can be in mother tongue. Then do the same with the other three pictures.

**STEP 2:** After the pupils get the meaning, you can ask them to repeat the words and sentences after you in chorus, rows and individually.

**Activity 4a Read and complete the sentences.** 5 min

**Objective:** to consolidate the adverbs of frequency

Ask the pupils to open their Workbooks at Page 26 and look at Activity 4a. Explain that now they must complete the sentences with the words in the cloud as shown in the example. Tell them that their sentences must be logically correct.

**Answer key:**

The rain **often** pours in spring.

The snow **usually** falls in winter.

The snow **never** falls in summer.

The sun **always** shines in summer.

The wind **sometimes** blows in autumn.

**Activity 4b Work in groups. Play "Make Sentences".** 10 min

**Objectives:** to consolidate the adverbs of frequency;  
to practise making a correct word order;  
to develop presentation skills.

**STEP 1:** Make sets of word flashcards enough for 4 groups of 4 beforehand as shown below. The words must be on separate flashcards.

**1st set:** never, The rain, in summer., pours

**2nd set:** sometimes, The wind, in autumn., blows

**3rd set:** always, The sun, in summer., shines

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**4th set:** never, The snow, in summer., falls

**5th set:** usually, The snow, in winter., falls

**STEP 2:** Demonstrate first. Invite 4 pupils to the board and give word flashcards one for each of them, for example: **never, The rain, in summer, pours.** Then explain that, in order to make a sentence, they must stand in a line in the correct word order and help the pupil with the flashcard “The rain” stand first in the line, then the pupil with “never” second, etc. so that there forms the sentence: **The rain never pours in summer.** Ask if the sentence is true or false and help the pupils say: ‘True’. You can repeat this with another word order as well but a false one, for example: **The never pours never in summer.** Again ask if the sentence is true or false and help the pupils say: ‘False’ and then the true sentence: ‘The rain never pours in summer.’

**STEP 3:** Divide the class into 4 groups of 4. Give the groups the sets of word flashcards to discuss, make a sentence, and then do the presentation in front of the class. The other groups say: ‘True’ or ‘False’. If they say: ‘False’, they must say the true sentence as well.

### Homework

5 min

Ask the pupils to open their Workbooks at Page 26 and look at the first activity. Explain that they must match the English sentences with their translations as shown in the example.

Then draw their attention to the text of the second activity. Explain that it is an example. Tell them that they must also write a similar text about their favourite season. Draw their attention to the arrow at the bottom of the page. It shows the pupils the page where they can write their text. So ask the pupils what page they must open (29). Ask them to open their Workbooks at Page 29. When you make sure everybody has opened the correct page, ask them to show where they will write their text (Activity 2).

## Lesson 3 It's a thunderstorm.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: – to draw a conclusion from a story <i>Developing:</i> – to enable pupils to predict events from a context;	By the end of the lesson, pupils will be able to: – use the vocabulary and structures learnt during the unit;	<i>Revision of the words and phrases on the theme of weather.</i> New words: thunder-	Pupil's book, Workbook, the DVD

<p>– to enable pupils to role play a story <i>Socio-cultural:</i> – to raise awareness of the moral of a story: <i>Always be kind and warm to others.</i></p>	<p>– arrange the pictures according to the story; – role play the story.</p>	<p>storm, snowstorm, windstorm</p>	
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**Activity 1a Find the words in the wordlist.** 5 min

**Objective:** to introduce the new vocabulary

Ask the pupils to find the three words and their translation in the wordlist as usual.

**Activity 1b Look, listen and repeat.** 5 min

**Objective:** to reinforce the new vocabulary

*STEP 1:* Draw the pupils' attention to the pictures in their Workbook and ask what they are in the mother tongue. Elicit answers.

*STEP 2:* Have the pupils repeat the words after you in chorus, rows and individually.

**Activity 1c Work in pairs. Point and say.** 2 min

**Objective:** to consolidate the new vocabulary

It is a usual "Point and say" activity. Pupil A points to a picture in Activity 2a. Pupil B says it as shown in the example: 'It's a ...'

**Activity 2a Look and say.** 5 min

**Objective:** to practise predicting events

Ask the pupils to look at the picture of the sun and wind talking to each other which is marked with 'g'. Ask in mother tongue what the wind is saying (answer: *I'm strong*). Then ask what the sun is saying (answer: *I'm stronger*). After that ask what they understood and what happens in the story. Accept any answers. Do not say their answers are right or wrong. After some answers, tell them that now they will discuss the rest of the story in 2b.

**Activity 2b Look and put in order.** 4 min

**Objective:** to develop the pupils' logical thinking

Ask the pupils to look at the pictures and the sentences in speech bubbles for a minute. Then ask them to say the order of the story.

**Answer key:** g, e, c, f, d, b, a

**Activity 2c Watch and check your ideas.** 8 min

**Objectives:** to check predictions;  
to draw conclusion from the story.

Play the DVD. Invite the pupils to watch the story and check their guesses. After watching the story, you can ask several ques-

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tions to check their understanding like: 'What happens at the end of the story?', 'Who's stronger?', 'What's the moral of the story?' etc. (moral: Always be kind and warm to others.)

### DVD script:

One day, the Wind says to the Sun: 'Look, I'm strong. Ha, ha, ha!'

'I'm strong, too,' says the Sun.

'No, you aren't,' says the Wind.

'Yes, I am. I'm stronger than you!'

The Wind says: 'Look! There's a boy. He wears a coat. I can take off his coat.'

'No, you can't. But I can,' says the Sun.

'Watch me!' the Wind says and blows on the boy.

'Oh, no! It's windy,' says the boy and does not take off his coat.

The Wind blows and blows stronger.

'Oh, no! It's a windstorm. I'm very cold! What a bad day!' says the boy and does not take off his coat.

'Ha, ha, ha! You can't. Watch me!' says the Sun and shines on the boy.

'Oh ... It's warm, now!' says the boy.

The Sun shines and shines on the boy.

'What hot weather! Now I'm very hot,' says the boy and takes off his coat.

'Well, Sun. You're stronger than I!' says the Wind.

**Activity 2d Work in groups of three. Role play. 14 min**

**Objective: to develop the pupils' speaking skills**

Divide the class into groups of three. Explain that now they will role play as in Activity 2c. After some time you can invite one or two groups to role play at the front of the class.

The scenario of an example role play can be as follows:

**Pupil 1 (the wind):** 'I'm strong!'

**Pupil 2 (the sun):** 'I'm stronger!'

**Pupil 1 (the wind):** 'Look! There's a boy.' (*the wind starts to blow on the boy*)

**Pupil 3 (the boy):** 'Oh, it's windy.'

**Pupil 1 (the wind):** *blows more and more.*

**Pupil 3 (the boy):** 'Oh, it's cold. It's a windstorm!'

**Pupil 2 (the sun):** 'Watch me!' (*imitates as if s/he is shining.*)

**Pupil 3 (the boy):** 'Oh, it's warm and sunny!'

**Pupil 2 (the sun):** *shines more and more.*

**Pupil 3 (the boy):** ‘Wow! It’s hot!’ (*imitates as if s/he is taking off a coat*)

**Pupil 2 (the sun):** ‘Ha, ha, ha...I’m stronger than you!’

**Pupil 1 (the wind):** ‘Well, Sun. You’re stronger than I!’

**Homework**      2 min

Ask the pupils to open their Workbooks at Page 27 and look at the first activity. Explain that they must match the English sentences with their translations as shown in the example.

If you think your pupils are strong enough to do the second optional homework, then ask them to look at the first two examples. Ask what they will get if they add hot to ice (answer: *water*) and cold to rain (answer: *snow*). After satisfactory answers, ask the pupils to think and write the answers for the rest word combinations at home.

**Answer key:**

ice + hot = *water*; rain + cold = *snow*; water + cold = *ice*; rain + sun = *rainbow*; snow + hot = *water*; thunder + storm = *thunderstorm*; wind + storm = *windstorm*; snow + storm = *snowstorm*

**Lesson 4 Project**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> – to learn about the seasons in Uzbekistan</p> <p><i>Developing:</i> – to enable pupils to make posters; – to enable pupils to make a presentation</p> <p><i>Socio-cultural:</i> – to raise awareness of the seasons of Uzbekistan.</p>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>– make a poster about a season in Uzbekistan using a model;</li> <li>– make a group presentation.</li> </ul>	<p><i>Recycling the words and phrases learnt previously.</i></p>	<p>Pupil’s book, Workbook, the DVD, flip chart paper, glue, 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 together with the DVD.

**DVD script:**

*See Unit 5 Lesson 1 Activity 1 for the DVD script.*

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**Activity 2** Read about and choose a title. *5 min*

**Objectives:** to read for detailed information;  
to prepare for the next activity.

Ask the pupils to read about the summer in Uzbekistan silently. The text does not contain new vocabulary, so it should not be difficult for the pupils to cope with it. If they feel difficulty, help with the vocabulary.

After that ask which of the offered titles can be best for the text. Elicit the answer.

**Answer key:** (Summer in Uzbekistan)

**Activity 3a** Work in groups. Look and write about spring, autumn and winter in Uzbekistan. *23 min*

**Objectives:** to read for detailed information;  
to develop the pupils' creative abilities;  
to prepare for the next activity.

**STEP 1:** Divide the class into three groups and allocate seasons except summer one for each group. Make sure that there is a pupil who is good at drawing in each group.

**STEP 2:** Ask the pupils to open their Workbooks at Page 28 and find information about their season in the table. After the pupils look through the information, explain that they must discuss and write a text about their season like the one in Activity 2. Draw their attention to the arrow at the bottom of the page. It shows the pupils the page where they can write their text. So ask the pupils what page they must look at (29). Ask them to look at Page 29. When you make sure everybody has the correct page, ask them where they will write their text (Activity 3a).

**STEP 3:** When the text is ready, the groups write their texts on flip chart paper, draw pictures about that season and colour.

**Activity 3b** Make a presentation about a season in Uzbekistan. *10 min*

**Objectives:** to make a presentation about a season;  
to develop the pupils' presentation skills.

The groups make a presentation about their season that they prepared in Activity 3a. You can put the groups' posters around the classroom, and if time allows, ask the groups to go and read the other groups' posters.

**Homework** *2 min*

Ask the pupils to revise Unit 5 and get ready for the revision lesson.

## Unit 6 We are small.

### Lesson 1 Butterfly, fly!

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> – to learn to say, read and write about some insects</p> <p><i>Developing:</i> – to enable pupils to say, read and write about some insects; – to enable pupils to write questions and answers about insects</p> <p><i>Socio-cultural:</i> – to raise awareness of insects.</p>	<p>At the end of the lesson pupils will be able to:</p> <p>– name some of the insects; – sing a song about a butterfly.</p>	<p>insect, butterfly, ladybird, mosquito, ant</p>	<p>Pupil's book, Workbook, the DVD, flashcards: butterfly, ladybird, mosquito, ant, model butterflies (Activity 5a)</p>

**Activity 1 Listen and repeat.**                      5 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 (answer: *butterfly*). Ask what the “butterfly” is in mother tongue.

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

**DVD script:**

Fly, fly, fly, the butterfly,  
In the meadow is flying high  
In the garden is flying low  
Fly, fly, fly, the butterfly.

*(The couplet above is repeated four times)*

**Activity 2 Look and say.**                      5 min

**Objectives: to revise the topic of weather;  
to raise awareness of the day's weather.**

Invite all the pupils to the classroom window and ask Yes/No questions about the day's weather which require negative answers. After



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a few such questions, ask: ‘*What’s the weather?*’ to which the pupils give the right answer about that day as shown in the example below.

e.g.

**You:** Is it rainy?

**Pupils:** No, it isn’t.

**You:** Is it sunny?

**Pupils:** No, it isn’t.

**You:** What’s the weather?

**Pupils:** It’s cloudy.

**Activity 3a** Look, listen and repeat. *5 min*

**Objective:** to introduce the new vocabulary

**STEP 1:** Ask the pupils to look at the first picture and the word “ant”. Ask what “ant” is in mother tongue. Then ask them to look at the second picture and the word “mosquito”. Elicit what the translation can be in mother tongue. Then do the same with the other two pictures and the word “insect”.

**STEP 2:** After the pupils get the meaning, you can ask them to repeat the words after you or the DVD in chorus, rows and individually.

**Activity 3b** Work in pairs. Point and say. *5 min*

**Objective:** to consolidate the newly introduced vocabulary

This is a usual “Point and say” activity. Pupil 1 points to, for example, a ladybird. Pupil 2 says: ‘*A ladybird.*’ Then they change roles.

**Activity 4** Play “Fly Swat”. *5 min*

**Objective:** to consolidate the newly introduced vocabulary

You can play the game in two versions:

**Version 1:** Divide the class into two teams. Stick the flashcards with the insects in 3a on the board. Say a word, the pupils run and slam the card. They repeat what you said to gain a point for their team.

**Version 2:** Get the pupils to sit in a circle. (This is usually possible when the group is small.) Show them the flashcards and say the words. Then put the flashcards on the floor or table. When you say a word, the pupils slam the card.

**Activity 5a** Colour and watch. *10 min*

**Objectives:** to have fun;

to prepare for the next activity.

**STEP 1:** Prepare beforehand two model butterflies (Lucy and Lee) enough for each pupil in the class.

**STEP 2:** Give the model butterflies to the pupils. The pupils colour their butterflies: Lucy in one colour and the Lee in another. Then they wear the butterfly Lucy on their right fingers and the butterfly Lee on their left fingers. Ask: ‘Where’s Lucy?’, the pupils show. Ask again: ‘Where’s Lee?’, the pupils show. Then ask the pupils to watch the DVD, listen and repeat the poem/song with gestures.



**DVD script:**

See Pupil’s Book for the DVD script.

**Activity 5b Work in pairs. Play “Two little butterflies”. 5 min**  
**Objective: to have fun**

Ask the pupils to repeat the poem/song the second/third time together with you without the DVD. Then the pupils do the activity in pairs.

**Homework 5 min**

Ask the pupils to open their Workbooks at Page 30. Draw their attention to Activity 1a. Explain that at home they must match the questions and answers as shown in the example, and find the animal. When they find the animal, they must put a tick next to its picture.

Then draw their attention to the second homework activity (1b). Explain that they must choose any insect they learned and write 5 questions and answers about it on Page 34 using the question starters given there. Explain that it will be a puzzle for their friends next lesson.

**Lesson 2 A hungry caterpillar**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i>                      – to learn to say, read and write about some more insects;  <i>Developing:</i></p>	<p>At the end of the lesson pupils will be able to:                      – name some more of the insects;</p>	<p>caterpillar, slow grasshopper, fast, leaf</p>	<p>Pupil’s book, Workbook, the DVD, a soft ball</p>

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<ul style="list-style-type: none"> <li>- to enable pupils to categorize the insects into fast and slow;</li> <li>- to enable pupils to guess the insect from questions and answers;</li> <li>- to enable pupils to tell a story using notes</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of some more insects;</li> <li>- to raise awareness of the pronunciation of the letter combinations "ay" in days of the week.</li> </ul>	<ul style="list-style-type: none"> <li>- categorize the insects into fast and slow;</li> <li>- guess the insect from the answers and questions;</li> <li>- answer questions about a listened text;</li> <li>- tell a story using notes;</li> <li>- pronounce the letter combinations "ay" in days of the week.</li> </ul>		
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**Activity 1 Listen and repeat.** 5 min

**Objective:** to warm up

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

**DVD script:**

*See Unit 6 Lesson 1 Activity 1 for the DVD script.*

**Activity 2 Work in pairs. Play "Find the insect".** 5 min

**Objectives:** to check homework;

to guess the insect from the answers and questions.

Ask the pupils to work in pairs. Explain that they must swap their Workbooks and show their Homework 1b to each other. Tell them to match the questions and answers and find the insect their partner wrote about.

**Activity 3 Look, listen and repeat.** 3 min

**Objective:** to introduce the new vocabulary

**STEP 1:** Ask the pupils to look at the first picture and the word "caterpillar". Ask what "caterpillar" is in mother tongue. Then ask them to look at the word "slow" under the word "caterpillar". Elicit what the translation can be in mother tongue. Then do the same with the other two pictures and three words.

**STEP 2:** After the pupils get the meaning, you can ask them to repeat the words after you or the DVD in chorus, rows and individually.

**Activity 4a Complete the table.** 5 min

**Objectives:** to reinforce the notion *fast* and *slow*;

to categorise the insects into fast and slow.

**STEP 1:** Ask the pupils to open their Workbooks at Page 31 and look at the words and table in Activity 4a. Explain that now they will divide the insects into fast and slow according to their speed. Tell them to write the numbers of the words only as shown in the example.

**STEP 2:** When they finish, you can check the answers involving the whole class.

**Answer key:**

fast	slow
butterfly, grasshopper, bee	ladybird, spider, mosquito, ant, caterpillar

**Activity 4b Play “Fast. Slow.” 5 min**

**Objective:** to consolidate the new vocabulary of the lesson

Ask the class to stand in a circle. Say an insect and throw a ball to a pupil. The pupil must catch the ball and say: ‘Fast’ if the insect is fast or ‘Slow’ if it is slow. Then he must say an insect and throw the ball to another pupil who must catch the ball and say: ‘Fast’ or ‘Slow’, etc.

**Optional Activity 5 Work in pairs. Look and say.**

**Objective:** to consolidate the new vocabulary of the lesson

Ask the pupils to work in pairs. Ask them to look at the picture in Activity 3. Explain that in turns they must point to the insects they can find there and say two sentences about them as shown in the example.

**Activity 6a Watch and say what happens. 10 min**

**Objective:** to listen for detailed information

**STEP 1:** Point to the picture of the caterpillar and get answers to the questions: ‘What’s this?’ ‘What colour is it?’ ‘Is it fast?’ ‘Is it slow?’

**STEP 2:** Then mime and say: ‘Oh, I’m hungry ... the caterpillar is hungry, too’. Then invite the pupils to watch the story about “A Hungry Caterpillar”.

**STEP 3:** Play the DVD. After the DVD, ask the pupils questions about the caterpillar like “When’s the caterpillar’s birthday?”, “Is it hungry on Monday?”, etc.

**DVD script:**

One Sunday morning, the sun comes up. There’s a small egg on a leaf. POP! And a little and very hungry caterpillar comes out of an egg. It’s very hungry and wants to eat.

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On Monday, it eats one red apple.

On Tuesday, it eats two yellow pears.

On Wednesday, it eats three purple plums.

On Thursday, it eats four red strawberries.

On Friday, it eats five yellow apricots and bananas.

Can you imagine, it's still hungry!

On Saturday, it eats a green cucumber, a red tomato, a green cabbage, a green pepper, an orange carrot and a brown potato.

What a week! So much food! That night it's very tired. It was very busy Sunday to Saturday.

It's Sunday again. The caterpillar eats a tasty green leaf! 'Yum, yum, yum! It's a tasty leaf!' it says. It isn't hungry and it isn't a small caterpillar. It's a big, big caterpillar. It makes a small house. It lives in this house for two weeks. Then it comes out of its house. Now it isn't a big, big caterpillar! It's a big beautiful butterfly.

**Activity 6b** Look, listen and say. 10 min

**Objectives:** to build the "sketch" of the story;

to practise telling a story with the help of notes;

to practise the pronunciation of the letter combinations "ay" in days of the week.

**STEP 1:** Draw the table given below on the board. Practise the pronunciation of the letter combinations "ay" [i] in days of the week.

Start building the "sketch" of the story with the pupils asking questions: 'What does the caterpillar eat on Monday?', 'Is it hungry on Monday?', 'What does it eat on Tuesday?' etc.

Monday	e.g. one red apple (can be a picture)
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

**STEP 2:** Then invite the pupils to tell the story looking at the table. You can start: 'On Monday the caterpillar eats one red apple. On Tuesday it eats ...' etc.

**Optional Activity 6c Work in pairs. Listen and say.**

**Objective:** to give freer practice in telling a story with the help of notes

Ask the pupils to work in pairs. Explain that this time they tell the story using the table in 6b as shown in the example, i.e. Pupil A says, for example: 'Tuesday.' Pupil B says: 'On Tuesday, it eats two yellow pears.' Then they change roles.

**Note:** Faster pupils can start doing Homework 1.

**Homework 2 min**

Ask the pupils to open their Workbooks at Page 31 and look at Homework 1 and 2. Explain that in Homework 1 they must put the words in order and make sentences about the caterpillar. In Homework 2 they will write sentences about the 4 insects using the words in the cloud. Tell them to write Homework 2 on Page 34.

**Lesson 3 Small – smaller – the smallest**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i>                      – to learn to say, read and write about insects and birds;  <i>Developing:</i>                      – to enable pupils to say, read and write about birds;                      – to enable pupils to find a bird by asking Yes/No questions;                      – to enable pupils to compare birds and use the simple, comparative and superlative degrees of one-syllable adjectives  <i>Socio-cultural:</i>                      – to raise awareness of birds;                      – to raise awareness of the ways of comparing the things in English;                      – to raise awareness of the pronunciation of the letter combinations “ea” – [i:].</p>	<p>At the end of the lesson pupils will be able to:                      – name insects and some birds;                      – use the three degrees of one-syllable adjectives with birds;                      – find a bird by asking Yes/No questions;                      – pronounce the letter combinations “ea” – [i:].</p>	<p>sparrow, eagle, peacock, swallow, ostrich, penguin, humming bird, the superlative degree of adjectives: big, small, tall, long, strong, short, slow, fast</p>	<p>Pupil’s book, Workbook, the DVD, word cards: caterpillar, grasshopper, insect, butterfly, ladybird, mosquito, ant</p>

## Unit 6

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### Warm up 5 min

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

#### DVD script:

See Unit 6 Lesson 1 Activity 1 for the DVD script.

