

# Kids' English

TEACHER'S BOOK

1



# Kids' English

1

O'qituvchilar uchun metodik qo'llanma  
To'ldirilgan va qayta ishlangan ikkinchi nashri



Toshkent  
«O'zbekiston»  
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Kids' English 1 darsligi umumiy o'rta ta'lim maktablarining 1-sinfi uchun mo'ljallangan bo'lib, o'quvchilar darsligi, o'qituvchi uchun metodik qo'llanma va multimedia DVD diskidan iborat bo'lgan uch tarkibli o'quv metodik majmuadir.

Kids' English 1 darsligi O'zbekiston Respublikasi Prezidentining 2012-yil 10-dekabrda "Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi PQ-1875-sonli qarorida belgilangan talablar va vazifalardan kelib chiqqan holda yangicha bir yondashuv asosida yaratildi. 1-sinflar uchun Kids' English darsligi O'zbekiston Davlat ta'lim standartiga hamda Ingliz tili o'quv dasturi talablariga asoslangan holda yozildi. Yuqorida eslatib o'tilgan qarorga asosan 1-sinf darsligi o'qish va yozuvsiz faqat gapirish va eshitishni rivojlantirishga asoslanganidir. Darslikdagi topshiriqlar faqat ingliz tili o'qituvchilari uchun berilgan.

Kids' English 1 is the first book in a series of English books for primary classes. It consists of a Pupil's Book, Teacher's Book and a Multimedia DVD resource.

Kids' English 1 has been developed to fulfill the Resolution № 1875 signed by the President of the Republic of Uzbekistan on 10.12.2012 "About the measures on further development of foreign language teaching and learning system". Kids' English 1 is based on the Uzbekistan State Education Standards and in line with the requirements of the syllabus for English. In accordance with the above mentioned resolution Kids' English 1 has been designed to develop speaking and listening skills without reading and writing. All instructions in English are given for teachers.

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# Introduction

## I What is Kids' English 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 1 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 V for how the Syllabus requirements are met in Kids' English 1).

## II What does Kids' English consist of?

Kids' English 1 is the first book in a series of books for primary classes (1-4 classes) of English. It consists of a Pupil's Book, Teacher's Book, a Multimedia DVD and a pack of visual materials, and it provides material for up to 66 hours of study, arranged in a flexible way to cater for faster and slower classes.

### **Kids' English 1 Pupil's Book**

The Pupil's Book is divided mainly into 14 units covering 56 lessons and 10 revision lessons. Each lesson of the book is designed for 45 minutes totalling 66 hours of study which are enough for Year 1. Each unit is broken down into 4 lessons. Each lesson takes up two pages with the exception of revision lessons which are on one page each.

The units are divided into terms as follows:

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

*2nd TERM (14 hours): 3 units + 2 revision lessons;*

*3rd TERM (18 hours): 4 units + 2 revision lessons;*

*4th TERM (16 hours): 3 units + 4 revision lessons.*

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.

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

At the bottom of the right hand pages of the Pupil’s Book there are Parent’s Corners for every lesson which are designed for parents. They include tips for parents on how to handle with their child’s homework.

At the back of the Pupil’s Book there is a separate section designed for parents which contains the words, phrases and structures with pictures learnt by the pupils during the units. Parents can use them with the questions and answers provided in the tables and practise more English with their children.

**NOTE:** Teachers are recommended to provide parents with instructions of how to use the textbook and work with their child at the beginning of the school year.

### **Kids’ English 1 Multimedia DVD**

The Multimedia DVD is designed for use during the lesson. It contains natural recordings of texts, dialogues, videos, etc. performed by kids, native speakers of English and by good Uzbek speakers of English.

All DVD scripts are included in the Teacher’s Book. If teachers do not have the Multimedia DVD or should there be any problems with the electricity or they cannot play the DVD for any technical reasons, there is no need to worry. They can read out the DVD scripts themselves or if it is a warm-up song, instead they can use any song the pupils have learnt during the previous units or relevant flashcards, posters and own materials.

**NOTE:** If parents also want to use the DVD 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 1 Teacher’s Book**

The Teacher’s Book is an essential part of the Kids’ English 1 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,

DVD scripts for the Multimedia resource and clear explanations for teachers on how to organise the activities in the Pupil's Book and suggestions for faster/slower classes/pupils.

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

### III What is Kids' English 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 Class 1 is very different from the rest of schooling because during this period children will learn the language without learning ABC, reading or writing.