### Activity 1 Play “Draw and guess”. 10 min

#### Objective: to revise the names of insects

Divide the class into two teams and invite one member of each team to the board to be the “artist”. Divide the board into two and give each artist a word card. They must draw the insect for their team to guess what it is. The first team to guess correctly wins a point.

**Word cards:** caterpillar, grasshopper, insect, butterfly, ladybird, mosquito, ant

**Note:** If the class is not good or keen on drawing, it can be replaced by miming.

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

#### Objectives: to introduce the new vocabulary;

to practise the pronunciation of the letter combinations “ea”.

**STEP 1:** Ask the pupils to look at the picture. Explain that it is a school for birds. The director is the eagle. Ask the pupils to find the director and the word for it (eagle). Elicit what the translation can be in mother tongue. Ask the pupils to look at the picture on the right of the director and the word “peacock”. Ask what “peacock” is in mother tongue. Then do the same with the other five pictures and the words for them.

**STEP 2:** After the pupils get the meaning, you can ask them to repeat the words after you or the DVD in chorus, rows and individually. Write on the board the words: eagle, peacock, leaf, read and underline the letter combinations “ea”. Explain that they are pronounced as [i:]. Then have the pupils repeat the words after you in chorus.

### Activity 2b Play “Mime a bird”. 5 min

#### Objective: to consolidate the new vocabulary

Invite a pupil to the front of the class. Ask him to mime a bird in Activity 2a, the others in the class ask Yes/No questions as shown in the example below until they find the bird.

e.g. **Pupil A:** (mimes a peacock)

**Pupil B:** 'Is it an ostrich?'

**Pupil A:** 'No.'

**Pupil C:** 'Is it a peacock?'

**Pupil A:** 'Yes.'

**Activity 3a** Look, say, listen and repeat. 5 min

**Objectives:** to introduce the superlative degree of one-syllable adjectives;  
to consolidate the comparative degree of one-syllable adjectives.

**STEP 1:** Ask the pupils to look at the pictures and the words under them. Then say: 'The swallow is small.' and show its size with hands. Then say: 'The sparrow is smaller than the swallow.' and show its size. After that say: 'The humming bird is the smallest.' with gesture.

**STEP 2:** Help the pupils say first the meaning of the words 'small', 'smaller' and 'the smallest' and then the sentences: 1) The swallow is small. 2) The sparrow is smaller than the swallow. 3) The humming bird is the smallest. At last have the pupils repeat the words and the sentences after you in chorus and rows.

**Activity 3b** Look and write. 5 min

**Objective:** to consolidate the comparative and superlative degrees of one-syllable adjectives

**STEP 1:** Ask the pupils to open their Workbooks at Page 32 and look at Picture A in Activity 3b. Ask them to compare the birds' speed and write the comparative and superlative degree of the word "fast" under the pictures. Help if necessary.

**Answer key:** fast, faster, the fastest

**STEP 2:** Draw their attention to Picture B. Tell them to compare the size of the birds now and write the appropriate degrees under them. Help if necessary.

**Answer key:** big, bigger and the biggest

**Activity 3c** Work in threes. Speak about the birds in 2a. 8 min

**Objective:** to give further practice in saying comparative and superlative degrees of one-syllable adjectives

**STEP 1:** Divide the class into groups of three. Ask the pupils to draw very simple pictures of birds in Activity 2a on small pieces of paper.

**STEP 2:** When they finish, draw their attention to the word cloud. Say the words with gestures and ask the pupils to repeat.



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**STEP 3:** Ask the pupils to put the pictures they have drawn in order and say the sentences as in the example using the adjectives in the word cloud.

**STEP 4:** If time allows, you can ask some groups to make a presentation.

### Homework 2 min

Ask the pupils to open their Workbooks at Page 32 and look at Homework 1. Explain that in Homework 1 they must write sentences about the 4 birds as in the example using the words in the cloud.

Draw their attention to Homework 2. Ask the pupils to open the page the arrow is showing. When everybody opens Page 35, explain that they must write sentences as in the example using the table. Explain that all ticks mean the birds can do such activities, and all crosses mean they cannot do them.

## Lesson 4 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"><li>– to learn about the birds</li></ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"><li>– to enable pupils to make posters;</li><li>– to enable pupils to make a presentation;</li><li>– to develop pupils' creative abilities</li></ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"><li>– to raise awareness of birds.</li></ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"><li>– make a poster about a bird using a model;</li><li>– make a group presentation.</li></ul>	<p><i>Recycling the vocabulary related to birds and insects</i></p>	<p>Pupil's book, Workbook, the DVD, contour pictures of: penguin, ostrich, peacock, eagle, sparrow</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 together with the DVD.

#### DVD script:

*See Unit 6 Lesson 1 Activity 1 for the DVD script.*

**Activity 2 Read and choose a title. 5 min**

**Objectives:** to read for detailed information;  
to prepare for the next activity.

Ask the pupils to read about swallows silently. The text does not contain new vocabulary, so it should not be difficult for the pupils to cope with it. If they feel difficulty, help with the vocabulary.

After that ask which of the offered titles can be best for the text. Elicit the answer.

**Answer key:** a (Swallows)

**Activity 3a Work in groups. Look and write about birds. 23 min**

**Objectives:** to read for detailed information;  
to develop the pupils' creative abilities;  
to prepare for the next activity.

**STEP 1:** Prepare contour pictures of the following birds beforehand: *penguin, ostrich, peacock, eagle, sparrow.*

**STEP 2:** Divide the class into five groups and allocate birds one for each group. Make sure that there is a pupil who is good at drawing in each group.

**STEP 3:** Ask the pupils to open their Workbooks at Page 33 and find information about their bird in the table. After the pupils look through the information, explain that they must discuss and write a text about their bird like the one in Activity 2 on a sheet of paper.

**STEP 4:** When the text is ready, the groups write their texts on flip chart paper, stick and colour the contour pictures you have given them.

**Activity 3b Make a presentation about birds. 10 min**

**Objectives:** to make a presentation about a bird;  
to develop the pupils' presentation skills.

The groups make a presentation about their bird that they prepared in Activity 3a. You can put the groups' posters around the classroom, and if time allows, ask the groups to go and read the other groups' posters.

**Homework 2 min**

Ask the pupils to revise Unit 6 and get ready for the revision lesson.

**REVISION 3**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> – to recycle all the learnt material about birds and insects</p> <p><i>Developing:</i> – to develop the pupils’ writing and speaking skills; – to develop the pupils’ creative abilities; – to enable pupils to assess their knowledge, skills and overall progress.</p>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>– speak about the birds and insects;</li> <li>– the degrees of adjectives in speech;</li> <li>– make a booklet about insects.</li> </ul>	<p><i>Revision of vocabulary related to insects and birds</i></p>	<p>Pupil’s book, Workbook, the DVD, model books enough for each pupil in the class; word cards or flashcards: <i>birds and insects</i></p>

**Warm up**

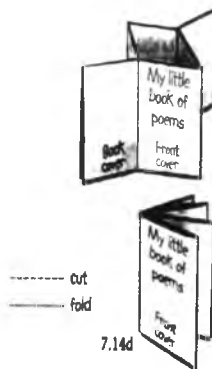
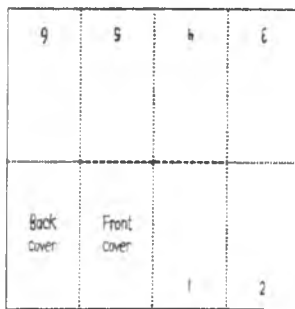
Ask the pupils if they can remember and sing the songs which they learnt during Units 5&6. Ask them to choose one of the songs and sing it all together.

**Activity 1 Look and make a book.**

**Objectives:** to develop the pupils’ creative abilities;  
to give freer practice in writing about insects.

**STEP 1:** Make beforehand model books enough for each pupil in the class

Give the model books out.



**STEP 2:** Draw and colour a ladybird on the first page of your model book beforehand. You must demonstrate first: *'This is my book. This is the cover. Open your books,'* open the first page and say: *'This is the first page. This is a ladybird. It's small and beautiful. It's bigger than an ant. I like it.'*

**STEP 3:** Then ask the pupils to draw any insect they like on the first page at home and write a similar text on the next page. Say that they must bring their finished model books to school next lesson to show to each other and put on a display.

**Activity 2 Work in pairs. Point and say.**

**Objective:** to consolidate the vocabulary related to birds and insects using the structure "there is a/an"

The pupils work in pairs. As usual, Pupil A points to a hidden bird or insect. Pupil B says it using the construction 'there's a/an'. Then they change roles.

**Activity 3 Work in pairs. Play "Guess the insect / bird".**

**Objective:** to consolidate the vocabulary related to birds and insects using the structure "Is there a/an ...?"  
"Yes, there is/No, there isn't."

**STEP 1:** Demonstrate with one pupil at first. Give a word card to the pupil, for example, "grasshopper" and ask the question: *'Is there an ant?'* The pupil answers: *'No, there isn't.'* Then ask: *'Is there a grasshopper?'* The pupil says: *'Yes, there is.'*

**STEP 2:** Put the pupils in pairs and give each pair a bunch of word cards or flashcards. Set a time limit of three minutes for the pupils to guess as many insects as they can, asking and answering as shown in the example.

**Homework**

**Do the quiz "I can..."**

**Objectives:** to revise the material studied in Units 5&6;  
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 do the quiz "I can..." at home together with their parents. This quiz does not test memory – it is a learning opportunity, so the pupils should be allowed to use their Pupil's books and Work-books.

### **Progress check 3**

They discuss the answers and, where necessary, write them in their "I can ..." exercise books.

## **PROGRESS CHECK 3**

There are four tasks for Progress Check 3. All of them can be done during Revision 3 after Activity 3.

### **Task 1 Match.**

Ask the pupils to match the beginnings and ends of the sentences. Explain that they can draw lines to match them.

**Answer key:**

The sun shines.

The rain pours.

The wind blows.

The snow falls.

### **Task 2 Choose the correct answer.**

Ask the pupils to choose the answers and write *a*, *b* or *c* in the gaps as answers.

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

### **Task 3 Write four insects and birds you like.**

Ask the pupils to write 4 insects and 4 birds they like. This test is for checking the spelling of words.

**Answer key:** *The pupils' own answers.*

### **Task 4 Listen and tick.**

Ask the pupils to listen and put a tick next to the bird being described.

**Script:** This bird can fly. It can run and walk. It can't climb, swim and sing. It's smaller than a peacock. It doesn't like eating insects. It likes eating birds and chicks.

**Answer key:** *eagle*

## Unit 7 We are big animals.

### Lesson 1 That's a hippo.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn the names of big animals</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to listen, read and talk about big animals;</li> <li>- to enable pupils to say characteristics of the animals</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of various big animals;</li> <li>- to raise awareness of the pronunciation of the sound [æ].</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- name big animals;</li> <li>- say characteristics of big animals;</li> <li>- describe big animals;</li> <li>- pronounce the sound [æ].</li> </ul>	<p>a hippo, a mandrill, a leopard, a hyena, stripe, spot, dangerous</p>	<p>Pupil's Book, Workbook, the DVD of the book Flashcards: a lion, a tiger, a crocodile, a zebra, an elephant, a monkey, a giraffe, a mandrill, a hippo, a leopard, a hyena</p>

**Warm up:** 5 min

Ask the pupils to listen and sing the song "The elephant" together with the DVD.

**DVD script:**

The elephant goes

Like this, like that

(On all fours, moving around slowly, like an elephant)

He's terribly big,

(Standing up, reach arms high)

And he's terribly fat.

(Stretch arms out to the sides, to show how fat elephant is)

He has no fingers,

(Fisted hands, hiding fingers)

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He has no toes,  
(Wiggle toes)

But goodness gracious,  
What a nose!  
(Thumb to nose and wiggle fingers,  
as if extending trunk)

**Activity 1a Play “Let’s go to the zoo”. 10 min**

**Objective: to revise animals learnt in class 1 and 2**

Prepare cards with a lion, a tiger, a crocodile, a zebra, an elephant, a monkey, a giraffe. Put the cards with animals on the wall and say: “Let’s go to the zoo!” Ask the children to stand behind you as a train. Come to the first picture and say: “Oh, look, that’s a lion. It’s big and strong. It can run”. Then move to the next picture and start in a similar way inviting the pupils to continue your sentences. “Oh, that’s a ... It’s .... It can ...”.

**Activity 1b Play “Mime and guess”. 5 min**

**Objective: to revise animals learnt in class 1 and 2**

Ask a pupil to mime an animal from the ‘zoo’ and ask the class to guess the animal.

**Activity 2a Look, read and find the hippo. 5 min**

**Objectives: to read for detail; to introduce new words**

Ask the pupils to look at the picture and find the animals. Then ask them to read silently and find a mandrill, two hippos, a leopard and two hyenas.

Put pictures with the animals on the board and ask the pupils to come to the board and find a mandrill, a hippo, a leopard and a hyena.

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

**Objectives: to practise new words;**

**to practise the pronunciation of the sound [æ].**

Point to the pictures and ask the pupils to listen to you and repeat the new words: a mandrill, a hippo, a leopard, a hyena, stripes, spots, dangerous. Ask the pupils to repeat the words after you in chorus, in pairs, and individually. Check they understand what the words mean.

Write the words on the board: that, mandrill, animal has, can and underline the letters as shown. Explain that the underlined letters are pronounced as [æ]. Then have the pupils pronounce the sound and the words.

**Activity 2c Look, read and match.** 5 min

**Objective:** to reinforce the new words

Ask the pupils to look at the picture and match the animals with adjectives. Say that one animal can have several adjectives as in the example.

**Activity 3 Play "Listen and touch".** 5 min

**Objective:** to reinforce the new words

Add a hippo, a hyena and a leopard to the 'zoo'. Ask the pupils to listen, run and touch the animal you describe e.g. "I'm big, strong and dangerous. I can swim, walk and run". If some pupils are wrong, add "I'm grey. I've got a big mouth and strong teeth". (a hippo)

**Optional Activity 4 Work in pairs. Play "Listen and guess".**

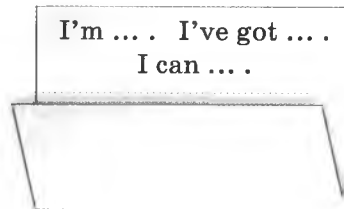
**Objective:** to reinforce the new words

Ask the pupils to work in pairs and play the game. Ask B to listen and say which animal has A described e.g. "I'm big, strong and dangerous. I can swim and walk. I'm green." (a crocodile) or "I'm big, strong and dangerous. I can swim, walk and run. I'm grey." (a hippo)

**Homework** 5 min

Ask the pupils to look at Homework 1a. Explain that at home they must read the text, draw the animal described in the picture, and then write the animal. (Answer key: a leopard)

Draw the pupils' attention to Homework 1b. Explain how to make their puzzles. Take a sheet of paper. Threefold it as shown in the picture below. Show that in the upper part they must write their puzzles but must not write the name of the animal. In the middle part they must draw the animal they write about and hide it with the third part.



**Lesson 2 They're big cats.**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> – to compare big animals using degrees of comparison</p> <p><i>Developing:</i></p>	<p>By the end of the lesson, pupils will be able to:</p> <p>– name big animals;</p>	jungle	Pupil's Book, Workbook, the DVD of the book, flash-cards: a lion, a



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<ul style="list-style-type: none"><li>- to enable pupils to listen, read and talk about big animals;</li><li>- to enable pupils to say characteristics of the animals</li></ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"><li>- to raise awareness of various big animals.</li></ul>	<ul style="list-style-type: none"><li>- say characteristics of big animals;</li><li>- describe big animals.</li></ul>		tiger, a crocodile, a leopard, an elephant, a monkey, a giraffe, a hippo, a hyena, a parrot
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### Activity 1 Listen and repeat. *5 min*

#### Objective: to warm up

Ask the pupils to listen and sing the song "The elephant" together with the DVD.

#### DVD script:

See Unit 7, Lesson 1, Activity 1 for the DVD script.

### Activity 2 Play "Listen and guess". *5 min*

#### Objective: to check the homework

Ask the pupils to work in pairs. Ask them to take their puzzles that they made at home, mingle and read them to each other and try to guess the animals. Ask them not to show the picture. They can show their picture only if their partner guesses the animal correctly.

### Activity 3a Look and put in order. *5 min*

#### Objective: to reinforce the new vocabulary; to revise degrees of comparison.

Ask the pupils to look at the animals put in random order: lion, mouse, zebra, monkey, giraffe, hippo, hyena, parrot, humming bird. The pupils must put them in order from big to small.

### Activity 3b Work in groups of 4. Play "Lions are bigger than hyenas". *10 min*

#### Objective: to reinforce the new vocabulary, to revise degrees of comparison.

Put the cards with the animals on your table in random order: a lion, a tiger, a crocodile, a leopard, an elephant, a monkey, a giraffe, a hippo, a hyena, a parrot. Ask the pupils in turn take 2 cards and say the sentence e.g. "Elephants are bigger than leopards". Other possible adjectives: small, strong.

**Activity 4 Play “Let’s walk in the jungle”. 5 min**

**Objective:** to reinforce the new vocabulary

Put the pictures of a parrot, a leopard and a crocodile somewhere on the walls in the classroom.

Invite the pupils to go to the jungle. Ask them to follow you and be your echo. They must repeat all lines after you. First Group 1 repeats, then Group 2 repeats the same.

e.g. Teacher: Let’s walk in the jungle.

Group 1: Let’s walk in the jungle.

Group 2: Let’s walk in the jungle.

Let’s walk in the jungle.

We can’t see the birds.

Where’s the parrot?

Where’s the parrot?

Oh, look! It’s in the tree!

Let’s walk in the jungle.

We can’t see the animals.

Where’s the leopard?

Where’s the leopard?

Oh, look! It’s in the tree!

Let’s walk in the jungle.

We can’t see the animals.

Where’s the crocodile?

Where’s the crocodile?

Oh, no! It’s under me!! He-e-e-lp!

*(adapted from C. Read and A. Soberson)*

**Activity 5 Look and complete the sentences. 10 min**

**Objective:** to reinforce the new vocabulary

Ask the pupils to look at a mind map/In the circle – Leopards/ around: yellow, brown and black/dangerous/walk/run/climb trees/ big cats/meat/Africa

Ask the pupils to complete the sentences using the information from the mind map.

**Answer key:**

Leopards are big cats.

They are yellow, brown and black.

They are dangerous.

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- They have spots.
- They live in Africa.
- They eat meat.
- They can walk, run and climb trees.

### Optional Activity 6 Play “Simon says”.

Say that you will play “Simon says”. It’s a usual “Simon says” game. The instructions can be e.g. jump like monkeys, walk like bears, fly like parrots etc.

### Homework 5 min

Draw the pupils’ attention to Homework 1. Explain that at first they must read the first text and compare it with the young giraffe beside. Then they must look at the old giraffe and complete the sentences about it.

In Homework 2, the pupils choose any animal from the unit, draw and write about it. The pupils should do it on a separate sheet of paper as well. At the next lesson you will put the pictures with short stories on a class display.

## Lesson 3 Don’t touch them!

Aims	Learning out-comes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"><li>– to learn the use of the pronouns “these” and “those”</li></ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"><li>– to enable pupils to listen, read and talk about big animals;</li><li>– to enable pupils to say characteristics of the animals;</li><li>– to enable pupils to use the pronouns “these” and “those”.</li></ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"><li>– say characteristics of big animals;</li><li>– use the pronouns “these” and “those”</li></ul>	these, those, touch, friendly, a spider monkey	Pupil’s Book, Workbook, the DVD of the book, model animals or flashcards: 2 lions, 3 tigers, 2 hippos, 2 elephants

### Activity 1 Play “Look and find your favourite”. 5 min

#### Objective: to check the homework

Ask the pupils to organize a display with their Homework. The pupils should look at the display with drawings and stories. Help them say positive sentences like – I like this picture. It’s beautiful/funny ... etc.

**Activity 2a Look and read.** 5 min

**Objective: to revise the vocabulary learnt in class 1**

Ask the pupils to look at the picture. Ask what they see there. Accept all answers. Then ask them to read the speech bubbles.

**Activity 2b Look, listen and complete.** 5 min

**Objective: to revise the vocabulary learnt in class 1**

Ask the pupils to look at the table, listen to the text and complete the table.

**DVD script:**

OK, boys and girls. Look, here's Zone A ... lions and leopards live in Zone A. Zone B is there ... there you can see hippos and crocodiles. Then you can go to Zone C ... here in Zone C you can see elephants and giraffes ...and the last Zone D. In Zone D you can see tigers and monkeys. Please don't touch the animals. It's dangerous.

**Answer key:**

Zone A	lions	leopards
Zone B	hippos	crocodiles
Zone C	elephants	giraffes
Zone D	tigers	monkeys

**Activity 2c Look and read.** 15 min

**Objective: to revise the vocabulary learnt in class 2;  
to introduce new words.**

**STEP 1:** Ask the pupils to watch you. Put model animals e.g. 2 lions, 3 tigers on your table (or cards with animals on the board). Then go to a farther place in the room and put there model animals or cards on the shelf or wall e.g. 2 hippos, 2 elephants. Then go back to the table/board, point and say: "These are lions. These are tigers". Then point to the farther place and say: "Those are hippos. Those are elephants". Then do the same with school things and invite the pupils to say: "These are ... Those are ...".

**STEP 2:** Ask the pupils to look at the wordbox with new words and guess the meaning of the words.

Some pupils will probably can recognize the words:

The word 'touch' was used in the instructions "Run and touch" etc.

The word friendly – ask what the word 'friend' is and help them guess what 'friendly' means.

## Unit 7

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Spider monkey – the pupils know the words ‘spider’ and ‘monkey’. Help them guess what ‘spider monkey’ means.

**STEP 3:** Ask the pupils to look at the picture and read the words of the kids and the zookeeper. The zookeeper is with the children near the cage with monkeys:

**Kid 1:** Look, monkeys ... they play hide-and-seek!

**Kid 2:** Stop! Don't touch them! They're dangerous!

**Zookeeper:** Oh, no ... they're not dangerous. These are spider monkeys – they are funny and friendly. Look... those ... they're big and dangerous. Those are mandrills – they're the biggest monkeys.

**Kids:** Wow! They're big and strong ... they've got big teeth ...

**Activity 3 Look and write.** 10 min

**Objective:** to practise the vocabulary learnt in 2c

Ask the pupils to look at the picture with animals and birds: humming birds, elephants, hippos, mandrills and complete the sentences.

**Answer keys:**

These are monkeys. They are funny and friendly.

These are hippos. They are big and dangerous. They can swim, walk and run.

Those are elephants. They are the biggest animals.

Those are humming birds. They are the smallest birds. They are beautiful.

Those are mandrills. They are the biggest monkeys.

**Optional Activity 5 Look and write four sentences.**

**Objective:** to practise ‘these’ and ‘those’

Ask the pupils to write about the things in the classroom with ‘these’ and ‘those’.

e.g. These are chairs. Those are windows.

**Homework** 5 min

**1 Look and complete the sentences.**

Ask the pupils to look at the picture and complete the sentences. The picture has different birds and insects.

**Answer keys:**

1 These are grasshoppers. They are insects.

2 These are ants. They are insects.

3 Those are sparrows. They are birds.

4 Those are swallows. They are birds.

## Lesson 4 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> – to learn to make a zoo</p> <p><i>Developing:</i> – to enable pupils to listen, read and talk about big animals; – to develop the pupils' creative abilities.</p>	<p>By the end of the lesson, pupils will be able to use the language material they learned during the unit.</p>	<p><i>Recycling the vocabulary related to big animals</i></p>	<p>Pupil's Book, Workbook, the DVD of the book, 4-5 sticks with a thin rope and a magnet, animal cards with metal clips</p>

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

Ask the pupils to listen and sing the song "The elephant" together with the DVD.

**DVD script:**

See Unit 7, Lesson 1, Activity 1 for the DVD script.

**Activity 2 Play "Look and listen".** 5 min**Objective: to check the homework**

Ask the pupils to work in pairs, show their homework and read their sentences to each other.

**Activity 3 Play "Listen and guess".** 8 min**Objectives: to prepare for the next activity; to revise big animals.**

*STEP 1:* Say that the pupils will play a game. Shuffle the cards with big animals and put them on the table. Demonstrate what to do: take a card and describe an animal, e.g. I'm big. I'm brown. I like honey. Then ask the pupils to guess what animal it is (A bear).

*STEP 2:* Then ask one pupil to come to the table, take a card and describe. The others will guess.

**Activity 4a Play "Let's go fishing".** 15 min**Objective: to reinforce the new words learnt in the unit**

Prepare 4 or 5 sticks with a thin rope and a magnet. Put cards with animals enough for 4-5 groups in the "pool". Ask the pupils in turn (one from each group) to come to the "pool" and try to catch "a fish" – a card. The pupil returns to the group with the card and then another pupil must go "fishing". When they "catch" a card they must say, e.g. 'Oh, it's a hippo'.

## Revision 4

Note: The cards are with metal clips.

**Activity 4b Play “This is our zoo”.** 10 min

**Objective: to reinforce the new words learnt in the unit**

Ask the pupils to use the cards with animals they have caught as “fish” in Activity 4a to create their zoo. After 5 minutes when the groups finish their work ask them to go and visit each other’s zoos. Go round the class with the pupils.

**Homework** 2 min

Ask the pupils to revise Unit 7 and get prepared for Revision 4 and “I can...” quiz.

### REVISION 4

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> – to revise the vocabulary for the Unit 7 <i>Developing:</i> – to enable pupils to work independently to revise the vocabulary – to enable pupils to create own poem following a given pattern.	By the end of the lesson, pupils will be able to say words on the topic of big animals.	<i>Revision of the vocabulary for big animals</i>	Pupil’s book

**Activity 1 Play “Revision”.**

**Objective: to consolidate the vocabulary on the topic of big animals**

Ask the pupils to play in pairs. Say that they should look carefully at the picture on Page 40 and say what animals they see in the picture. Ask them to count how many animals they see. For example, the first pupil can say “There’re three crocodiles”. Then the next pupil says another sentence.

Go around and monitor. When the pupils finish elicit the answers from different pairs.

**Activity 2 Read and continue.**

**Objectives: to consolidate the vocabulary on the topic of big animals;  
to develop the pupils’ creativity.**

Ask the pupils to read the poem silently and finish the poem.  
Help them if necessary.

*Four little leopards,  
Playing in the tree.  
One runs away  
And now there are three.*

*Three little leopards,  
Playing in the tree.  
One runs away  
And now there are two.*

*Two little leopards,  
Playing in the tree.  
One runs away  
And now there is one.*

Ask the pupils to read the poem with you all together in chorus. If time permits, ask them to create a new poem with different animal, for example, instead of leopards they can say monkeys etc. Also they can say different numbers and adjectives.

**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:**

Ask the pupils to do any homework they did not do in Unit 7 and get prepared for the next unit.



## Unit 8 Hobby

## Lesson 1 Do you like dancing?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> – to learn the new hobbies</p> <p><i>Developing:</i> – to enable pupils to listen, read and talk about hobbies; – to enable pupils to say about thing they like to do in their free time</p> <p><i>Socio-cultural:</i> – to raise awareness of various hobbies; – to raise awareness of the pronunciation of the letter combinations “ch” – [tʃ].</p>	<p>By the end of the lesson, pupils will be able to:</p> <p>– name hobbies; – say things they like to do in their free time; – pronounce the letter combinations “ch” – [tʃ].</p>	<p>club, champion, sport, chess, interesting, sports club, chess club</p>	<p>Pupil’s Book, Workbook, the DVD of the book, flashcards or words for Activity 5</p>

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

Ask the pupils to listen and sing the song “What do you like?” together with the DVD.

**DVD script:**

We like swimming and jumping,  
We like swimming and jumping!

What do you like?  
What do you like?

We like dancing and singing,  
We like dancing and singing!  
What do you like?  
What do you like?

**Activity 2a Listen and repeat.** 5 min

**Objectives:** to introduce new words; to practise the pronunciation of the letter combinations “ch” – [tʃ].

**STEP 1:** Ask the pupils to look at the words in the box. Read the words / Play the DVD and ask the pupils what words they know. Perhaps they will tell you what the words ‘sport’ and ‘champion’ means. Show a picture of ‘chess’ if possible and ask them to say what

this word means. Help them understand what the words 'interesting' and 'club' mean.

**STEP 2:** Ask the pupils to listen and repeat after you / the DVD chorus, rows, pairs and individually.

Write on the board: champion, chess, chatch and underline the letter combinations "ch". Explain that "ch" is pronounced as [tʃ]. Then have the pupils pronounce [tʃ] and the words.

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

**Objective:** to revise the new words

This is a usual "Point and Say" activity.

**Activity 3 Look, listen and write. 5 min**

**Objective:** to practise the vocabulary learnt in class 1 and 2

**STEP 1:** Ask the pupils to look at the pictures. Ask what they see there. Accept all reasonable answers. Say that they will listen to the boys and girls talking about their hobbies. Play the DVD.

**STEP 2:** Ask the pupils to open their Workbooks and write the names of the children.

**Answer key**

1 Madina    2 Murod    3 Alex    4 Kate

**DVD script:**

Hi, my name's Madina. I like sport. My favourite sport's tennis. I play tennis on Tuesdays, Thursdays and Saturdays.

Hi, my name's Murod. My hobby's cooking. I can cook palov, cakes and somsa. I can cook green somsa, pumpkin somsa and potato somsa.

Hi, my name's Alex. I like flowers. I plant flowers in my garden. Look at them. They're beautiful!

Hello, my name's Kate. My hobby's music. I like singing English, Uzbek and Russian songs. I like dancing too.

**Activity 4 Listen and repeat. 8 min**

**Objective:** to reinforce the new words

**STEP 1:** Ask the pupils to look at the chant.

Say that you will read the chant. You can also play the DVD. Ask the pupils to listen to you / the DVD and help by clapping the syllables.

cook/ing, sing/ing, dan/cing,    (6 claps)

watch/ing/TV,    (3 claps)

cook/ing, sing/ing, dan/cing,    (6 claps)

plant/ing/a/tree    (4 claps)

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Divide the class into two groups. Ask the pupils to perform the chant. 50% say the first line, 50% – the second.

**STEP 2:** Ask the pupils to work in groups. Give them some time to rehearse. Then invite the groups to demonstrate the chant. Praise them for: good team work, good rhythm, good English etc.

**Note:** If the class is fast, divide the pupils into groups of 4. Ask the pupils to prepare a similar chant and present it to the other groups.

**Activity 5 Play “Do you like?”.** 10 min

**Objective: to reinforce the new words**

### Version 1

**STEP 1:** Put cards with pictures or words: cooking, singing, dancing, playing football, playing tennis, playing volleyball, watching TV, playing tag, planting trees, planting flowers on the board.

**STEP 2:** Divide the class into groups of 4/5. Ask one pupil to come to the board and mime an activity. Group 1 asks in chorus: Do you like ...? Group 2: Do you like ...? Group 3 ... etc. The group whose guess is correct gets a score.

### Version 2

This can be done as a usual Chain Drill activity. E.g. A: Do you like dancing? B: Yes, I do. Do you like dancing? C: No, I don't.

Say that the pupil who will say “No” can change the question to another one. E.g. Do you like jumping a rope?

Remind them the questions they can ask:

Do you like football? Do you like tennis? Do you like reading?

Do you like playing tag? Do you like running? Do you like swimming? etc

**Activity 6 Listen and complete the sentences.** 5 min

**Objective: to reinforce the new words**

**STEP 1:** Ask the pupils to open their Workbooks. Ask them to look at the text about Jessica. Ask them to predict what words are missing.

**STEP 2:** Dictate the text.

Jessica is 9. She lives in London. Her favourite season is winter. Her hobby is skiing. She goes skiing on Saturdays and Sundays. She likes playing computer games too.

**STEP 3:** Ask the pupils to compare their texts in pairs. Then write on the board the words which were missing in the text. Ask the pupils to check together. Ask how many mistakes there were in their dictations.

**Homework 2 min**

Ask the pupils to open their Workbooks and look at the homework. Explain that they must complete the sentences at home.

**Lesson 2 “Happy days” club**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> – to learn about sports and chess clubs</p> <p><i>Developing:</i> – to enable pupils to listen, read and talk about clubs; – to enable pupils to complete the club card</p> <p><i>Socio-cultural:</i> – to raise awareness of various clubs children can join.</p>	<p>By the end of the lesson, pupils will be able to:</p> <p>– name clubs for children; – complete a club card.</p>	<p>Recycling the previously learnt words</p>	<p>Pupil’s Book, Workbook, the DVD or the book, cards with words or pictures for Activity 4</p>

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

**Objective: to warm up**

Ask the pupils to listen and sing the song “What do you like?” together with the DVD.

**DVD script:**

See Unit 8, Lesson 1, Activity 1 for the DVD script.

**Activity 2 Look, read and write. 10 min**

**Objective: to read for detail**

Ask the pupils to look at the pictures, read the texts and complete the sentences in the Workbooks.

**Answer key:**

- 1 Tom likes sport. His hobby is swimming.
- 2 Sally likes playing chess. Her hobby is chess.

**Activity 3 Look, read and match. 5 min**

**Objective: to reinforce the new vocabulary**

Ask the pupils to read and match the words.

**Activity 4 Work in groups of 4. Play “Word family”. 10 min**

**Objective: to reinforce the new vocabulary**

Draw a table on the board with the columns:

## Unit 8

Sports Club	Music Club	English Club

Put the cards with the words or pictures in random order on the table or stick them on the walls: singing, playing football, running, jumping, singing songs, speaking English, dancing, champion, swimming, reading, playing tennis, playing chess.

Allocate the clubs to the groups and ask them to find the words for their club.

When they finish ask the groups to read the words in chorus.

**Activity 5 Read and complete the card.** 10 min

**Objective: to revise hobby related vocabulary**

Ask the pupils to read and complete the card.

**Answer key:**

### “Happy Days” Club Card

**Name:** David Brown.

**Birthday:** 1 May.

**School:** Green Street School.

**Class:** 3A.

**Teacher:** Mr Black.

**Hobby:** Playing chess.

**Favourite sport:** football and basketball.

**Homework** 5 min

Ask the pupils to open their Workbooks and look at the homework. Explain that they must copy “Happy Days” club card in Activity 5 and write about themselves.

## Lesson 3 Can you do kurash?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><b>Educational:</b> – to learn the names of traditional sports: kurash and taekwondo</p> <p><b>Developing:</b> – to enable pupils to listen, read and talk about taekwondo, kurash, dancing and nature club; – to enable pupils to talk about dancing and nature club</p> <p><b>Socio-cultural:</b> – to raise awareness of various traditional sports.</p>	<p>By the end of the lesson, pupils will be able to:</p> <p>– read and talk about kurash, taekwondo, dancing and nature club; – ask questions about likes and dislikes.</p>	<p>do kurash, do taekwondo, birdhouse, India</p>	<p>Pupil's Book, Workbook, the DVD of the book, flashcards with or words for Activity 4</p>

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

Ask the pupils to listen and sing the song “What do you like?” together with the DVD.

**DVD script:**

See Unit 8, Lesson 1, Activity 1 for the DVD script.

**Activity 2 Look, read and match.** 10 min**Objectives: to revise the vocabulary learnt in class 1; to introduce new words: kurash and taekwondo**

Ask the pupils to look at the pictures. Ask what they see there. Accept all answers. Ask what they think the words: India, taekwondo, kurash and birdhouse mean.

Then ask the pupils to read the texts and match them with the pictures.

**Answer key:**

1c, 2d, 3a, 4b

**Activity 3a Look and write three questions.** 10 min**Objective: to practise the new vocabulary**

Ask the pupils to look at the table in their Workbooks. Explain that they must write three question using the words in the table as shown in the example.

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### **Activity 3b Play “Questions”. 5 min**

**Objective: to revise the hobby related vocabulary**

Ask the pupils to find and write the names of the pupils who will say “Yes” to their questions which they have written in 3a. After 5 minutes stop the activity and ask some pupils to say e.g. “Saida can dance. Malika can dance, too”.

### **Activity 4 Play “Look, mime and guess”. 10 min**

**Objective: to practise the hobby related vocabulary**

**STEP 1:** Prepare two sets of cards with pictures or words. Put one set of the cards on the board:

a) cooking, b) singing, c) dancing, d) playing football, e) playing tennis, f) playing computer games, g) watching TV, h) do kurash, i) planting trees, j) planting flowers. Write the letters a, b, c etc next to the pictures.

**STEP 2:** Ask half of the class sit back to you but facing the board. The other half of the class will face you and stand between the board and their partners.

Hold one card and show it to the pupils facing you. They should mime the action without saying anything – their partners must guess the action and write its letter (a, b, c ...) on a piece of paper. Show the cards one by one with a speed suitable for your class but good (fast) enough to keep it interesting for pupils and bring the mood of competition.

Check together and ask the ‘writers’ to say the actions.

**NB:** 1) keep the cards you have showed in the order you have showed them to check the answers.

2) after 5 cards you can check the answers and ask the pupils to change the roles

3) If your class is fast, you can put other cards and play the game once more or you can put the cards on the board so the pupils can choose the card themselves.

### **Homework 5 min**

Ask the pupils to open their Workbooks and look at the homework. Explain that they must complete the sentences at home using the table.

**Lesson 4 Project**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> - to learn to make graphs</p> <p><i>Developing:</i> - to enable pupils to make graphs und presentation.</p>	By the end of the lesson, pupils will be able to make a graph about the hobbies of their class.	Recycling the vocabulary learnt in Unit 8.	Pupil's Book, Workbook, the DVD of the book.

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

**Objective: to warm up**

Ask the pupils to listen and sing the song "What do you like?" together with the DVD.

**DVD script:**

See Unit 8, Lesson 1, Activity 1 for the DVD script.

**Activity 2 Look and read. 7 min**

**Objective: to read for detailed information**

*STEP 1:* Ask the pupils to look at the graph and say what they see there. Establish that this is a graph showing what children in an English class like. Say that English children like sport and nature very much. Say that the vertical line shows the number of pupils in the class.

*STEP 2:* Ask the questions:

How many pupils like football? (20)

How many pupils like swimming? (20)

How many pupils like playing chess? (10)

How many pupils like nature? (15)

*STEP 3:* Ask the pupils to read the texts.

**Activity 3a Work in groups of 5. Play "Find someone who ...".**

8 min

**Objective: read for detailed information**

*STEP 1:* Draw a table on the board. Ask the pupils to play "Find someone who ...".

Write items depending on the class interests. In Activity 3b the graph will depend on this.

e.g.

	name
...can swim	
... can dance	
... can play chess	
...can play	



## Revision 5

**STEP 2:** Revise the questions they should ask each other. E.g. Can you swim? Can you dance? etc.

**STEP 3:** Say that they have five minutes to ask each other and complete the table.

**Activity 3b Make a class graph. 20 min**

**Objective: to practise making graphs**

**STEP 1:** Draw a graph on the board. Vertical line – number of pupils in the class. On the horizontal line hobbies from Activity 3a.

**STEP 2:** Ask the groups to count the number of the pupils for each hobby.

**STEP 3:** Count the class results together with the class and complete the graph. Summarise the results, saying like this: “So, this is our class graph. ... pupils like ... etc

Say that at home the pupils will write about the graph.

**Homework 5 min**

Ask the pupils to open their Workbooks and look at the homework. Explain that they must complete the sentences at home.

Also explain that they must revise Unit 8 and get ready for the revision lesson.

## REVISION 5

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"><li>– to revise the vocabulary for the topic hobby;</li><li>– to learn about present continuous;</li><li>– to learn how to talk on the phone</li></ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"><li>– to enable pupils to work independently to revise the vocabulary.</li></ul>	By the end of the lesson, pupils will be able to say sentences and ask questions about hobbies.	Revision of the vocabulary for hobbies, affirmative, negative and interrogative sentences about likes and dislikes	Pupil's book, dice and counters

**Activity 1 Play “Revision”.**

**Objective: to consolidate the vocabulary on the topic hobby and the structures “I like ...”, “I don’t like ...” and “Do you like ...?”**

Ask the pupils to play in pairs or groups of 3/4. Each pair or 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 START to FINISH. When they land on the place with a “+”, they must say a sentence using the

structure "I like ...". When they land on the place with a "-", they must say a sentence using the structure "I don't like ...". When they land on the place with a "?", they must ask a question using the structure "Do you like ...?"

Another rule of the game is that the pupil who cannot say the sentence correctly must go two steps back.

**Homework:**

**Activity 2** Work in pairs. Do the quiz "I can ...".

**Objective:** to revise the material studied in Unit 8;

- 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 do the quiz "I can ..." at home together with their parents. This quiz does not test memory – it is a learning opportunity, so the pupils should be allowed to use their Pupil's books and Workbooks.

They discuss the answers and, where necessary, write them in their "I can ..." exercise books.

**PROGRESS CHECK 4**

There are three tasks in Progress Check 4. All the tasks must be done during Revision 5 after Activity 1.

**Task 1** Look and complete the sentences.

Ask the pupils to look at the word cloud with the words. Ask the pupils to complete the sentences with the given words.

**Possible answers:** It is a lion. It is big and strong. It is a hippo. It is funny and dangerous. It is a mandrill. It is strong and dangerous. It is a hyena. It is small and fast. It is a leopard. It is big and strong.

**Note:** if your pupils are slow they can write one adjective in each sentence instead of two. e.g. It is a hippo. It is big. etc.

**Task 2** Read and match.

Ask the pupils to match the parts of the sentences. Say that the first is done as an example.

**Answer key:** Spider monkeys are small and friendly. Mandrills are the biggest monkeys. Hippos are big and funny. Leopards have spots. Zebras have stripes. Leopards can climb the trees.

**Task 3** Complete the sentences.

Ask the pupils to complete the sentences with the information about themselves, their fathers and mothers.

**Unit 9 On the telephone**

**Lesson 1 What's your telephone number?**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><b>Educational:</b></p> <ul style="list-style-type: none"> <li>- to learn to say numbers and hobbies;</li> <li>- to learn how to ask about telephone/mobile phone number and give answers;</li> <li>- to learn how to talk on the phone</li> </ul> <p><b>Developing:</b></p> <ul style="list-style-type: none"> <li>- to enable pupils to say numbers and hobbies;</li> <li>- to enable pupils to ask about telephone/mobile phone number and give answers</li> </ul> <p><b>Socio-cultural:</b></p> <ul style="list-style-type: none"> <li>- to raise awareness of the ways of asking about telephone/mobile phone number;</li> <li>- to raise awareness of saying telephone numbers;</li> <li>- to raise awareness of the sounds [əʊ] and [f] of the letter combinations "ph".</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- say hobbies and numbers;</li> <li>- ask about telephone/mobile phone number and give answers;</li> <li>- act out a phone talk;</li> <li>- to pronounce the sounds [əʊ] and [f] of the letter combinations "ph".</li> </ul>	<p>telephone mobile phone What's your telephone / mobile phone number?</p>	<p>Pupil's book, Workbook, the DVD, a soft ball/ paper ball, 10 hobby cards and 10 number cards (Activity 3)</p>

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

**Objective: to warm up**

*STEP 1:* Play the DVD. Ask the pupils to listen to "The telephone number song" and say what the song is about (answer: *Asking and saying telephone number*).