Class 1 children will learn the language through actions, role plays, listening to stories, songs, poems and various language games. Multi-media technologies play a very important role in achieving the goals.

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

For this reason Kids' English 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 .

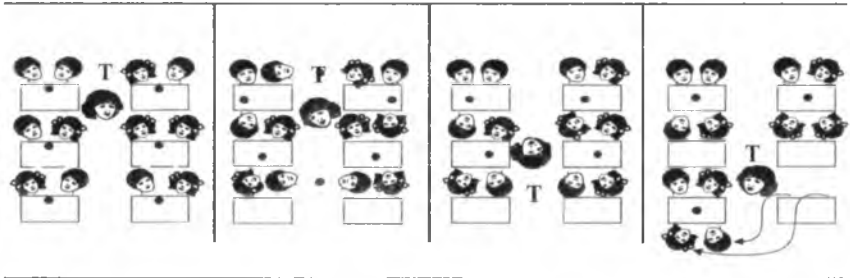
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**a** Here are the twelve pupils doing work with the teacher listening. The dots show where each pair is focusing.

**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.



(a)

(b)

(c)

(d)

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.

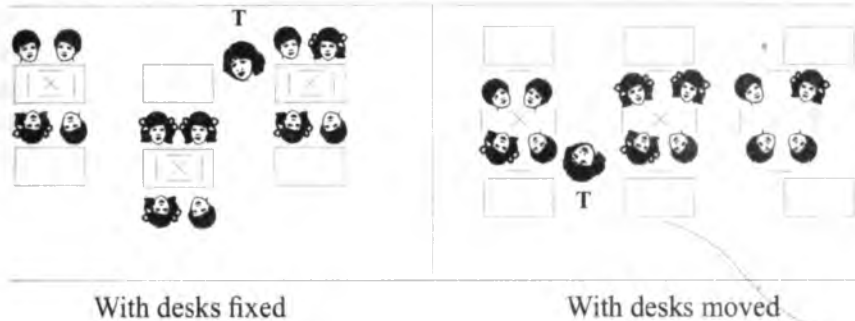
**d** The teacher asks two pupils to speak to each other (e.g. present a dialogue they have learnt by heart).

**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



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.

### Dealing with errors in spoken English

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

In the learner-centred classroom, where pupils are being encouraged to use English in real communication, fluency is just as important as accuracy. We are not suggesting that correction should be abandoned, but that it can be postponed until after the communication activities. If teachers do this then they will not be constantly interrupting their pupils. Of course they will need



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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.

## **IV 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 the 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 to produce utterances.

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

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

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

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

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

### **Principle 4 Constructing reality**

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

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

Before the children begin to speak they go through a long way of the process in which language was imprinted upon body movements. Children can decode the language through the medium of body movements such as

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looking, pointing, touching, walking and others. They can express themselves by the same medium until readiness to speak in the target language takes place.

## **V Syllabus for foreign languages**

The authors have tried to do their best in Kids' English 1 to meet the requirements prescribed in the syllabus for foreign languages. The fulfilment of these requirements in Kids' English 1 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 practically**

<b>Syllabus</b>	<b>Kids' English 1</b>
... In Class 1, learning language is carried out through different language games. Pupils learn a language through listening (repeating after the teacher's speech and audio-video devices).	Units 1-14
... Class 1 pupils learn to listen and speak (oral speech) in a foreign language. Starting from Class 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 1 pupils must acquire the following skills:**

#### **Listening**

<b>Syllabus</b>	<b>Kids' English 1</b>
- understanding short questions and giving short answers	Units 1-14
- listening and understanding simple and short texts	Units 1-14
- understanding classroom language	Units 1-14
- understanding simple talks about family members and surrounding things	Units 3-14
- being able to perform the teacher's instructions in a foreign language	Units 1-14
- understanding the words and phrases in topical games	Units 1-14

## Speaking

Syllabus	Kids' English 1
- being able to greet, say goodbye, apologise, say own name and age	Units 1-4, 9
- being able to say the numbers 1-20	Units 1-5, 10-13
- being able to speak about a family and friends	Units 3-4, 9
- being able to ask and answer simple questions on familiar topics	Units 1-14
- being able to say simple sentences connected with daily life	Units 1-14
- being able to use words and phrases in topical games	Units 1-14

**The amount of lexical units the pupils must acquire in a foreign language in Class 1**

Lexical units			
Active	Passive	Potential	Total
150	-	-	150

There are 145 lexical units, 41 structures and phrases, 4 possessive pronouns/adjectives, 5 personal pronouns and 23 numbers used in Kids' English 1.