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

**DVD script:**

What's your telephone number?

What's your telephone number?

What's your telephone number?

1234456

It's my telephone number.

What's his telephone number?  
 What's his telephone number?  
 What's his telephone number?  
 6554321  
 That's his telephone number.

What's her telephone number?  
 What's her telephone number?  
 What's her telephone number?  
 2424668  
 That's her telephone number.

### Activity 2 Play "Ball". 10 min

**Objective:** to revise the material learned previously

*Preparation:* The whole class activity. A soft ball/paper ball is needed for the game.

*STEP 1:* Write the following structures on the board (beforehand):  
 1) *Hello, I'm ...* 2) *I live in ...* 3) *My birthday's in (month)...* 4) *I like (hobbies)...* 5) *I can ...*

*STEP 2:* Say that now they are going to play a game. Explain that in this game they will say five sentences about themselves as shown on the board. Then invite a pupil to the board and start the game by pointing to the first sentence on the board saying, 'Hello, I'm Maryam/Tolib', then the second sentence saying, 'I live in Tashkent', then the third, etc. Say five sentences about yourself and throw the ball to the pupil. The pupil catches the ball and says five sentences in the same way. Help if necessary.

*STEP 3:* Then ask the pupils to throw the ball to any pupil in the class. The pupil who catches the ball does the same as was demonstrated, and so on until everybody in the class says about themselves. If the class is large, the activity can be done in two groups.

### Activity 3 Play "Hobbies and numbers". 10 min

**Objective:** to revise the material learned previously

*Preparation:* The whole class activity. A set of cards are needed. The amount of cards depends on the number of the pupils in the class. For 20 pupils, you will need 10 hobby cards (1. *kurash*; 2. *dancing*; 3. *singing songs*; 4. *planting trees*; 5. *playing football*; 6. *swimming*; 7. *playing computer games*; 8. *collecting toys*; 9. *watching TV*; 10. *playing chess*) and 10 number cards. Each card has either a hobby or a number on it.

*STEP 1:* Ask the pupils to stand in a circle. Give each one a card, so each pupil has a card with either a hobby or a number.

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**STEP 2:** Call out a number and a hobby, for example, ‘*five and playing football*’. The pupils with these cards must come to the centre, shout out their words: ‘*I’m five*’ and ‘*I like playing football*’, and then swap their cards. Go on this way until all the pupils have swapped cards.

**STEP 3:** Now ask each pupil to say what is on their new card.

**Activity 4a Look, listen and repeat.** 5 min

**Objectives:** to introduce the new vocabulary;  
to practise the pronunciation of the sounds [əʊ] and [f]  
of the letter combinations “ph”.

**STEP 1:** Ask the pupils to look at the picture and the word “telephone”. Ask what “telephone” is in mother tongue. Then ask them to look at the other picture and the word “mobile phone”. Elicit what the translation can be in mother tongue. Then draw their attention to Zumrad and Jasur’s conversation. Ask what Zumrad’s questions and Jasur’s answers can be in mother tongue. Elicit the answers.

**STEP 2:** After the pupils get the meaning, you can ask them to repeat the words, questions and answers after you or the DVD in chorus, rows and individually.

Write the words on the board: telephone, phone, home, mobile and underline the letters as shown. Explain that the letter combinations “ph” is always read as [f] and the letter “o” in these words is read as [əʊ]. Then practise these sounds and words with the pupils.

**Note:** In English phone numbers are not written in pairs (271 46 59) like in Uzbek, but all together (2714659)

**Activity 4b Play “What’s your telephone number?”** 5 min

**Objective:** to practise the new vocabulary

This is a usual Chain Drill activity.

**Activity 5a Read and listen.** 3 min

**Objective:** to practise reading and listening for detailed information; to prepare for the next activity.

Ask the pupils to read the text silently at first. When they finish, play the DVD and ask them to listen to the phone talk.

**DVD Script:**

DVD script is the same as in the pupil’s book.

**Note 1:** In English the negative form of the verb “be” can be contracted with pronouns in two ways as shown in the table below. Both forms are correct.



## Unit 9

Ali: What's his mobile phone number?

Guli: 5743839.

Ali: Thanks. Bye.

Guli: Bye-bye.

### Lesson 2 Can I talk to Jasur, please?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn to say telephone phrases;</li> <li>- to learn about present continuous;</li> <li>- to learn how to talk on the phone</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to use telephone phrases;</li> <li>- to enable pupils to listen to telephone talks for different purposes;</li> <li>- to enable pupils to do tests on listening texts</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the use of the present continuous.</li> <li>- to raise awareness of the pronunciation of the letter combinations "ng" - [ŋ].</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- use telephone phrases when talking on the phone;</li> <li>- understand telephone talks;</li> <li>- use the present continuous positive sentences;</li> <li>- to pronounce the letter combinations "ng" - [ŋ].</li> </ul>	<p>Can I talk to Jasur, please?</p> <p>Sorry, you've got the wrong number.</p> <p>Excuse me, who's this?</p> <p>He's not at home now.</p> <p>When's he/she at home?</p>	<p>Pupil's book, Workbook, the DVD</p>

**Warm up:** 5 min

Play the DVD. Ask the pupils to listen to "The telephone number song" and sing it together with the DVD.

**DVD script:**

See Unit 9 Lesson 1 Activity 1 for the DVD script.

**Activity 1a Work in pairs. Look and match.** 5 min

**Objective:** to introduce the new vocabulary

Ask the pupils to work in pairs. Explain that they must do the matching in their Workbooks at Page 48 as shown in the example. It does not matter if they do the matching wrong. When they finish, you check/ elicit the answers involving the whole class.

**Answer key:** 1b, 2e, 3d, 4c, 5a

**Activity 1b Listen and repeat. 5 min****Objective: to practise the pronunciation of the new vocabulary**

After the pupils understand the meaning of the phrases, explain that these phrases/sentences are used when talking on the phone. Then you can have the pupils repeat them after you or the DVD in chorus, rows and individually.

**DVD script:** The same as in Activity 1a in the pupil's book.

**Activity 2a Listen and answer. 7 min****Objective: to practise listening for specific information**

Ask the pupils to listen to the two telephone talks attentively. Play the DVD at least two times. Then ask the pupils to answer the questions all together. Help if necessary.

**Question 1:** What's wrong with the first talk?

**Answer key:** Zumrad has got the wrong number.

**Question 2:** What's wrong with the second talk?

**Answer key:** Jasur is not at home.

**Question 3:** What does Zumrad want?

**Answer key:** She wants Jasur to phone her.

**DVD script:**

1) Ring, ring. **Somebody:** Hello.

**Zumrad:** Hello. Can I talk to Jasur, please?

**Somebody:** Sorry, you've got the wrong number.

**Zumrad:** Oh, sorry.

2) Ring, ring. **Botir:** Hello.

**Zumrad:** Hi. Can I talk to Jasur, please?

**Botir:** Excuse me, who's this?

**Zumrad:** Zumrad. I'm his friend from school.

**Botir:** Sorry, he's not at home now.

**Zumrad:** Can he phone me, please?

**Botir:** Has he got your telephone number?

**Zumrad:** Yes.

**Botir:** OK, bye.

**Zumrad:** Thanks, bye.

**Activity 2b Listen again and circle the correct word. 5 min****Objective: to practise listening for detailed information**

**STEP 1:** Ask the pupils to open their Workbooks at Page 48 and look at Activity 2b. Explain that they will do some tests now.

**STEP 2:** Play the DVD and let the pupils listen to the telephone talks in Activity 2a again. After that ask them to circle the correct answers.



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**Answer key:**

Zumrad phones Jasur.

Jasur and Zumrad are friends at school.

Jasur and Zumrad are friends.

**Activity 3 Read, listen and repeat.** 10 min

**Objectives:** to introduce present continuous positive sentences;  
to practise the pronunciation of the letter combinations “ng” – [ŋ].

*STEP 1:* Demonstrate the use of the Present Continuous to say what is happening now by talking about what you and the pupils are doing at the moment, e.g.: Point to yourself and say in English: ‘*I’m standing.*’ and its translation in mother tongue. Then: ‘*I’m speaking English.*’ and its translation. Then point to a boy and say: ‘*He’s sitting down.*’ and its translation. Then point to a girl and say: ‘*She’s sitting down.*’ with translation. Then ‘*You’re listening to me.*’ in the same manner.

*STEP 2:* Read the example sentences from the table to the class, explain the structure of the positive Present Continuous sentences and translate them. Draw the pupils’ attention to the short and full forms of the verb ‘be’.

*STEP 3:* After that ask the pupils to listen and repeat the sentences after you/the DVD.

Write the words on the board: cooking, watching, doing, talk-  
ing, playing and underline the letter combinations as shown. Explain that “ng” is pronounced as [ŋ]. Then have the pupils practise the sound and the words.

**Activity 4 Work in pairs. Mime and say.** 5 min

**Objective:** to give freer practice in using the present continuous

Ask the pupils to read the dialogue in Activity 4 silently. After they finish, ask them to work in pairs. Explain that as in the example, one of them mimes, the other one asks questions until s/he finds what his/her partner is doing. Then they change roles.

**Homework** 3 min

Ask the pupils to open their Workbooks at Page 48 and look at Homework 1. Explain that it is a phone talk. They must write the missing words.

**Answer key:**

Ring, ring. **Madina:** Hello.

**Murod:** Hi. Can I talk to Nilufar, please?

**Madina:** *Excuse me, who's this?*

**Murod:** *Murod. I'm her friend from school.*

**Madina:** *Sorry, she is not at home.*

**Murod:** *What's her mobile phone number?*

**Madina:** *It's 2888778*

**Murod:** *Thanks, bye.*

**Madina:** *OK, bye-bye.*

Draw their attention to the second homework. Explain that in this activity they must write what their family members are doing when they are at home.

**Possible answer key:**

I am at home now. My mother is *cooking*. My father is *watching TV*. My sister is *talking on the phone*. My little brother is *playing with his train*.

### Lesson 3 I'm talking on the phone.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><b>Educational:</b></p> <ul style="list-style-type: none"> <li>- to learn to say telephone phrases;</li> <li>- to learn about present continuous;</li> <li>- to learn how to talk on the phone</li> </ul> <p><b>Developing:</b></p> <ul style="list-style-type: none"> <li>- to enable pupils to use telephone phrases;</li> <li>- to enable pupils to understand and use present continuous positive sentences</li> </ul> <p><b>Socio-cultural:</b></p> <ul style="list-style-type: none"> <li>- to raise awareness of the use of the present continuous.</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- use telephone phrases when talking on the phone;</li> <li>- understand telephone talks;</li> <li>- use the present continuous positive sentences.</li> </ul>	<p><i>Recycling the previously introduced vocabulary</i></p>	<p>Pupil's book, Workbook, the DVD</p>

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

**Objective:** to warm up

Play the DVD. Ask the pupils to listen to "The telephone number song" and sing it together with the DVD.

**DVD script:**

*See Unit 9 Lesson 1 Activity 1 for the DVD script.*

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**Activity 2 Work in pairs. Act out the dialogue.** 15 min

**Objectives:** to check the homework;  
to revise the previously learnt material.

*STEP 1:* Check Homework 1 at first together with the class. The pupils make necessary corrections.

*STEP 2:* After that ask the pairs to sit back to back and act out the dialogue. When they finish, they change roles.

**Activity 3a Look, read and match.** 10 min

**Objectives:** to give practice in reading for detailed information;  
to consolidate the present continuous.

*STEP 1:* Ask the pupils look at the text about Asal and her family and the pictures below. Explain that Asal wants to play with them. Explain that their task is to read the texts and find the pictures which match them. Tell them to open their Workbooks on Page 49 and write their answers there.

*STEP 2:* When the pupils finish matching, check their work involving the whole class.

**Answer key:** 1e, 2a, 3c, 4d, 5b

**Activity 3b Listen and correct.** 10 min

**Objectives:** to give practice in listening for detailed information;  
to consolidate the present continuous.

After the pupils have read the dialogue, you can invite the pupils to correct the information you say from the dialogue. You can say: 'Mum's watching TV.' and have the pupils say: 'No, she's cooking'. Then: 'Dad's cooking.' and the pupils correct: 'No, he's watching football'. 'Bekzod's talking on the phone.' and 'No, he's doing his homework.' 'Lola's doing her homework.' 'No, she's talking on the phone.'

**Note:** Faster pupils can start doing Homework 1 here.

**Homework** 5 min

Ask the pupils to open their Workbooks at Page 49 and look at Homework 1. Explain that at home they must read the text and draw a picture following its description.

Draw the pupils' attention to the second homework. Explain that they must write sentences about the children in the picture using the words in the cloud. The example is given for the girl numbered 1.

## Lesson 4 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn to say telephone phrases;</li> <li>- to learn about present continuous;</li> <li>- to learn how to talk on the phone</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to write a telephone talk;</li> <li>- to enable pupils to understand and use present continuous positive sentences in telephone talks</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- read and write a telephone talk;</li> <li>- use telephone phrases when talking on the phone or writing a telephone talk;</li> <li>- understand telephone talks;</li> <li>- use the present continuous positive sentences.</li> </ul>	<p><i>Recycling the previously introduced vocabulary</i></p>	<p>Pupil's book, Workbook, the DVD</p>

**Warm up** 5 min

Play the DVD. Ask the pupils to listen to "The telephone number song" and sing it together with the DVD.

**DVD script:**

*See Unit 9 Lesson 1 Activity 1 for the DVD script.*

**Activity 1 Read and listen.** 10 min

**Objectives:** to consolidate the material of the unit;  
to give practice in listening a telephone talk.

**STEP 1:** Ask the pupils to read the situation and the phone conversation individually and silently.

**STEP 2:** Then play the DVD. The pupils now listen to what they have just read. Ask if everything is clear. Explain if there are any questions.

**DVD script:**

The same as in Activity 1a in the Pupil's book.

## Revision 6

**Activity 2a Work in 2/4 groups. Discuss and write your text.**  
28 min

**Objectives:** to consolidate the material of the unit;  
to give freer practice in writing a telephone talk.

Divide the class into two groups or, if the class is large, into 4 groups, two groups doing the task for Group A and the other two groups doing the task for Group B. Group A must write in the name of Rashid and Group B in the name of Farrukh. They must begin writing with the sentence given in their tasks.

**Optional Activity 2b Make a phone call to your friend.**

**Objectives:** to consolidate the material of the unit;  
to give freer practice in having a telephone talk.

**STEP 1:** Invite a pupil from each group to the front of the board. They sit back to back and begin role playing like the one in Activity 1 but using their text they have written in Activity 2a. Help if necessary. The others in the class just watch and listen.

**STEP 2:** After that you can make pairs where there will be one pupil from Group A and one from Group B. They will talk on the phone like the pair who have just demonstrated.

**Homework** 2 min

Ask the pupils to revise Unit 9 at home and get ready for the revision lesson.

## REVISION 6

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><b>Educational:</b></p> <ul style="list-style-type: none"><li>- to learn to say telephone phrases;</li><li>- to learn about present continuous;</li><li>- to learn how to talk on the phone</li></ul> <p><b>Developing:</b></p> <ul style="list-style-type: none"><li>- to enable pupils to talk on the telephone;</li><li>- to enable pupils to understand and use present continuous positive sentences;</li><li>- to enable pupils to assess their knowledge, skills and overall progress.</li></ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"><li>- talk on the telephone according to a given task;</li><li>- use telephone phrases when talking on the phone;</li><li>- use the present continuous positive sentences.</li></ul>	<p><i>Recycling the previously introduced vocabulary</i></p>	<p>Pupil's book, Workbook, the DVD</p>

**Warm up**

Play the DVD. Ask the pupils to listen to “The telephone number song” and sing it together with the DVD.

**DVD script:**

*See Unit 9 Lesson 1 Activity 1 for the DVD script.*

**Activity 1** Work in pairs. Play “Telephone”. Use the word cloud.

**Objective:** to consolidate the vocabulary related to phone talks

**STEP 1:** Revise the phrases in the word cloud at first. If necessary work on the pronunciation of the phrases.

**STEP 2:** Ask the pupils to work in pairs. Say that all the pupils on your right hand will be Pupil As, and all the pupils on your left hand will be Pupil Bs. Ask all the Pupil As to read the task for A, all the Pupil Bs for B. Help if necessary.

**STEP 3:** Ask the pupils to sit back to back and do the activity. At the end you can ask two or three pairs to perform at the front of the class.

**Activity 2** Look, read and name the boys.

**Objectives:** to consolidate the present continuous;

to practise reading for detailed information.

Ask the pupils to look at the texts and the pictures in Activity 2. Explain that to do the activity, they must read the texts and match them with the pictures.

**Answer key:** a2, b3, c1

**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.

**Homework**

Say that the pupils should finish “I can ...” task or revise it.

## Unit 10 Plants

## Lesson 1 Water, forest, mountain, desert

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn about the four habitats for animals and plants;</li> <li>- to learn what animals and plants live in the four habitats;</li> <li>- to learn what 4 things animals and plants need to live</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to say the four habitats for animals and plants</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the habitats for animals and plants;</li> <li>- to raise awareness of the four things the plants and animals need to live.</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- act out a joke phone talk;</li> <li>- say the four habitats for animals and plants;</li> <li>- say what animals and plants live in the four habitats.</li> </ul>	<p>plant, forest, mountain, desert</p>	<p>Pupil's book, Workbook, the DVD, "My plants" booklet</p>

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

*STEP 1:* Play the DVD. Ask the pupils to listen to "The planting song" and say what the song is about. Accept all reasonable answers.

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

**DVD script:****The planting song**

Working on the farm all day long  
 Everybody sings the planting song.  
 Working on the farm all day long  
 Everybody sings the planting song.

First you take a seed and put it in the ground,  
 put it in the ground, put it in the ground.  
 Then you get some water and pour it all around,  
 pour it all around, pour it all around.

*The first four lines are repeated.*

When the sun comes out the light shines down,  
 the light shines down, the light shines down.  
 The leaves grow green and the stem grows brown,  
 the stem grows brown, the stem grows brown.

*The first four lines are repeated.*

When the fruit is ripe, they'll be big and round,  
 big and round, big and round.  
 We'll pick the fruit and take it to town,  
 take it to town, take it to town.

*The first four lines are repeated.*

**Activity 2** Work in pairs. Play "Telephone". 10 min

**Objective:** to consolidate the material of the previous unit

*STEP 1:* Ask the pupils to read the telephone conversation silently for a minute. Tell them that it is a joke.

*STEP 2:* Ask the pupils to work in pairs. Explain that now they will also do a similar joke telephone conversation. The pupils can use their own mobiles or pencil cases as phones.

**Activity 3a** Look, listen and repeat. 10 min

**Objectives:** to introduce the topic of the unit;

to introduce the new vocabulary of the lesson.

In advance, bring to class a completed "My Plants" booklet (like the one the pupils did about family in Unit 1 and about birds and insects in Revision 3) for the pupils to see. *Look at Unit 10 Lesson 2 Activity 4 for the instructions to make a booklet.*

*STEP 1:* Draw the pupils' attention to the topic of the unit "Plants". Explain to them that they know the word "plant" as a verb. It can be a noun, too. Explain its meaning as a verb and noun in mother tongue. Tell the pupils that during this unit they will learn different habitats around the world where animals, fish, birds and plants live. Show the pupils the "My Plants" booklet completed by you. Explain that they will be making one of their own where they will draw a picture of what they learned or something interesting they remember for each lesson.



## **Unit 10**

**STEP 2:** Ask the pupils to look at the pictures and tell the meaning of the words in the mother tongue. Then have them repeat the words (a desert, a mountain, a forest, a water) after you/the DVD several times in chorus, rows and individually.

**Activity 3b Read and answer. What animals and plants live in forests? 5 min**

**Objectives: to practise reading for specific information;  
to raise awareness of the forest as a habitat for animals and plants.**

Let the pupils read the text for two minutes. Then discuss with the class and elicit what lives in forests. Ask: *'What animals and plants live in forests?'* Accept anything reasonable including animals and plants. Also discuss what animals and plants need to live (answer: *food, water, air and sun*)

**Activity 3c Listen and write. 10 min**

**Objectives: to practise listening for specific information;  
to raise awareness of the other habitats for animals and plants.**

**STEP 1:** Get the pupils to think in mother tongue about what animals, fish and people eat (answer: *food e.g. other animals, fish, plants*). Get the pupils to think what is a very big animal under the water (answer: *whale* (this is NOT a fish)). Get the pupils to think about what is a very big plant (answer: *tree*) and small plant (answer: *flower*). Get the pupils to think about what makes the desert, water, air hot (answer: *sun*) and why does it get cold (answer: *no sun*)

**STEP 2:** Tell the pupils that they are going to listen about other habitats of animals, fish, birds and plants. Ask them to listen carefully to find out where they live. Play the DVD two or three times if necessary. Then ask them to open their Workbooks at Page 51 and write them for the habitats in the table.

**Answer key:**

<b>desert</b>	<b>water</b>	<b>mountain</b>
animal, bird, plant, insect	animal, fish, plant	animal, plant, bird, insect, tree, flower, bear

**DVD script:**

1) [A picture of a desert with a cactus, a hot sun, an eagle in the sky, a scorpion in the sand, a man on a camel is shown]

This is a desert. There's a lot of sun. In summer it's always hot in the desert. Birds, plants, animals and a lot of insects can live in the desert.

2) [3 pictures side by side of underwater a) coral with plants and fish, b) flowing river with fish jumping, c) lake with eel and weed are shown.]

This is a river. Animals, fish and plants live under the water. The biggest and smallest animals live under the water. We cannot live under the water.

3) [The picture of a mountain with a bear and trees is shown.]

This is a mountain. There are a lot of animals and plants in the mountains. There are a lot of birds and insects in the mountains. The tallest trees, the smallest flowers and the biggest bears live in the mountains!

**Homework** 5 min

Ask the pupils to open their Workbooks at Page 51 and look at the homework. Explain that there are three lists with insects, birds and animals, and a table where the four habitats are shown. Explain that their task is to put the insects, birds and animals in the right habitats as shown in the example.

**Answer key:**

forest	desert	water	mountain
bear, wolf, elephant, tiger, hare, monkey, frog, hummingbird, parrot, butterfly, grasshopper, ladybird, mosquito, ant, caterpillar	ostrich, eagle, wolf, grasshopper, mosquito, ant	crocodile, frog, penguin, duck	bear, wolf, tiger, hare, monkey, goat, frog, sparrow, eagle, peacock, swallow, parrot, butterfly, grasshopper, ladybird, mosquito, ant, caterpillar

**Lesson 2 Trees and flowers**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn about the four habitats for animals and plants;</li> <li>- to learn what 4 things animals and plants need to live;</li> <li>- to learn some trees and flowers</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to read and write about flowers;</li> <li>- to develop the pupils' creative abilities</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the four things the plants and animals need to live;</li> <li>- to raise awareness of different pronunciation of the letter "u" - [ʌ] and [ju:].</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- say the four habitats for animals and plants;</li> <li>- say what 4 things animals and plants need to live;</li> <li>- read about a sunflower and write about a rose;</li> <li>- name some trees and flowers;</li> <li>- pronounce the letter "u" differently [ʌ], ([ju:]).</li> </ul>	<p>need, willow, mulberry, rose, tulip</p>	<p>Pupil's book, Workbook, the DVD, "My plants" booklets enough for each pupil, pictures of a forest, desert, mountain and underwater</p>

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

**Objective: to warm up**

Play the DVD. Ask the pupils to listen to "The planting song" and sing it together with the DVD.

**DVD script:**

*See Unit 10 Lesson 1 Activity 1 for the DVD script.*

**Activity 2 Answer the questions. 5 min**

**Objective: to revise the material from the previous lesson**

Explain that now you will ask some questions about the previous lesson. Elicit answers for the first question.

**Answer key: food, water, air and sun**

Then elicit answers for the second question. You can show the pictures of a forest, desert, mountain and underwater one by one to help the pupils answer the question.

**Activity 3a Look, listen and repeat. 5 min**

**Objective: to introduce the new vocabulary of the lesson**

**STEP 1:** Ask the pupils to look at the pictures and say what they are in their mother tongue. After they have recognised them

correctly, you can have them listen and repeat the words (a willow, a tulip, a rose, a mulberry) after you/the DVD in chorus, rows and individually as usual.

Write on the board: [ʌ] – bus, cut, mulberry, [ju:] – pupil, tulip.

Drill the words and sounds drawing the pupils' attention to the different sounds of the same letter.

**STEP 2:** Then you can ask the pupils to do "Point and say" activity in pairs.

### Activity 3b Mime and guess. 7 min

**Objective:** to consolidate the new vocabulary

Ask the pupils to come to the board in turns and mime a tree/plant that they have learnt so far. The class will guess.

### Activity 4 Look and read. Draw and write about a rose. 20 min

**Objectives:** to give practice in reading for main ideas;  
to prepare for the homework activity;  
to develop the pupils' creative abilities.

*Advance Preparation:* Prepare a "My Plants" booklet for each pupil. To make the booklet, fold a sheet of colour paper in half. Then fold four blank sheets of paper in half and insert into the folded colour paper. Staple at the seam to hold the booklet together.

**STEP 1:** Ask the pupils to look at the picture of a sunflower and read the text. After they have finished reading, draw their attention to the words "leaves" and "need". Explain that if we talk about one, we say or write "leaf". If we say, about two or more, we say or write "leaves". Ask the pupils to look at the Remember box and draw their attention to the spelling changes. Then say the meaning of the word "need" in mother tongue. Then have the pupils repeat the words after you in chorus.

**STEP 2:** Distribute an assembled "My Plants" booklet for each pupil. Have them write their name on the front cover. Have them turn to the first blank page and write the numbers "1" and "2" on the bottom corners.

**STEP 3:** Tell the pupils to draw a rose on the left page. Tell them that they can colour their pictures at home.

**STEP 4:** After they have finished their drawings, ask them to write some facts about it like the ones about the sunflower. Then have the pupils share their booklets with their partner. Encourage them to comment on each other's picture and text.

**Possible text the pupils could write for the rose:**

*This is a rose. It is small and big. We have roses in our gardens. They need air, sun and water to live.*

## Unit 10

### Homework 3 min

Ask the pupils to open their Workbooks at Page 52 and look at Homework 1 and 2. Explain that in Homework 1 they must read the text about a tulip, fill in the gaps with the words from the cloud and then colour the tulip. In optional Homework 2 they can draw any flower on the third page of their "My Plants" booklet. Tell them to write some facts about it on the fourth page of the booklet.

Accept any reasonable answer:

**The 1st possible text the pupils could write for the rose:**

*This is a rose. It is small. The flower is red and beautiful. The leaves are small and green. We have roses in our gardens. They need water, air and sun to live.*

**The 2nd possible text the pupils could write for a plant:**

This is a ... It is small and big. The flower can be red, yellow, orange, pink and purple. You can see it in summer. We have ... in the mountains, forests and our gardens. They need water, air and sun to live.

### Lesson 3 What's in your garden?

Aims	Learning out-comes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"><li>- to learn about the plants in a garden;</li><li>- to learn the story about "The Sparrow and the trees"</li></ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"><li>- to enable pupils to talk about a garden on the telephone;</li><li>- to enable pupils to guess the end of a story;</li><li>- to develop the pupils' creative abilities</li></ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"><li>- to raise awareness of the story about "The Sparrow and the trees"</li></ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"><li>- answer the questions about the text;</li><li>- talk about the plants in the garden on the telephone;</li><li>- listen to the beginning of a story and say its end;</li><li>- read about a willow tree and write about an apple tree.</li></ul>	branch, fir tree	Pupil's book, Workbook, the DVD, "My plants" booklets enough for each pupil

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

**Objective:** to warm up

Play the DVD. Ask the pupils to listen to "The planting song" and sing it together with the DVD.

**DVD script:**

*See Unit 10 Lesson 1 Activity 1 for the DVD script.*

**Activity 2a Listen, read and answer.** 5 min

**Objectives:** to practise reading for specific information;  
to prepare for the next activity.

**STEP 1:** Ask the pupils to read the telephone conversation silently at first. Then play the DVD and let them listen to it at least twice.

**STEP 2:** After that ask the pupils to answer the questions. You can ask the questions, involving everybody to answer.

**Activity 2b Work in pairs. Play "Telephone".** 10 min

**Objectives:** to give freer practice in talking on the phone;  
to consolidate the material of the unit.

In this activity the pupils can use their own mobiles or pencil cases as phones. Explain to the pupils that the telephone talk in Activity 2a can be a model for their talk. If they feel it is too difficult, you can let them use their books while talking.

**Activity 3 Look, listen and repeat.** 5 min

**Objective:** to introduce the new vocabulary of the lesson

Ask the pupils to look at the picture and words and say what they are in their mother tongue. After they got the meaning, you can have them listen and repeat after you in chorus, rows and individually as usual.

**Activity 4a Listen to the fairy tale about "The Sparrow and the Trees".** 7 min

**Objectives:** to introduce the first part of the story;  
to practise listening for detailed information.

Tell the pupils that they are going to listen to a fairy tale about "The Sparrow and the Trees". When everybody is ready, ask the pupils to listen to it attentively. Play the DVD at least twice.

**DVD script:**

**The Sparrow and the Trees**

One day in winter the Sparrow is sad, it cannot fly. A cold wind starts to blow, and the Sparrow has no home.

It goes into the forest to find a home for the winter. There are a lot of trees in the forest.

First the bird comes to a willow tree in the forest and asks: *'I'm cold and hungry. Can I make my home under your branches, please? I can't fly.'*

## Unit 10

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The Willow says: *'Oh, no! My branches aren't strong. You can't make your home under my branches. Go to the mulberry tree!'*

The Sparrow goes to the Mulberry tree and asks: *'I'm cold and hungry. Can I make my home under your branches, please? I can't fly.'*

*'I'm sorry,'* the Mulberry tree says: *'My leaves aren't strong this winter. You're hungry. You can eat up my fruit in the winter. I can't give you a home under my branches.'*

The bird hops, hops and hops in the forest. The trees don't want to help it. It's tired and sad.

In the evening, a fir tree sees the sad Sparrow and asks: *'What are you doing in the forest little bird?'*

**Activity 4b** Guess the end of the story. 10 min

**Objectives:** to predict the end of the story;  
to develop the pupils' speaking skills.

Ask the pupils to give their versions of the end of the story starting with the given example. Accept any versions both in English and mother tongue. When there are no versions left, tell them that all of their versions may be true. Explain that they will listen to the rest of the fairy tale next lesson and check their guesses then.

**Homework** 3 min

Ask the pupils to open their Workbooks at Page 53 and look at Homework 1 and 2. Explain that in Homework 1 they must read the text about a willow tree, fill in the gaps with the words from the cloud and then colour the willow tree.

In Homework 2 they draw an apple tree on the fifth page of their "My Plants" booklet. Tell them to write some facts about it on the sixth page of the booklet. Accept any reasonable answer.

**The possible text the pupils could write for the apple tree:**

*This is an apple tree. It is big and tall. The leaves are small and green. The branches are strong. We have apple trees on mountains and in our gardens. They need water, air and sun to live. They have green, yellow and red fruit. Their fruit is tasty.*

## Lesson 4 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><b>Educational:</b></p> <ul style="list-style-type: none"> <li>- to learn about the plants;</li> <li>- to learn the story about "The Sparrow and the Trees"</li> </ul> <p><b>Developing:</b></p> <ul style="list-style-type: none"> <li>- to enable pupils to listen and check the predictions;</li> <li>- to develop the pupils' creative abilities</li> </ul> <p><b>Socio-cultural:</b></p> <ul style="list-style-type: none"> <li>- to raise awareness of the story about "The Sparrow and the Trees".</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- answer the questions about the text;</li> <li>- listen the end of a story and check predictions;</li> <li>- read about a fir tree and write about a mulberry tree.</li> </ul>	<p><i>Recycling the previously learnt material</i></p>	<p>Pupil's book, Workbook, the DVD, "My plants" booklets enough for each pupil</p>

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

Play the DVD. Ask the pupils to listen to "The planting song" and sing it together with the DVD.

**DVD script:**

*See Unit 10 Lesson 1 Activity 1 for the DVD script.*

**Activity 2a Answer the questions about "The Sparrow and the Trees".** 8 min**Objective:** to refresh the pupils' memory of the story

Ask the pupils to remember the story about "The Sparrow and the Trees" that they listened to and discussed the previous lesson. Explain to them that now you will refresh their memories by asking them several questions. Then start asking the questions one by one. Help the pupils answer.

**Answer key:**

- 1) It can't fly and it goes into the forest to find a home for the winter.
- 2) First the Sparrow comes to a willow tree in the forest. The tree doesn't want to help it.
- 3) The Sparrow goes to the Mulberry tree second. The tree doesn't want to help it.
- 4) The Sparrow sees a Fir tree in the evening.



## Unit 10

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**Activity 2b** Look, listen and check your guesses about  
“The Sparrow and the Trees”. 15 min

**Objectives:** to listen for detailed information;  
to check the predictions.

**STEP 1:** Explain to the pupils that last lesson they tried to guess the end of the story as much as they could. Ask if they still remember their guesses. Ask a few pupils what their guesses were.

**STEP 2:** Tell the pupils to look at the pictures and study them carefully for a minute. Then ask what is happening in the pictures. Ask a few pupils to tell the class their versions.

**STEP 3:** Tell the pupils that they are going to listen to the second part of the story about “The Sparrow and the Trees”. Ask the pupils to listen to it attentively. Play the DVD at least twice, probably from the very beginning of the story. They check if their guesses were right.

### DVD script:

In the evening, a fir tree sees the sad Sparrow and asks: ‘*What are you doing in the forest little bird?*’

‘*Good evening, Mr Fir. I’m looking for a home for the winter,*’ says the little bird. ‘*I’m not strong and I can’t fly. I’m cold and hungry.*’

‘*You can make your home under my branches. Come, hop under this branch,*’ says the Fir. ‘*I can help you in the cold and winter wind. I have tasty purple fruit. You can eat them in the winter.*’

The bird thanks the Fir tree for its help and lives with it for the winter.

This is not the end of the fairy tale. The North Wind and Father Frost are playing in the forest. The North Wind wants to blow on the Fir tree and take off its leaves.

Father Frost says: ‘*This tree is helping the hungry sparrow. Don’t blow on it. Its leaves can always be green. You can blow on the willow and mulberry trees and take off their leaves. They don’t want to help the little bird.*’

That winter, a lot of snow falls, a lot of rain pours and the North Wind has a lot of fun blowing on the willow and mulberry trees, and takes off their leaves. They feel very cold and very hungry.

Today this never stops. The fir tree is always green. The leaves of the willow and mulberry trees always fall in the cold and winter wind.

**Activity 3a Read, complete and colour.** 5 min

**Objectives:** to give practice in reading for main ideas;  
to prepare for the next activity.

Ask the pupils to open their Workbooks at Page 54 and look at the picture of a fir tree and the text about it. Explain that they must read the text, fill in the gaps with the words from the box and then colour the fir tree.

**Activity 3b Draw a mulberry tree and write about it.** 10 min

**Objectives:** to give freer practice in writing about a plant;  
to develop the pupils' creative abilities.

Ask the pupils to open their "My Plants" booklet and put numbers at the bottom of the pages. Explain that now they will draw the picture of a mulberry tree on the left part of the page. If they do not have time for writing, they can do it at home.

Accept anything reasonable 3-5 sentences, e.g. *This is a mulberry tree. It is not very big. The leaves are bigger than the willow. The branches are strong. We have mulberries on mountains and in our gardens. They have tasty fruit.*

**Homework** 2 min

Ask the pupils to revise Unit 10 and get ready for the Revision lesson.

## REVISION 7

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn to talk on the phone about the plants in a garden</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to talk on the phone;</li> <li>- to enable pupils to ask and answer questions about what plants are in one's garden;</li> <li>- to enable pupils to assess their knowledge, skills and overall progress.</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 questions on the telephone about what plants are in one's garden;</li> <li>- read each other's booklets for pleasure.</li> </ul>	<p><i>Recycling the previously learnt material</i></p>	<p>Pupil's book, Workbook, the DVD, "My plants" booklets</p>

## Revision 7

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**Warm up** 5 min

Play the DVD. Ask the pupils to listen to “The planting song” and sing it together with the DVD.

**DVD script:**

*See Unit 10 Lesson 1 Activity 1 for the DVD script.*

**Activity 1 Work in pairs. Play “What’s in your garden?”**

**Objective: to consolidate the material of Units 9 and 10**

*STEP 1:* Ask the pupils to work in pairs. Explain that the pupils on your right hand will be Pupils A, and the pupils on your left hand – Pupils B. Ask Pupils A to look at this page and Pupils B to look at Page 86.

*STEP 2:* Ask the pupils to read the example beginning of the telephone talk in silence. When they finish, explain that they must sit back to back, look at their pictures and talk about them using the example.

*STEP 3:* Now they change roles, i.e. Pupils B look at this page, Pupils A look at Page 86 and have a telephone talk using the pictures.

**Activity 2 Put your booklets into display.**

**Objective: to read for pleasure**

Ask your pupils to put the booklets that they made during Unit 10 into display around the classroom. Then ask them to go round the class, look through and read the other pupils’ booklets.

**Homework**

**Activity 3 Do the quiz “I can...”**

**Objectives: to revise the material studied 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 into revising the material they have not learnt properly.**

The pupils can do the quiz “I can...” at home together with their parents. This quiz does not test memory – it is a learning opportunity, so the pupils should be allowed to use their Pupil’s books and Workbooks.

They discuss the answers and, where necessary, write them in their “I can ...” exercise books.

## PROGRESS CHECK 5

There are three tasks for Progress Check 5. Tasks 1 and 3 can be done during Revision 7 after Activity 2. The pupils do Task 2 at home.

**Task 1** Look at the picture and write what they are doing.

Ask the pupils to look at the pictures and write what they are doing. Tasks 1 and 3 can be done during Revision 7 after

**Activity 2.** The pupils do Task 3 at home.

**Answer key:**

- 1) The boys (take photos) The boys are taking photos.
- 2) Vasila and Adiba (talk on the phone) Vasila and Adiba are talking on the phone.
- 3) The teacher (look at Vasila) The teacher is looking at Vasila.
- 4) Lola (look at the trees and flowers) Lola is looking at the trees and flowers.
- 5) Lola (eat an ice-cream) Lola is eating an ice-cream.

**Task 2** Read and complete the table.

Draw the pupils' attention to the words. Explain that these words are animals, birds, insects, tree and flowers. Ask the pupils to put the numbers of the words into the right columns of the table.

**Answer key:**

animals	birds	insects	trees and flowers
8, 12, 14, 17, 18, 21, 25, 26, 27, 28, 29	2, 4, 5, 6, 7, 9, 10, 13, 20	11, 15, 19, 22, 23, 30	1, 3, 16, 24, 31, 32

**Task 3** Listen and write 1, 2, 3, 4.

Ask the pupils what habitats are the four pictures (answer: *mountain, desert, forest, water*). Explain that there is a square next to each picture. The pupils listen to 4 texts and write 1, 2, 3 or 4 in these squares. For example, the pupils listen to the first text and must write 1 in the square next to the picture of the forest.

**Texts for listening:**

1) It's home to a lot of trees, plants, animals, birds and insects. You can see the tallest trees and the smallest flowers, the biggest bears and the smallest ants there. There's a lot of food and water in it.

2) It's always hot there. There's not a lot of food, water and grass. There's a lot of sun. Many plants, flowers, trees, birds and animals can't live in it. The snakes can live there!

## Unit 11

3) A lot of fish live under it. A lot of plants live there, too. We can't live under it.

4) It's home to forests, a lot of plants, animals, birds and insects. There're a lot of stones. You can see the tallest fir trees and the smallest flowers, the biggest animals and the smallest insects in it. We live there, too.

## Unit 11 Health and hygiene

### Lesson 1 Brush your teeth.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"><li>- to learn about the parts of the body;</li><li>- to learn the first elements of hygiene;</li><li>- to learn to say and perform commands</li></ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"><li>- to enable pupils to say and perform commands;</li><li>- to enable pupils to use the words of the parts of the body</li></ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"><li>- to raise awareness of the first four elements of personal hygiene.</li></ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"><li>- say the parts of the body;</li><li>- understand, say and perform commands;</li><li>- understand and say the first four elements of personal hygiene.</li></ul>	<p><i>Revision of the words from Class 1 and 2:</i> face, eye, nose, ear, hair, head, hand, leg, comb hair, wash a face, wash hands, brush teeth</p>	<p>Pupil's book, Workbook, the DVD</p>

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

**Objective: to warm up**

**STEP 1:** Play the DVD. Ask the pupils to listen to the song "Brush your teeth" and say what the song is about. Accept any reasonable answers.

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

**DVD script:**

Brush, brush, brush your teeth,

Brush it every day!

Father, mother, brother, sister,

Brush it every day!

Brush, brush, brush your teeth,  
 Brush it every day!  
 Father, mother, brother, sister,  
 Brush it every day!  
 Wash, wash, wash your face,  
 Wash it every day.  
 Father, mother, brother, sister,  
 Wash it every day!  
 Wash, wash, wash your face,  
 Wash it every day.  
 Father, mother, brother, sister,  
 Wash it every day!  
 Comb, comb, comb your hair,  
 Comb it every day.  
 Father, mother, brother, sister,  
 Comb it every day!  
 Comb, comb, comb your hair,  
 Comb it every day.  
 Father, mother, brother, sister,  
 Comb it every day!  
 Eat, eat, eat your food,  
 Eat it every day.  
 Father, mother, brother, sister,  
 Eat it every day!  
 Eat, eat, eat your food,  
 Eat it every day.  
 Father, mother, brother, sister,  
 Eat it every day!  
 Drink, drink, drink your milk,  
 Drink it every day.  
 Father, mother, brother, sister,  
 Drink it every day!  
 Drink, drink, drink your milk,  
 Drink it every day.  
 Father, mother, brother, sister,  
 Drink it every day!

**Activity 2a** Look, read and match. *8 min*

**Objective:** to revise the words from Class 1 and 2: face, eye, nose, ear, hair, head, hand, leg

**STEP 1:** Ask the pupils to look at the picture of a boy lying on a big paper, a boy and a girl around tracing his body. Also ask them to look at and study the word cloud.

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**STEP 2:** After one or two minutes ask them to open their Workbooks at Page 57. Ask them now to match the words in the clouds.

**Answer key:** 1j, 2e, 3h, 4d, 5b, 6f, 7a, 8c

**Activity 2b Watch, listen and point.** 5 min

**Objective:** to practise the pronunciation of the words in 2a

Play the DVD. Ask the pupils to watch the DVD, listen and repeat the words pointing or touching their face, eyes, nose, ear, hair, head, hand and leg.

**Activity 3 Play “Simon Says”.** 7 min

**Objective:** to consolidate the words in 2a; to have fun.

Explain to the pupils how to play “Simon says”. If you command with the words “Simon says”, the pupils should perform it. If you only command without “Simon says”, the pupils must not perform it, for example, ‘*Simon says: Touch your head! Simon says: Touch your nose! Touch your eyes! Simon says: Touch your hand! Touch your leg!*’ etc.

**Activity 4a Listen, repeat and number the pictures.** 8 min

**Objective:** to revise the phrases from Class 2: comb hair, wash a face, wash hands, brush teeth

**STEP 1:** Play the DVD. Ask the pupils to listen to the warm-up song “Brush your teeth” again and repeat the actions after you.

**STEP 2:** Ask the pupils to look at the pictures in the Workbook, listen to you and put numbers next to the pictures. Say: ‘1 – comb hair; 2 – wash a face; 3 – wash hands; 4 – brush teeth.’

**Answer key:** The pupils are expected to write next to the first picture – 3, the second picture – 1, the third picture – 4, the fourth picture – 2

**Activity 4b Work in pairs. Play “Robot”.** 7 min

**Objective:** to practise giving instructions

Ask the pupils to work in pairs. Explain that Pupil A says instructions, Pupil B does them as a robot. Then they change roles.

The pupils can give the following instructions including those from Class 1 and 2: *Stand up. Wash your face. Comb your hair. Wash your hands. Brush your teeth. Sit down. Touch your head. Touch your nose. Touch your eyes. Touch your hand. Touch your leg. Go. Jump. Run. Swim. Climb. Fly. Dance.*

**Homework 5 min**

Ask the pupils to open their Workbooks at Page 57 and look at Homework 1. Explain that at home they must look at the table and write sentences as shown in the example.

Then draw their attention to Homework 2. Explain that they must write on a piece of paper about a girl or a boy in their class as shown in the example. Tell them not to write his or her name as it will be a puzzle for their classmates.

The next lesson you will mingle and read their descriptions. The pupils guess the boy or girl being described.

**Lesson 2 I love swimming.**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> - to learn about more hygienic means</p> <p><i>Developing:</i> - to enable pupils to ask questions and answer what one is doing in the bathroom; - to enable pupils to listen for specific information and complete sentences</p> <p><i>Socio-cultural:</i> - to raise awareness of the hygienic means; - to raise awareness of swimming as a healthy sport; - to raise awareness of the letter combinations "oo" and "oa" and their sounds: oo - [u:]; oa - [əʊ].</p>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- say the hygienic means;</li> <li>- ask questions and answer what one is doing in the bathroom;</li> <li>- listen for specific information and complete sentences;</li> <li>- pronounce the letter combinations "oo" and "oa"</li> </ul>	<p>shampoo, soap, gel, tooth paste, tooth brush, comb</p>	<p>Pupil's book, Workbook, the DVD</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 "Brush your teeth" and sing it together with the DVD.

**DVD script:**

*See Unit 11 Lesson 1 Activity 1 for the DVD script.*

**STEP 2:** Gather the descriptions that the pupils have prepared for homework. Mingle and read some of the descriptions. The pupils guess the boy or girl being described.



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### **Activity 2a Look, read and match. 7 min**

**Objective:** to introduce the new vocabulary of the lesson: shampoo, soap, gel, tooth paste, tooth brush, comb

*STEP 1:* Ask the pupils to open their textbooks at Page 61 and look at the picture of a boy and the things labelled in the bathroom. Then ask them to open their Workbooks at Page 58 and match the words using the picture in the Pupil's book.

*STEP 2:* When they finish matching, check the answers involving the whole class.

*STEP 3:* After the pupils get the meaning of the new vocabulary, you can have the pupils repeat them after you in chorus, rows and individually. Write on the board: [u:] – tooth, shampoo, room; [əʊ] – goat, soap, comb. Drill the words and sounds drawing the pupils attention to the letter combinations and their sounds.

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

**Objective:** to consolidate the new vocabulary

This is a usual "Point and Say" activity.

Ask the pupils to work in pairs. Explain that Pupil A points to a thing in the picture in Activity 2a, Pupil B says it as shown in the example. Then they change roles.

### **Activity 2c Work in pairs. Ask and answer. 6 min**

**Objectives:** to consolidate the new vocabulary;  
to recycle the present continuous.

*STEP 1:* First demonstrate what to do. Explain that Mum is asking the boy: 'Davron, where're you?' Davron answers: 'I'm in the bathroom. I'm brushing my teeth.'

*STEP 2:* Then ask the pupils to work in pairs. Explain that now Pupil A points to, for example, a soap in Activity 2a and asks: 'Where're you?' Pupil B must say: 'I'm in the bathroom. I'm washing my face.' Then they change roles.

### **Activity 3 Play "Mime and guess". 5 min**

**Objectives:** to consolidate the new vocabulary;  
to recycle the present continuous.

This is a usual miming activity.

*STEP 1:* Demonstrate with one pupil at first. Mime an activity, for example, washing a face and help the pupil say: 'You're washing your face.' You can repeat this with another activity.

*STEP 2:* Now ask the pupils to work in pairs. Explain that Pupil A mimes, Pupil B must look, guess and say what his/her partner is doing. Then they change roles.

**Activity 4 Listen and complete the sentences.** 10 min

**Objective:** to practise listening for specific information

**STEP 1:** Play the DVD. Ask the pupils to listen to the interview with Sherzod.

**STEP 2:** Ask the pupils to open their Workbooks at Page 58. Explain that you will play the DVD again, they must listen to it once more and complete the sentences.

**DVD script:**

**Interviewer:** Today our guest is Sherzod Kamilov. He's our school champion in swimming. Sherzod, thank you for coming. Sherzod, what's your hobby?

**Sherzod:** Swimming ... I love swimming, I swim in the morning before lessons on Mondays and Wednesdays. On Tuesdays and Thursdays I swim in the evening. On Sundays I swim in the morning and in the evening. Swimming is healthy ...

**Interviewer:** Oh, so swimming, swimming, swimming ...

**Sherzod:** Yes ... and I always do exercises to be strong and healthy.

**Interviewer:** Do you like watching TV?

**Sherzod:** No ... but I like playing computer games.

**Interviewer:** Thank you, Sherzod ...

**Homework 2 min**

Ask the pupils to look at Homework 1. Explain that at home they must write three sentences using the new words they have learnt today as shown the example.

Then draw their attention to Homework 2. Explain that at home they must go to their bathroom and see if the things in the table are there. If they are there, they must put ticks for them.

**Lesson 3 Healthy, unhealthy**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><b>Educational:</b> - to learn about healthy and unhealthy things</p> <p><b>Developing:</b> - to enable pupils to say what they like and do not like; - to enable pupils to read for the main idea and answer the questions</p> <p><b>Socio-cultural:</b> - to raise awareness of healthy and unhealthy things.</p>	<p>At the end of the lesson pupils will be able to:</p> <p>- say what they like and do not like;</p> <p>- read a text and answer the questions;</p> <p>- separate things into healthy and unhealthy.</p>	<p>healthy, unhealthy;</p> <p><i>Recycling the previously learnt vocabulary</i></p>	<p>Pupil's book, Workbook, the DVD, cards: fruits, vegetables, Fanta, lots of sweets, different foods, sports, etc.</p>

## Unit 11

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### Activity 1 Listen and repeat. 5 min

#### Objective: to warm up

Play the DVD. Ask the pupils to listen to the song “Brush your teeth” and sing it together with the DVD.

#### DVD script:

See Unit 11 Lesson 1 Activity 1 for the DVD script.

### Activity 2 Play “I like. I don’t like”. 10 min

#### Objective: to recycle the structure “Do you like + noun?”

*STEP 1:* Draw a line in the classroom. Ask the pupils to stand in a line. Put the sign “+” on the right, “-” on the left side of the room. Ask the pupils to go to the right if their answer is ‘Yes’, and to the left if their answer is ‘No’. Ask: ‘Do you like apples?’ ‘Do you like pumpkin?’ ‘Do you like Cola?’

*STEP 2:* Ask the pupils to stay where they are. Ask them to say what they like and what they do not like. Ask them to begin with “I like ...” and “I don’t like ...”.

### Activity 3 Look and read. 10 min

#### Objective: to read for the main idea

Ask the pupils to look at the picture and read the speech bubbles. When they finish, you can ask the following questions to check their understanding: ‘What doesn’t the girl like?’ ‘What does the girl like?’ ‘What doesn’t the cat like?’ ‘What does the cat like?’

### Activity 4 Work in pairs. Point and say. 15 min

#### Objectives: to introduce the new vocabulary: healthy, unhealthy to give the pupils understanding of healthy and unhealthy things

*STEP 1:* First demonstrate what to do. Draw the following table on the board and write ‘healthy’ and ‘unhealthy’.

healthy	unhealthy

*STEP 2:* Write “water” under “healthy” and “Cola” under “unhealthy”. Ask what they think the two words mean. Then have the pupils repeat the two words after you in chorus, rows and individually.

*STEP 3:* Give the pupils cards with fruits, vegetables, Fanta, lots of sweets, etc. and ask them to come to the board and stick the cards under “healthy” or “unhealthy”.

**STEP 4:** Ask the pupils to work in pairs and do the usual “Point and Say” activity:

Pupil A: (points), Pupil B says: ‘Cola. Unhealthy.’

**Homework 5 min**

Ask the pupils to open their Workbooks at Page 59 and look at Homework 1. Explain that they must separate and write the words in “healthy” and “unhealthy” columns of the table.

**Answer key:**

healthy	unhealthy
apples, pears, tomatoes, water, lemons, honey, carrots, swimming, brushing teeth	Cola, Fanta, playing computer games, watching TV, sweets

Then draw their attention to Homework 2. Explain that in this activity they must look at the picture and continue the first sentence and then the second.

**Lesson 4 Project**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn about healthy and unhealthy foods;</li> <li>- to learn to give advice of what to eat/drink and what not to eat/drink</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to read for detailed information and answer questions;</li> <li>- to enable pupils to give advice of what to eat/drink and what not to eat/drink;</li> <li>- to develop the pupils’ creativity</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of healthy and unhealthy food;</li> <li>- to raise awareness of the ways of giving advice of what to eat/drink and what not to eat/drink.</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- read a text and answer the questions;</li> <li>- separate foods into healthy and unhealthy;</li> <li>- give advice of what to eat/drink and what not to eat/drink.</li> </ul>	<p>Recycling the previously learnt vocabulary</p>	<p>Pupil’s book, Workbook, the DVD, flipchart, colour pencils, crayons, glues</p>

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

**Objective: to warm up**

Play the DVD. Ask the pupils to listen to the song “Brush your teeth” and sing it together with the DVD.

## Revision 8

### DVD script:

See Unit 11 Lesson 1 Activity 1 for the DVD script.

**Activity 2** Look, read and write. 10 min

**Objectives:** to practise reading for detailed information;  
to practise giving advice of what to eat/drink and what not to eat/drink.

**STEP 1:** Ask the pupils to read the story about the mouse who had too much of sweets, chocolate, Cola, Fanta and somsas and got sick. When they finish, ask: 'What's the problem with the mouse?' Elicit the answers.

**STEP 2:** Ask the pupils to open their Workbooks at Page 60 and look at Activity 2. Ask them to read and complete the advice to the mouse.

### Possible answers:

Don't eat chocolate, sweets and somsas.

Don't drink Cola and Fanta.

Eat apples, pears, tomatoes, lemons, watermelons, honey, carrots, etc. Drink water and tea.

**Activity 3** Work in groups. Make a poster "Healthy/unhealthy".  
25 min

**Objectives:** to develop the pupils' creativity;  
to consolidate the learnt material.

Ask the pupils to work in groups of 4/5 and make a poster. They should draw, colour and write captions. The posters can be about sports, fruit, vegetables, hygiene, etc.

When they are ready, they should make presentations.

### Homework 5 min

Ask the pupils to look at Homework 1. Explain that they must complete the sentences.

Ask the pupils to revise Unit 11 and get ready for the revision lesson as well.

## REVISION 8

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<b>Educational:</b> – to learn about healthy and unhealthy foods <b>Developing:</b> – to enable pupils to assess their knowledge, skills and overall progress.	At the end of the lesson pupils will be able to: – use the learnt material; – separate foods into healthy and unhealthy.	<i>Recycling the previously learnt vocabulary</i>	Pupil's book, Workbook, the DVD, dices, counters: triangle, circle and square

**Warm up 5 min**

Play the DVD. Ask the pupils to listen to the song “Brush your teeth” and sing it together with the DVD.

**DVD script:**

*See Unit 11 Lesson 1 Activity 1 for the DVD script.*

**Activity 1 Play “Revision”. 20 min**

**Objectives:** to revise numbers;

to have fun;

to recycle the material learnt in the unit.

*Advance preparation:* To play the game you need a dice and counters enough for each group.

*STEP 1:* Divide the pupils into groups of three. 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. four. The pupil moves to Square 4.

*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 like watching TV.* - 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.

**Activity 2 Work in pairs. Do the quiz “I can...” 20 min**

**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 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 12 Transport

### Lesson 1 I like my bike.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn about the types of transport;</li> <li>- to learn to write a description of a transport;</li> <li>- to learn to say the words in a rhythmic chant</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to differentiate the types of transport;</li> <li>- to enable pupils to draw a transport and write its description</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the different types of transport.</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- say the types of transport;</li> <li>- draw a transport and write its description;</li> <li>- say the words in a rhythmic chant.</li> </ul>	<p>a bus, a mini-van, a bike, a motorbike, a helicopter, transport</p>	<p>Pupil's book, Workbook, the DVD</p>

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

**Objective: to warm up**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song "The wheels of the bus..." and say what the song is about. Accept any reasonable answers.

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

**DVD script:**

The Wheels on the Bus Go Round and Round

The wheels on the bus go round and round.

round and round.

round and round.

The wheels on the bus go round and round,  
all through the town!

The people on the bus go up and down.  
up and down.

up and down.

The people on the bus go up and down,  
all through the town!

The signals on the bus go blink, blink, blink.  
blink, blink, blink.

blink, blink, blink.

The signals on the bus go blink, blink, blink,  
all through the town!

The motor on the bus goes zoom, zoom, zoom.  
zoom, zoom, zoom.  
zoom, zoom, zoom.

The motor on the bus goes zoom, zoom, zoom,  
all through the town!

The babies on the bus go waa, waa, waa.  
waa, waa, waa.  
waa, waa, waa.

The babies on the bus go waa, waa, waa,  
all through the town!

The mummy on the bus says, I love you.  
I love you, I love you

The daddy on the bus says, I love you, too.  
All through the town.

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

**Objective:** to introduce the new vocabulary of the lesson: a bus, a minivan, a bike, a motorbike, a helicopter, transport

*STEP 1:* Ask the pupils to open their textbooks at Page 66 and look at the picture in Activity 2a. Ask them to say the labelled transports in mother tongue.

*STEP 2:* After the pupils get the meaning of the new vocabulary, you can have the pupils repeat them after you/DVD in chorus, rows and individually. Then ask them what other types of transport they can see in the picture (answer: *car, taxi*).

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

**Objective:** to consolidate the new vocabulary

This is a usual “Point and Say” activity.

Ask the pupils to work in pairs. Explain that Pupil A points to a transport in the picture in Activity 2a, Pupil B says it as shown in the example. Then they change roles.

**Activity 3 Play “True/False”.** 10 min

**Objective:** to consolidate the new vocabulary

*STEP 1:* Put the cards with a bus, minivan, plane, train, bike, motorbike, car, helicopter on the walls. Point to a card, for example, “helicopter” and say the word. If you say the correct word, the pupils repeat it. If not, they fold their arms and stay silent.



## Unit 12

**STEP 2:** You can make it more challenging saying the sentences, for example, 'It's a white helicopter.'

**Activity 4** Work in groups. Listen and repeat. 10 min

**Objective:** to consolidate the vocabulary related to transport

**STEP 1:** Play the DVD. Ask the pupils to listen to a rhythmic chant.

**STEP 2:** Divide the class into 4 groups. Ask the groups to look at the words in the table. Explain that they must say the words in a rhythmic chant like the one they have just listened to. Help each group to prepare their chant. Then ask the groups to stand up and teach other groups.

**Optional Activity 5** Look and read. Draw and write.

**Objective:** to practise drawing a transport and writing its description

Ask the pupils to open their Workbooks at Page 61 and look at Activity 5. Explain that there is a bike and its description. Explain that they must read the description and then draw a transport and write a similar description of that transport.

Remind the pupils that when they write they do not use contractions. Explain that in English we use contractions when we speak but not when we write descriptions.

### Homework 5 min

Explain that at home the pupils must draw a transport and write its description. Encourage the pupils to make their transport colourful, so more than 2 colours, and different sizes. Explain that then they must copy their drawings (without a text) on a sheet of paper. Say that at the next lesson they will play a guessing game.

## Lesson 2 This train is fast.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><b>Educational:</b></p> <ul style="list-style-type: none"><li>- to learn about the types of transport;</li><li>- to learn to compare the types of transport</li></ul> <p><b>Developing:</b></p> <ul style="list-style-type: none"><li>- to enable pupils to listen to a description and find a transport;</li><li>- to enable pupils to say and write the simple, comparative and superlative degrees of adjectives with the types of transport</li></ul> <p><b>Socio-cultural:</b></p> <ul style="list-style-type: none"><li>- to raise awareness of the different types of transport.</li></ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"><li>- listen to a description and find a transport;</li><li>- say and write the simple, comparative and superlative degrees of adjectives with the types of transport.</li></ul>	<p><i>Recycling the vocabulary related to transport and degrees of adjectives.</i></p>	<p>Pupil's book, Workbook, the DVD, flashcards: types of transport</p>

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

**Objective: to warm up**

Play the DVD. Ask the pupils to listen to the song “The wheels of the bus...” and sing it together with the DVD.

**DVD script:**

*See Unit 12 Lesson 1 Activity 1 for the DVD script.*

**Activity 2 Look and listen.** 7 min

**Objectives: to check homework;  
to practise listening for detailed information.**

**STEP 1:** Collect all the drawings (without texts) that the pupils did at home on sheets of paper and put them on the poster or on the wall.

**STEP 2:** Ask the pupils to read their descriptions from their Workbooks in turns. The class must listen and guess the pictures.

**Activity 3 Look and write.** 8 min

**Objective: to recycle the comparative degree of adjectives with the types of transport**

**STEP 1:** Ask the pupils to look at the pictures of a: bus, minivan, plane, train, bike, motorbike, car, helicopter, horse, tractor.

**STEP 2:** Ask the pupils to open their Workbooks at Page 62 and look at Activity 3. Explain that they must compare the types of transport and write “faster” or “slower” where appropriate.

**Answer keys:**

Planes are *faster* than trains.

Helicopters are *slower* than planes.

Trains are *faster* than horses.

Motorbikes are *slower* than cars.

Tractors are *slower* than minivans.

**Activity 4 Play “Fast, faster, the fastest”.** 10 min

**Objective: to consolidate the simple, comparative and superlative degrees of adjectives with the types of transport**

**STEP 1:** Put flashcards with different types of transport on your table. Demonstrate with three pupils at first. Explain that they must take three flashcards, discuss and show to the class in order, for example: motorbike, train, plane. The class must say in chorus: ‘*Fast, faster, the fastest.*’ If they stand like – horse, donkey, bike, the class must say: ‘*Slow, slower, the slowest.*’

**STEP 2:** Now invite the other three pupils to your table, take three flashcards, discuss, etc. In addition to “fast” and “slow”,

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the class can say: 'Big, bigger, the biggest' or 'Small, smaller, the smallest.'

### Activity 5 Play "Funny dictation". 10 min

**Objective:** to consolidate the simple, comparative and superlative degrees of adjectives with the types of transport

**STEP 1:** Ask the pupils to open their Workbooks at Page 62 and look at Activity 5.

**STEP 2:** Say that you will dictate a text. Some words will be missed – instead of the words you can whistle or knock. The pupils must guess and write the words. In order to help the pupils you can put the pictures on the board, e.g. horse, train, plane.

### Dictation

Horses are (whistle). Trains are (whistle). Planes are the (whistle).

Check their answers. Ask the pupils to read in chorus – *Horses are fast. Trains are faster. Planes are the fastest.*

### Homework 5 min

Ask the pupils to open their Workbooks at Page 62 and look at Homework. Explain that they must do the crossword at home. Say that the pictures can help them write the words.

## Lesson 3 I go to school by minivan.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"><li>– to learn to ask and say how somebody goes to school;</li><li>– to learn to use the structure: by + <i>transport</i>; on + foot;</li></ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"><li>– to enable pupils to ask and say how somebody goes to school;</li><li>– to enable pupils to use the structure: by + <i>transport</i>; on + foot</li></ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"><li>– use the structure: by + <i>transport</i>;</li><li>on + foot;</li><li>– say, ask and answer how they go to school.</li></ul>	<p>by + <i>transport</i> on + foot</p>	<p>Pupil's book, Workbook, the DVD, flashcards: types of transport</p>

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

**Objective: to warm up**

Play the DVD. Ask the pupils to listen to the song “The wheels of the bus...” and sing it together with the DVD.

**DVD script:**

*See Unit 12 Lesson 1 Activity 1 for the DVD script.*

**Activity 2 Look and read.** 7 min

**Objective: to introduce the new structure: by + transport**

*STEP 1:* Ask the pupils to open their textbooks at Page 68 and look at the picture in Activity 2. Ask them to read the speech bubbles silently.

*STEP 2:* When they finish, draw their attention to the third speech bubble: “Great! We can go to school by bike.” Ask what they have understood and what “by bike” can be in mother tongue. Elicit answers and conclude that if we want to go anywhere with a transport, we say “by bus, by bike, etc.”, and if we want to go anywhere on foot (without a transport), we say “on foot”.

*STEP 3:* Then you can have the pupils repeat the structures in the box after you in chorus, rows and individually.

**Activity 3a Look and write three sentences.** 8 min

**Objective: to consolidate the new structure in writing**

Ask the pupils to open their Workbooks at Page 63 and look at the table in Activity 3a. Explain that now they will write three real sentences using the table as shown in the example.

**Activity 3b Play “How do you go to school?”** 5 min

**Objective: to consolidate the new structure in speaking**

*STEP 1:* Put the flashcards with types of transport enough for the number of the pupils in your class on your table. Put some flashcards with “on foot” as well.

*STEP 2:* Ask the pupils to come to your table one by one and take a flashcard. When everybody has flashcards in their hands, demonstrate with one pupil at first. Ask: ‘How do you go to school?’ Help him/her say, for example: ‘I go to school by bus,’ if s/he is holding the flashcard with a bus. Repeat this with him/her once more. When everybody has understood what to say, let the others say their sentences according to their flashcards. You can play

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here Chain Drill as well. You ask the first pupil: '*How do you go to school?*' S/he answers for himself/herself and asks the question from the pupil next to him/her, etc.

**Activity 4a Work in groups. Play "Find someone who".** 10 min  
**Objectives:** to consolidate the question "How do you go to school?" and answers;  
to develop the pupils' listening and speaking skills.

*STEP 1:* Divide the pupils into groups of 4. Then ask them to open their Workbooks at Page 63 and study the table silently.

*STEP 2:* Ask the pupils to write their name under "name" at first and then their partners' names under it (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 row about themselves as answers.

*STEP 3:* When everybody has finished filling in the row for themselves, explain that they will ask each other in their group the question: '*How do you go to school?*' One pupil can ask the question only once from only one pupil in their group so the others also have a chance to practise asking the question. The others in the group must listen to their talk and put a tick (✓) or cross (✗) for that pupil.

**Activity 4b Report.** 5 min

**Objective:** to practise reporting the results

When all the groups finish Step 3 in Activity 4a, ask a representative from each group to report about his/her group. For example: "Anora and Sanjar go to school on foot." etc.

**Homework** 5 min

Ask the pupils to open their Workbooks at Page 65 and look at the table in Homework 1. Explain that they must write real sentences using the table as they earlier did in class.

Then draw their attention to Homework 2. Explain that they must put the words in order to write sentences.

**Answer keys for Homework 2:**

- 1) I go to school by bus.
- 2) My friends go to school on foot.
- 3) My cousins go to school by minivan.
- 4) My sister goes to school by bike.
- 5) My brother goes to school by motorbike.

## Lesson 4 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn how to make a class graph;</li> <li>- to learn to role play a story</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to role play a story;</li> <li>- to enable pupils to make a class graph which shows the total number of pupils going to school by a kind of transport or on foot</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of how to make graphs.</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- listen, read and role play a story;</li> <li>- make a class graph which shows the total number of pupils going to school by a kind of transport or on foot.</li> </ul>	<p><i>Recycling the previously learnt vocabulary</i></p>	<p>Pupil's book, Workbook, the DVD</p>

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

Play the DVD. Ask the pupils to listen to the song "The wheels of the bus..." and sing it together with the DVD.

**DVD script:**

*See Unit 12 Lesson 1 Activity 1 for the DVD script.*

**Activity 2a Listen and read the story.** 7 min

**Objectives: to practise listening for the main idea;  
to practise reading for pleasure.**

*STEP 1:* Play the DVD. Ask the pupils to watch the DVD.

*STEP 2:* When they finish watching the DVD, ask the pupils to open their textbooks at Page 69 and look at Activity 2a. Ask the pupils now to read the story silently. To check their understanding, you can ask the pupils such questions as: 'What happens to the car?' 'What happens then?' etc.

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**Activity 2b Work in groups of 5. Role play.** 8 min

**Objectives:** to develop the pupils' speaking skills;  
to have fun.

Make groups of 5 (because there are five people in the car in Activity 2a). Ask the pupils to role play the story in Activity 2a. In order to do the role play, they can first imitate as if they are in a car. Then they should imitate as if the car has suddenly stopped. The driver must say: 'Oh, no ...' Then two of them should imitate as if they go out of the car and push it hard, saying: 'One, two, three ... Oh it doesn't move. Mum, can you help us?' etc. as in the story.

**Activity 3 Make a class graph.** 20 min

**Objective:** to practise expressing the results visually, i.e. in a graph

Use Lesson 3 Activity 4a "Find Someone Who ..." results to make a class graph.

*STEP 1:* Draw a graph on the board like the one in the textbook but without vertical arrows and horizontal lines with dashes.

*STEP 2:* Remake the groups that you made in Lesson 3 Activity 4a. Ask the pupils to open their Workbooks at Page 63 and look at the table in Activity 4a that they completed in class. Ask them to count the number of pupils in their groups that go by such and such type of transport using the table.

*STEP 3:* Ask the representatives from the groups to tell you the total numbers. You write them on the board. At the end add them and have the total numbers for the class.

*STEP 4:* Now you can draw vertical arrows and horizontal lines with dashes on your graph according to the results. The class graph is ready. Then you can ask your pupils to copy the class graph in their Workbooks at Page 64.

**Homework** 5 min

Ask the pupils to use the graph that they prepared in class to complete the sentences in Homework 1.

Also ask them to revise Unit 12 and get ready for the revision lesson.

## REVISION 9

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn to say how somebody goes to school by a kind of transport or on foot</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to say how somebody goes to school by a kind of transport or on foot;</li> <li>- to enable pupils to assess their knowledge, skills and overall progress.</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- say how they go to school by a kind of transport or on foot;</li> <li>- use the learnt material.</li> </ul>	<p><i>Recycling the previously learnt vocabulary</i></p>	<p>Pupil's book, Workbook, the DVD, 4 dice, counters of different colours enough for each pupil</p>

**Warm up**

Play the DVD. Ask the pupils to listen to the song "The wheels of the bus..." and sing it together with the DVD.

**DVD script:**

*See Unit 12 Lesson 1 Activity 1 for the DVD script.*

**Activity 1 Play "Snakes and Ladders".**

**Objective: to revise the types of transport and the structure:**  
by + transport, on + foot

**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 3. Each group must have a dice and a counter for every pupil (you can give them small pieces of paper of different colours). Say that when they throw a dice and land on the numbers, they must put their counters on that number and they must say a sentence as shown in the example according to the type of transport shown on the board. For example, if they land on 2, they must say: 'I go to school by bike,' and move up to 10. Then it will be the next pupil's turn to throw the dice.

Another rule of the game is that the pupil who cannot say a sentence or say it wrong misses a go.



## **Progress check 6**

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### **Homework**

#### **Activity 2 Do the quiz “I can...”**

**Objectives:** to revise the material studied in Unit 12; 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 can do the quiz “I can...” at home together with their parents. This quiz does not test memory – it is a learning opportunity, so the pupils should be allowed to use their Pupil’s books and Workbooks.

They discuss the answers and, where necessary, write them in their “I can ...” exercise books. You can go round and check what pupils have written.

## **PROGRESS CHECK 6**

There are four tasks for Progress Check 6. Tasks 1–3 can be done during Revision 9 after the pupils play the game “Snakes and ladders”. The pupils do Task 4 at home.

### **Task 1 Complete the sentences.**

Ask the pupils to compare the types of transport and complete the sentences.

#### **Possible answer keys:**

- 1) Planes are faster than *trains*.
- 2) Trains are faster than *cars/buses*.
- 3) Horses are slower than *cars*.
- 4) Bikes are slower than *motorbikes*.

### **Task 2 Choose the correct word.**

Ask the pupils to look at the three types of transport, compare and find the correct answer for them.

**Answer:** The car is *fast*. The train is *faster*. The plane is *the fastest*.

### **Task 3 Listen and put ✓.**

Ask the pupils to look at the table. Explain that they must listen to you and put ticks in appropriate places in the table.

Read the following text aloud:

*Sevara goes to school by minivan.*

*Kamol goes to school by bus.*

*Sanjar goes to school on foot.*

*Nilufar goes to school by bike.*

### **Task 4 Complete the sentences.**

Ask the pupils to complete the sentences.

**Answer key:** *Pupils’ own answers.*

## Unit 13 We live in Uzbekistan.

### Lesson 1 My uncle lives in Bukhara.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn about the structure: <i>I'm/we're/you're going to + place</i>;</li> <li>- to learn and decide what to take when one travels;</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to say where the clothes are using the prepositions of place;</li> <li>- to enable pupils to guess the meaning of a new word from the context;</li> <li>- to enable pupils to decide what things to take when they travel</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the necessary things to take when travelling;</li> <li>- to raise awareness of the structure: <i>I'm/we're/you're going to + place</i> which is used to say we want to go to somewhere.</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- use the structure: <i>I'm/we're/you're going to + place</i>;</li> <li>- say the clothes;</li> <li>- use the prepositions of place;</li> <li>- read the text and guess the new word from the context;</li> <li>- take the necessary things when they travel.</li> </ul>	<p>rucksack, ticket, money, tourist;</p> <p>the structure: <i>I'm/we're/you're going to + place</i></p> <p><i>Recycling the prepositions</i></p>	<p>Pupil's book, Workbook, the DVD, pictures or realia: money, ticket, rucksack</p>

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

##### Objective: to warm up

**STEP 1:** Play the DVD. Ask the pupils to listen to the song "Hello friends!" and say what the song is about (answer: *greeting*).

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

##### DVD script:

*Hello friends, How are you?*

*I am very happy, to see you.*

*Greet your neighbour.*

*Boogie on down!  
Give a jump, and turn around.*

**Activity 2 Work in pairs. Point and say. 10 min**

**Objectives: to recycle clothes and prepositions;**

**to introduce the new words: rucksack, ticket, money.**

*Advance preparation:* Before the lesson prepare the pictures or the real things of “money”, “ticket” and “rucksack”.

*STEP 1:* Show real money and say: ‘*This is money.*’ And ask the pupils to repeat the word “money” in chorus and individually. Again show money and ask random pupils to repeat the word “money”. Then show the picture/realia of a rucksack and ask the pupils to repeat the word “rucksack”. Do this activity with the word “ticket” too. Then ask the pupils to repeat the new words after you in chorus and individually several times.

*STEP 2:* Ask the pupils to open their textbooks at Page 72, look and find a rucksack in the picture. Ask the pupils to point to the picture (rucksack). Then say the words one by one: T-shirt, shirt, trousers and etc. and ask the pupils to point to the words.

*STEP 3:* Ask the pupils to work in pairs. One of them points to the picture and the other says the word. Then they change roles.

**e.g. Pupil 1:** points to the rucksack.

**Pupil 2:** *A rucksack.*

**Activity 3a Look, listen and repeat. 10 min**

**Objective: to introduce the structure: I’m/we’re/you’re going to + place (Tashkent, Bukhara, Samarkand)**

*STEP 1:* Ask the pupils to pay attention to the dialogue. Play the DVD.

*STEP 2:* After listening to the dialogue, say that the boy is going to his aunt to Bukhara. Explain that in order to say we want to go to somewhere, we must use the structure: *I’m/we’re/you’re going to + place*. For example: ‘*I’m going to Tashkent. We’re going to Bukhara. You’re going to Samarkand,*’ etc. Ask the pupils to repeat the structure in chorus and individually. Encourage the pupils to say sentences using the structure. Play the DVD again.

*STEP 3:* Ask two strong pupils to act out the dialogue. Then ask the pupils to work in pairs and act out the dialogue.

**DVD script:**

**Mother:** [jokingly] We’re going to Bukhara!

**Boy:** [laughing] No, I'm going to Bukhara!

**Mother:** [laughing] OK. You're going to Bukhara. Now, where's your rucksack?

**Boy:** Oh! It's under the chair.

**Mother:** Where's your ticket?

**Boy:** It's on the table.

**Mother:** Where's your money?

**Boy:** It's in my rucksack.

**Activity 3b Work in pairs. Ask and answer. 10 min**

**Objectives:** to consolidate the new words: ticket, money, rucksack; to recycle prepositions.

Ask the pupils to work in pairs. Ask them to open their Workbooks again and look at the picture on Page 67. Explain that now one of them asks a question and the other answers. Then they change roles.

e.g. **Pupil 1:** 'Where's the rucksack?'

**Pupil 2:** *It's under the bed.*

**Optional Activity 4 Play "Memory game".**

**Objective:** to consolidate the vocabulary related to clothes

It is a usual "Memory game". Put the pictures describing clothes (may be classroom things also) on the table. Ask two pupils to come to the table and look at the pictures. Then ask the pupils to turn to the pupils and say what they remember. The pupil who says more words is the winner. Then ask the other two pupils to come to the table and do the same, etc.

**Activity 5 Read the text. Guess the meaning of the word. 5 min**

**Objectives:** to improve the pupils' reading skills; to read the text for the main idea and guess the meaning of the new (highlighted) word.

Ask the pupils to read the text silently and guess the meaning of the new word.

**Answer key:**

Sayyohlar/туристы, путешественники

**Optional Activity 6 Look and write.**

**Objective:** to improve the pupils' writing skills

Ask the pupils what they will take if they are going to somewhere. Elicit the answer: *t-shirts, caps, jeans, shirts, dresses* etc.

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Then ask the pupils to open their Workbooks at Page 67 and look at the picture again. Tell them that they must write the things they will take if they want to go to somewhere.

**Answer key:** rucksack, jeans, T-shirt, shirt, trainer, money, ticket, cap.

### Homework 5 min

Explain that for homework the pupils must look at Page 71.

Explain that in Activity 1 they must choose one of the words and write.

**Answer key:** 1a, 2b, 3b, 4c, 5a, 6c

In Activity 2 they must make up and write the sentences.

**Answer key:**

*My uncle is a farmer.*

*He works on a farm.*

*There are many animals on the farm.*

*I help my uncle on Sundays.*

## Lesson 2 Our village is beautiful.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"><li>- to learn about the new prepositions of place: next to, opposite;</li><li>- to learn to describe the location of the buildings;</li><li>- to learn to draw the scheme of a place where one lives</li></ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"><li>- to enable pupils to use the prepositions of place;</li><li>- to enable pupils to describe the location of the buildings</li></ul> <p><i>Socio cultural:</i></p> <ul style="list-style-type: none"><li>- to raise awareness of how to describe the location of the buildings.</li></ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"><li>- use the prepositions of place: next to, opposite, in, on, under, between, on the right/left;</li><li>- describe the location of the buildings;</li><li>- draw the scheme of a place where one lives.</li></ul>	<p>New prepositions of place: next to, opposite</p> <p><i>Recycling the prepositions of place:</i> in, on, under, between, on the right/left</p>	<p>Pupil's book, Workbook, the DVD</p>

**Warm up 5 min**

Play the DVD. Ask the pupils to listen to the song “Hello friends!” and sing together with the DVD.

**DVD script:**

*See Unit 13 Lesson 1 Activity 1 for the DVD script.*

**Activity 1 Listen, point and say. 10 min**

**Objective: to introduce the new prepositions of place:**  
**opposite, next to**

*STEP 1:* Explain the meaning and use of the preposition “opposite”. Ask the pupils to open their textbooks at Page 73 and look at the picture in Activity 1. Point to the building which describes a computer club and say: ‘*This is a computer club.*’ Then point to the picture of the library and say: ‘*This is a library. The library’s opposite the computer club.*’ Then point to the sports club and say: ‘*The sports club’s opposite the computer club, too.*’ Then point to the playground and say: ‘*The playground’s opposite the school.*’ Point to the window in the class and say: ‘*The window’s opposite to the door.*’ Point to the board and say: ‘*The board’s opposite my table.*’ etc.

*STEP 3:* Then explain the meaning and use of the preposition “next to”. Ask the pupils to look at the picture again. Point to the library and the house and say: ‘*The library’s next to the house.*’ Then ask the pupils to find in the class the things which are next to each other (the desk is next to ..., the pupil is next to ... etc).

**Activity 2 Work in pairs. Look, ask and answer. 5 min**

**Objective: to consolidate the words: next to, opposite**

Tell the pupils to work in pairs. Explain that now they will look at the picture in Activity 1. They ask and answer questions in turns.

e.g. **Pupil 1:** ‘*Where’s the library?*’

**Pupil 2:** ‘*It’s opposite the computer club.*’

**Pupil 1:** ‘*Where’s the grey car?*’

**Pupil 2:** ‘*It’s next to the blue car?*’

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**Activity 3a Draw the place you live.** 5 min

**Objective: to consolidate the prepositions: next to, opposite, and structure: there is/are**

Ask the pupils to open their Workbooks at Page 68 and draw the picture of the place where they live. Explain that their pictures do not have to be in detail.

**Activity 3b Work in groups. Talk about the place you live.** 8 min

**Objective: to improve the pupils' speaking skills**

Divide the class into groups of 4/5. Ask everybody to count themselves in their group 1, 2, 3, 4(, 5). Say: '*All number 1s put your hands up.*' Repeat with numbers 2, 3, 4(, 5). Explain that each pupil must present their own place, time max 1 minute each. You are the timekeeper. Say: '*All number 1s start first.*'

e.g. Pupil A points to his/her picture s/he has drawn in Activity 3a and says: '*This is a sports club. My house's next to the sports club. The sports club's between my house and the school.*'

**Activity 3c Work in groups. Talk about the place your friend lives.** 5 min

**Objective: to improve the pupils' speaking skills**

Ask the class to stay in the same groups. Repeat Activity 3b but the pupils now present each other's places, time max 1 minute each.

e.g. *My friend lives in this house. It's opposite my house. There's a playground next to his/her house...*

If Activity 3c does not work well, repeat again in Activity 3d.

**Activity 3d Label the places where you live.** 5 min

**Objective: to improve the pupils' writing skills**

Ask the pupils to work on their own. Ask them to label their pictures.

e.g. *house, playground, etc.*

**Homework** 2 min

Ask the pupils to open their Workbooks at Page 68. Draw their attention to the word cloud. Explain that they must write about their village/town/city using the prepositions in the cloud.

### Lesson 3 What's in your street?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn to perform, give and write instructions for how to get somewhere;</li> <li>- to learn to draw the scheme of a place where one's friend lives</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to perform, give and write instructions for how to get somewhere</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of how to give and write instructions for how to get somewhere.</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- understand, use and perform commands;</li> <li>- give and write simple instructions for how to get somewhere.</li> </ul>	<p>go straight, turn left, turn right</p>	<p>Pupil's book, Work-book, the DVD, picture of a street</p>

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

##### Objective: to warm up

Play the DVD. Ask the pupils to listen to the song "Hello friends!" and sing together with the DVD.

##### DVD script:

See Unit 13 Lesson 1 Activity 1 for the DVD script.

#### Activity 2 Listen and do. 10 min

**Objective: to introduce the new words: go straight, turn left, turn right**

*STEP 1:* Explain to the pupils the commands: *go straight, turn left* and *turn right*. Go from the window to the door and say: '*I'm going straight.*' Turn right and say: '*I'm turning right.*' Go to the end of the class. Turn left and say: '*I'm turning left.*' Come to the board and stop.

*STEP 2:* Put place names around the room, for example, school, house, playground, river, sports club, computer club on the wall. Invite a child to be a robot. Say: '*Go straight.*' Use both your hands to show the meaning. The "robot" walks straight. Say: '*Stop.*' Say: '*Turn left/right.*' Use your hands to show the meaning. Repeat until the "robot" gets to the place you want. At the end ask: '*Where are*



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you?’ The “robot” must say: ‘*At the river (computer club, school, etc.)*’

**STEP 3:** Play “Simon says” with the whole class. Use gestures and get pupils to move a little straight, left, right etc.

**STEP 4:** Ask the pupils to look at the picture at Page 73, Activity 1.

Then explain: ‘*You’re between the library and the computer club. How can you go to the sports club?*’ If the pupils answer, it is OK. If they cannot answer, say: ‘*Go straight. Stop. Turn left. Go straight. Stop next to the sports club. Now you’re next to the sports club.*’

Again ask: ‘*You’re between the library and the computer club. How can you get to the school?*’ Elicit the answer: ‘*Go straight. Stop. Turn right. You’re next to school,*’ etc.

**Activity 3a Work in pairs. Say how to get from A to B. 10 min**

**Objective:** to consolidate the words: street, go straight, turn left, turn right, stop

Ask the pupils to work in pairs. Tell them to open their Workbooks at Page 69 and look at map. Explain that Pupil A points to the sports club and Pupil B says how to get to that place.

**Answer:** *Go straight. Stop. Turn right. Go straight. Stop. Turn left. Go straight. You’re next to the sports club.*

Then Pupil B points to the school and Pupil A says how to get to the place.

**Answer:** *Go straight. Stop. Turn right. Go straight. Stop. Turn left. Go straight. You’re next to the school.*

**Activity 3b Work in pairs. Find the place your friend lives. 15 min**

**Objectives:** to consolidate the words: go straight, turn left, turn right, stop;

to develop the pupils’ speaking skills.

**STEP 1:** Ask the pupils to work in pairs. Tell them to draw their imaginary street map. Then they must mark their own house in the map.

**STEP 2:** Pupil A explains how to get to his/her friend’s house. Then Pupil B explains how to get to his/her friend’s house.

**STEP 3:** Check random pupils’ answers.

**Homework 5 min**

Explain to the pupils that they are going to visit their aunt. She lives in another region. There are some pictures which they need to take if they want to visit their relative. The pupils must choose necessary things and write them as shown in the example.

**Answer:** *I take a rucksack, a cap, trousers, money, a ticket, T-shirt, shirt and trainers.*

### Lesson 4 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn to make a poster about one's town/city/village;</li> <li>- to learn to present a poster</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to make and present a poster about one's town/city/villages</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of how to make and present a poster about one's town/city/villages.</li> </ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> <li>- make a poster about their town/city/village;</li> <li>- present a poster.</li> </ul>	<p><i>Recycling the previously learnt vocabulary</i></p>	<p>Pupil's book, Workbook, the DVD</p>

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

**Objective:** to warm up

Play the DVD. Ask the pupils to listen to the song "Hello friends!" and sing together with the DVD.

**DVD script:**

*See Unit 13 Lesson 1 Activity 1 for the DVD script.*

**Activity 2a Look and read.** 5 min

**Objectives:** to practise reading for specific information;  
to improve the pupils' reading skills.

Ask the pupils to open their books at Page 75. Point to Activity 2a and tell them to read the text silently (You can also read it to the class). Then ask several pupils to read the text aloud. After that ask some questions in order to check the pupils' understanding.

e.g. *Where does he live? Who comes to visit the city? Where's the club? etc.*

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**Activity 2b Work in groups. Make a poster about your town/city/village. 20 min**

**Objectives:** to consolidate the learnt material;  
to develop the pupils' writing skills;  
to develop the pupils' creative abilities.

Ask the pupils to work in groups of 4/5. Explain that they must make a poster about their town/city/village. Then they must write 4 or 5 sentences to describe their town/city/village.

**Activity 3 Present your poster. 10 min**

**Objective:** to develop the pupils' speaking skills

Then one pupil from each group reports on the group work to the class.

**Homework 5 min**

Tell the pupils to open their Workbooks at Page 70. Explain that the pupils must draw their bedroom and describe it using the words in the cloud.

## REVISION 10

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"><li>– to learn to ask questions and find a hidden thing;</li><li>– to learn to say where the things are, using the prepositions</li></ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"><li>– to enable pupils to write the description of a room;</li><li>– to enable pupils to understand and perform classroom commands;</li><li>– to enable pupils to assess their knowledge, skills and overall progress.</li></ul>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"><li>– understand and perform classroom commands;</li><li>– ask questions and find a hidden thing;</li><li>– say where the things are, using the prepositions;</li><li>– write the description of a room.</li></ul>	<p><i>Recycling the previously learnt vocabulary</i></p>	<p>Pupil's book, Workbook, the DVD</p>

**Warm up**

Play the DVD. Ask the pupils to listen to the song "Hello friends!" and sing together with the DVD.

**DVD script:**

*See Unit 13 Lesson 1 Activity 1 for the DVD script.*

**Activity 1 Listen and do.**

**Objective: to recycle the learnt material**

*STEP 1:* Give instructions to the class using classroom commands. Revise the following language with individuals and the whole class: 'Stand up! Turn right! Turn left! Go straight! Stop! Turn left! Jump! Run! Walk!' etc!

Pupils should be able to perform the actions without prompting but if they have forgotten any words, demonstrate to help.

*STEP 2:* Explain to the pupils how to play "Simon says". If you command with the words "Simon says", the pupils should perform it. If you only command without "Simon says", the pupils must not perform it, for example, 'Simon says: Stand up. Simon says: Turn right! Sit down. Simon says: Turn left,' etc.

**Activity 2 Work in pairs. Find the present and write.**

**Objective: to check comprehension;  
to recycle prepositions.**

Ask the pupils to work in pairs. Say that all the pupils on your right hand will be Pupils A and all the pupils on your left hand will be Pupils B. Explain that Pupils A must look at this, i.e. at Page 76, and Pupils B at Page 86.

Further explain that Pupils A must ask questions to find the teddy bear, whereas Pupils B must ask question to find the plane.

**e.g. Pupil A:** Is it under the bed?

**Pupil B:** No.

**Pupil A:** Is it on the chair?

**Pupil B:** No, etc.

Ask the pupils what the presents are. Elicit the answers: the teddy bear and the plane. Encourage the pupils to say: 'The teddy bear's on the bed. The plane's on the table.'

**Activity 3 Work in pairs. Say and point.**

**Objective: to consolidate the learnt words and prepositions**

Ask the pupils to work in pairs. Explain that Pupil A says, for example: 'Robot.' Pupil B points to the robot and says, for example: 'The robot's on the floor.'

Then they change roles. Pupil B says, for example: 'The plane.' Pupil A says, for example: 'The plane's on the table,' etc.

**Activity 4 Describe the room and write.**

**Objective: to develop the pupils' writing skills**

Ask the pupils to open their extra copybooks and write. Tell the pupils to look at the picture in Activity 2 and describe it. Explain

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that they must write at least 5 or 6 sentences, for example: *This is my room. There is a bed, table and chair in my room, etc.*

**Activity 5 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 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 14 The world of stories

### Lesson 1 Cartoons

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn about cartoons and fairy tales;</li> <li>- to learn to speak about cartoons and heroes</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to talk about cartoons, fairy tales and their heroes</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of cartoons and fairy tales.</li> </ul>	<p>At the end of the lesson pupils will be able to speak about cartoons and their heroes.</p>	<p>hero</p> <p><i>Recycling:</i></p> <p><i>cartoon</i></p>	<p>Pupil's book, Workbook, the DVD, pictures from the cartoons: Mowgli, Aladdin, Little Mook, Tom and Jerry, Little Red Riding Hood, Susambil, The Lion and The Mouse, Zumrad and Kimmat, etc.</p>

#### Activity 1 Watch and say. 10 min

**Objectives: to warm up;**

**to introduce the new word: hero**

*STEP 1:* Play the DVD. Pupils watch (3 min) the cartoon about "Tom and Jerry". Recycle the word "cartoon" and explain the word "hero". Have the pupils repeat these words after you.

*STEP 2:* After watching the cartoon "Tom and Jerry", ask: 'What's this?' The pupils should answer: 'It's a cartoon (Tom and Jerry).'

*STEP 3:* Then show several pictures from the cartoons, for example, Mowgli, Aladdin, Little Mook, Tom and Jerry, Little Red Riding Hood, Susambil, The Lion and The Mouse etc. Elicit the names of the cartoons.

*STEP 4:* After that show the pictures of Zumrad and Kimmat and say they are the main heroes of the story/cartoon Zumrad and Kimmat. Then show the picture of the cartoon "Aladdin" and ask: 'Who are the main heroes of this cartoon?' Elicit the answer: 'Aladdin and Jasmine,' etc.

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**Activity 2 Answer the question.** 5 min

**Objective: to check the pupils' comprehension about cartoons and their heroes**

*STEP 1:* Ask the question: 'What cartoons do you know?' Elicit possible answers: 'Tom and Jerry', 'Mickey Mouse', 'Little Mook', 'Little Red Riding Hood', 'Susambil', 'Zumrad and Kimmat', 'Golden water melon,' etc.

*STEP 2:* Put all the pictures describing the cartoons on the table. Divide the class into two teams. One pupil from each team comes to the table, takes a picture, shows it to the class and names the cartoon, and then says the main hero of the cartoon. The team which names the most cartoons and their heroes correctly will be the winner.

**Activity 3 Play "My favourite cartoon's ..."** 5 min

**Objective: to improve the pupils' speaking skills**

It's a usual "Chain Drill". Before playing the "Chain Drill", revise the structure: "My favourite cartoon's ..." with the whole class.

**Activity 4 Work in groups. Answer the questions.** 10 min

**Objectives: to recycle the words: cartoon and hero;  
to improve the pupils' speaking skills.**

*STEP 1:* Divide the class into groups of 4. Tell them to look at Activity 4, read the questions and answer them in turns. Tell the pupils to choose one pupil from each group to report to the class. Demonstrate with one pupil.

For example:

**You:** 'What's your favourite cartoon?'

**Pupil:** 'My favourite cartoon's Mickey Mouse.'

**You:** 'Who's the hero of the cartoon?'

**Pupil:** 'The hero's Mickey Mouse.'

Walk around the class and help if necessary. Give them 5 minutes to discuss.

*STEP 2:* Ask one pupil from each group report to the class.

**Activity 5 Look at the pictures and match.** 5 min

**Objective: to revise the cartoons**

Ask the pupils to look at Activity 5. Ask them what cartoons they can see in them. Elicit the names of the cartoons. Then ask them to open their Workbooks and match the pictures with cartoons as shown in the example.

**Answer key:** 1f, 2c, 3a, 4e, 5d, 6b

**Activity 6 Read, guess and write.** 5 min**Objective:** to improve the pupils' reading and writing skills

Ask the pupils to pay attention to Activity 6. Read the first sentence: '*I like climbing,*' and ask: '*What's it?*' Elicit the answer: '*A cat.*'

Ask the pupils to write the answers to the sentences.

**Answer key:**

- 1) I like climbing. I'm a cat.
- 2) I like meat. I'm a dog.
- 3) I like corn. I'm a hen.
- 4) I like grass. I'm a sheep/cow/horse/goat.

**Homework** 5 min

Ask the pupils to open their Workbooks at Page 72. Explain that they must draw the hero of their favourite cartoon and write the name of the cartoon.

**Lesson 2 The lion and the mouse**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> – to learn about the story "The lion and the mouse"</p> <p><i>Developing:</i> – to develop the pupils' speaking skills</p>	At the end of the lesson the pupils will be able to speak about the story "The lion and the mouse".	<i>Recycling the vocabulary learnt during the previous units</i>	Pupil's book, Workbook, the DVD; flash-cards with big and small animals

**Activity 1 Play "Big, small".** 10 min

**Objectives:** to prepare for the next activity;  
to revise big and small animals.

*Version 1*

Stick cards with big and small animals in random on the board. Ask the pupils to stand in two lines facing the board. Say that when you say e.g. "big", the first pupils must run to the board and take any animal but big. Then they must say two sentences, e.g. *I'm a lion. I'm big.*

*Version 2*

Put a rope between two chairs and hang cards with big and small animals. Then ask the pupils to stand in two lines facing the rope with the cards. Say that when you say e.g. "big", the first pupils



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must run to rope and take any animal but big. Then they must say two sentences, e.g. *I'm a lion. I'm big.*

**NB:** If your class is advanced, you can ask the pupils to say more sentences.

**Activity 2a Look at the pictures and say.** 5 min

**Objective:** to prepare for reading

Ask the pupils to look at the pictures and say what they see there. Accept all answers.

**Activity 2b Look, read and match.** 10 min

**Objective:** to practise reading for detailed information

Ask the pupils to read the texts silently and match the pictures with captions.

**Answer key:**

1b, 2c, 3a

**Activity 2c Role play.** 15 min

**Objectives:** to practise role playing;  
to have fun

**STEP 1:** Divide the class into two halves. Say that one half will read the words of the mouse, the other half will read the words of the lion. Ask them to listen to you and repeat after you. Try to make it as dramatic as possible.

**STEP 2:** Ask the "mice" and "lions" to read the dialogue aloud. Help them to read if necessary.

**STEP 3:** Ask the pupils to role play. First demonstrate with the strongest pupils, and then ask the pupils to work in pairs and role play. Go round the class, monitor and help if necessary.

**NB:** If your class is not strong enough, allow them to read instead of saying.

**Homework** 5 min

Explain how to do Homework 1. Explain that they must look at the picture and tick (✓) if the sentences are correct or put 'x' if the sentences are wrong.

Then explain Homework 2. Explain that they must look at the picture and write sentences about it.

## Lesson 3 The old man and his sons

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn a moral of a story: <i>Never fight, be always friends;</i></li> <li>- to learn about fairy tales</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to make a story</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the moral of the story.</li> </ul>	At the end of the lesson the pupils will be able to speak about the cartoon "The old man and his sons".	stick, son, fight, break	Pupil's book, Workbook, the DVD

**Activity 1 Listen and say.** 5 min**Objectives:** to warm up;

to check the pupils' knowledge from the previous lesson.

Divide the class into two teams. One of the pupils from the first team says the name of the cartoon and the pupil from the second team says the main hero of this cartoon. Then they change roles.

**Activity 2 Listen and repeat.** 5 min**Objective:** to introduce the new words: stick, son, fight, break

**STEP 1:** Write the new words on the board: *stick, son, fight, break*. Read the words and ask the pupils to repeat them. Then tell the pupils to find the words in the Wordlist. Give them two minutes.

**STEP 2:** When you are sure they have found the words, ask them to look at the board. Say: *'I'll point to the word and you'll translate the word.'*

e.g. **You:** Point to the word "fight".**Pupils:** 'urushmoq/dратья).**Activity 3a Look at the picture and guess the story.** 5 min**Objectives:** to improve the pupils' speaking skills

Tell the pupils to open their textbooks at Page 80 and look at Activity 3a.

**Ask:** *'What can you see in the picture?'*Elicit the answer: *'The old man, the boys.'***Ask:** *'Are the boys good?'*

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Elicit the answer: 'No.'

Say: 'Yes. They often fight.'

And again ask: 'Do you know the story about the old man and his sons?'

Elicit some answers.

**Activity 3b Watch and check.** 10 min

**Objectives:** to consolidate the story;  
to improve the pupils' listening skills.

Ask the pupils to watch the cartoon and check if they were right. You can also ask them what is the moral of the story. (The moral of the story: *Never fight, be always friends!*)

**DVD script:**

**The old man and his sons**

*An old man has three sons. His three sons always fight. They are not good. They don't listen to their father and mother. They do what they want.*

*Their father's not happy. He says to his three sons, 'Sons, your mother and I are old. We love you. We want you to be good. Here are three sticks. I'm going to give you one stick. I want you to break the stick.'*

*The sons have the sticks. The first son breaks the stick. The second son breaks the stick. The third son breaks the stick. It's easy to break one stick. The old man gives three sticks to the first son. He says, 'Break the three sticks.' The old man gives the three sticks to the second son, and to the third son.*

*The sons can't break three sticks.*

*The old man says, 'Sons, it's easy to break one stick and it's easy to break you one by one. It's not easy to break three sticks and it's not easy to break my three sons. We want you to stay together and be strong. Never fight, be always friends!'*

**Activity 4 Complete the sentences.** 5 min

**Objectives:** to improve the pupils' writing skills

Ask the pupils to open their Workbooks at Page 74 and complete the sentences in Activity 4 with the words in the word cloud.

**Answers:**

- 1) The old man has three sons.
- 2) The old man has three sticks.
- 3) His sons always fight.
- 4) The old man asks his sons to break three sticks.
- 5) His sons cannot break three sticks.

**Activity 5a Work in groups and make a story. 8 min**

**Objective: to improve the pupils' speaking skills**

Ask the pupils to work in groups of four and make a story about "The old man and his sons". They must prepare for the next activity. One of them will be the old man and the others his sons.

**Activity 5b Work in groups. Role play. 5 min**

**Objective: to improve the pupils' speaking skills**

Ask the pupils to show the class what they have prepared.

**Homework 2 min**

Ask the pupils to write their own story.

**Lesson 4 Project**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to consolidate the learnt material from the previous lessons;</li> <li>- to learn about fairy tales</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to talk about cartoons and fairy tales</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of cartoons and fairy tales.</li> </ul>	<p>At the end of the lesson the pupils will be able to speak about the cartoons.</p>	<p><i>Recycling the previously learnt vocabulary</i></p>	<p>Pupil's book, Workbook, the DVD, flipchart, colour pencils, crayons</p>

**Activity 1 Watch the cartoon. 10 min**

**Objectives: to warm up; to consolidate the learnt material.**

Play DVD. The pupils watch the cartoon about "The old man and his sons".

**Activity 2a Work in groups. Draw the heroes of the cartoons. 10 min**

**Objective: to recycle the learnt material**

Ask the pupils to work in groups. Tell them to look at Page 81 and choose one of the stories. Distribute flipchart paper to the groups. The groups must draw pictures according to the cartoons and discuss it.

## Revision 11

**Activity 2b Write a story.** 15 min

**Objective: to develop the pupils' writing skills**

Ask the pupils to write five or six sentences according to their stories. Walk around the class and help if necessary.

**Activity 2c Make a presentation.** 10 min

**Objective: to develop the pupils' speaking skills**

Ask the groups to present their work. One pupil from each group comes to the board with her/his flipchart paper, shows the pictures to the class and tells a short story.

## REVISION 11

Aims	Learning out-comes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"><li>- to learn to ask and answer questions about familiar cartoons;</li></ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"><li>- to enable pupils to write at least one sentence about the learnt stories;</li><li>- to enable pupils to ask and answer questions about familiar stories;</li><li>- to enable pupils to assess their knowledge, skills and overall progress.</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 questions about cartoons;</li><li>- write at least one sentence about the learnt stories.</li></ul>	<p><i>Recycling the previously learnt vocabulary</i></p>	<p>Pupil's book, Workbook, the DVD</p>

**Activity 1 Answer the question.**

**Objective: to recycle the learnt material**

Ask the pupils to work in pairs. Explain that they must ask each other and answer the question "What cartoons do you like?"

**Activity 2 Work in groups. Play "Revision".**

**Objectives: to have fun;**

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

Divide the class into 5 groups. Allocate one story to each group. The stories to be allocated can be the following: 1) The wind and the sun; 2) A hungry caterpillar; 3) The old man and his sons; 4) The lion and the mouse; 5) The sparrow and the trees.

Ask the groups to discuss the events in the story in their groups and tell the class the story.

**Optional Activity 3 Write one sentence to each story.**

**Objective: to develop the pupils' writing skills**

Ask the pupils to open their extra copybooks and write at least one sentence to each story.

**Homework**

**Activity 4 Do the quiz "I can..."**

**Objectives: to revise the material studied in Unit 14 and Units 1–14;**

**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 do the quiz "I can..." at home together with their parents. This quiz does not test memory – it is a learning opportunity, so the pupils should be allowed to use their Pupil's books and Workbooks.

They discuss the answers and, where necessary, write them in their "I can ..." exercise books.

## **PROGRESS CHECK 7**

*(for Unit 14)*

There are three tasks for Progress Check 7. All of them can be done during Revision 11 after Activity 2.

**Task 1 Look and complete with: in, under, between, next to, on.**

Ask the pupils to look at the picture and complete the sentences with the prepositions: *in, under, between, next to, on*.

**Answer key:**

- 1) The eagle is *in* the tree.
- 2) The sparrow is *next to* the swallow.
- 3) The swallow is *between* the sparrow and humming bird.
- 4) The ants are *under* the table.
- 5) The ostrich is *next to* the table.
- 6) The ladybird is *on* the table.

## Progress check 7

### Task 2 Look, read and draw.

Ask the pupils to look at the map, read the two instructions above and draw the two routes on the map.

### Task 3 Listen and put ✓.

Ask the pupils to listen to you and put “✓” in the table in appropriate places.

#### Script:

I'm a teacher. I live in Samarkand. I like reading books.

I'm a pupil. I live in Tashkent. I like watching TV and playing computer games.

I'm a farmer. I live in Bukhara. I like watching TV and reading books.

#### Answer key:

	Bukhara	Samarkand	Tashkent	reading books	watching TV	playing computer games
farmer	✓			✓	✓	
teacher		✓		✓		
pupil			✓		✓	✓

## PROGRESS CHECK 8

(for Units 1–14)

There are six tasks for Progress Check 8. All of them can be done after the pupils do the quiz “I can ...” (Units 1–14) at pages 84–85.

### Task 1 Write the names.

Ask the pupils to look at the picture of Lola, Samir, Amir and Saida, compare them and write the names to complete the sentences.

#### Possible answer key:

- 1) *Lola* is taller than *Amir*.
- 2) *Samir* is taller than *Saida*.
- 3) *Lola* is the tallest.
- 4) *Samir* is younger than *Amir*.
- 5) *Saida* is the youngest.

### Task 2 Complete.

Ask the pupils to complete the words for jobs.

**Answer key:**

1) teacher; 2) doctor; 3) fireman; 4) farmer; 5) driver; 6) director

**Task 3 Look and complete.**

Ask the pupils to look at the picture and complete the sentences with the prepositions.

**Answer key:**

The teddy bear is **on** the bed.

The pillow is **on** the blanket.

The chair is **next to** the bed.

The ball is **between** the bed and the plane.

The curtain is **on** the window.

**Task 4 Look and write.**

Ask the pupils to look at the picture and complete the sentences.

**Answer key:**

These are *ants*.

These are *grasshoppers*.

Those are *sparrows*.

Those are *swallows*.

**Task 5 Read and underline.**

Ask the pupils to look at the picture, read and underline the correct word.

**Answer key:**

This is my hippo/lion.

It has got a big/small head.

It has got long/short legs.

It has got a big mouth/eyes.

It has got small ears/mouth.

**Task 6 Complete the phone talk.**

Ask the pupils to look at the pictures, remember and complete the telephone talk.

- Hello. Can I *talk* to Mary please?
- Hello. Excuse *me*, who's this?
- I'm Jane. Do *you* want to go to the zoo?
- When?
- *On* Sunday.
- OK.



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*O'quv nashri*

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