**Grammatical minimum of English**

**In Class 1, grammar rules are taught implicitly (without rules)**

Syllabus	Kids' English 1
- forms of the verb "to be" in the Present Simple Tense (am, is, are): <i>I'm small.</i> <i>My name's ...</i> <i>How are you?</i> <i>Is it a pen?</i>	Unit 1 Lesson 3 Unit 1 Lesson 1 Unit 1 Lesson 2 Unit 2 Lesson 2
- wh-questions: <i>What's your name?</i> <i>How old are you?</i> <i>What's this?</i>	Unit 1 Lesson 1 Unit 2 Lesson 2 Unit 2 Lesson 1
- the Present Simple Tense (affirmative, interrogative, short answers): * <i>Where do you live? I live in ...</i> <i>Do you like ...? Yes, I do.</i>	Unit 1 Lesson 3 Unit 5 Lesson 3

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- personal pronouns (I, he, she, it, we, you, they)**: <i>I'm six.</i> <i>It's a pen.</i> <i>S/he is a girl/boy.</i>	Unit 2 Lesson 2 Unit 2 Lesson 1 Unit 4 Lesson 2
- demonstrative pronoun (this): <i>This is a ...</i>	Unit 2 Lesson 3
- possessive pronouns/adjectives (my, your, his, her): <i>What's his/her name?</i> <i>His/her name's ...</i> <i>My brother is big.</i>	Unit 3 Lesson 3 Unit 3 Lesson 2 Unit 3 Lesson 3
- the construction "have/has got...": *** <i>I've got a ball.</i> *** <i>S/he has got a toy.</i>	Unit 3 Lesson 2 Unit 9 Lesson 2
- imperatives: <i>Jump! Go! Touch your nose.</i>	Unit 6 Lessons 1, 3
- impersonal sentences: <i>What season is it? It's winter.</i> <i>It's warm. Is it hot?</i>	Unit 7 Lesson 1 Unit 7 Lesson 2
- modal verb "can" (in the meaning "being able to"): <i>I can ski.</i> <i>What can you do?</i>	Unit 8 Lesson 2 Unit 10 Lesson 2
- plural form of nouns: *** <i>I've got peaches/I like peaches.</i>	Unit 10 Lesson 2
- How many? (with countable nouns)	Unit 11 Lesson 2
- How much (with uncountable nouns)	Unit 11 Lesson 3

\* According to the request of the teachers, this question and its answer were changed to "Where are you from?" and "I'm from ..." in Kids' English 1 in 2015.

\*\* The personal pronouns "we" and "they" are taught in Kids' English 2.

\*\*\* According to the request of the teachers, the structures "I've got.../he's got.../she's got ..." were changed to "I have.../he has .../she has ..." in Kids' English 1 in 2015.

## Topics to be learnt in Class 1

No	Topics and subtopics	Kids' English 1
1.	<b>Getting introduced</b> - greeting and its types (with adults, with equals) - saying goodbye - inquiring after smb.'s health and apologising - introducing oneself, formal and informal answers - age - hometown	Unit 1 Lesson 1 Unit 1 Lesson 2 Unit 1 Lesson 2 Units 1-4 Unit 2 Lesson 2 Unit 1 Lesson 3

2.	<b>In the classroom</b> - names of school things - classroom language - numbers	Unit 2 Units 1-14 Units 1-5, 10-13
3.	<b>Family</b> - family members - names of family members - about parents	Unit 3 Lessons 1-4 Unit 3 Lessons 1-4 Unit 3 Lessons 1-4
4.	<b>My friend</b> - a friend's name, age - nationality* - hometown	Unit 4 Lessons 2-3 ----- Unit 4 Lessons 3-4
5.	<b>Colours</b> - colour names - colours of the things in the room - about figures**	Units 3-5 Units 3-5 -----
6.	<b>Toys</b> - toy names and their colours - saying about one's toys	Unit 5 Lessons 1-4 Unit 5 Lessons 1-4
7.	<b>Parts of the body</b> - names of parts of the body - parts of the body	Unit 6 Lessons 1-4 Unit 6 Lessons 1-4
8.	<b>Seasons</b> - names of seasons - colours - seasonal weather	Unit 7 Lessons 1-4 Unit 7 Lessons 1-4 Unit 7 Lessons 2-4
9.	<b>The world around us</b> - natural phenomena - activities	Unit 8 Lessons 1-4 Unit 8 Lessons 2-4
10.	<b>Animals</b> - names of domestic animals - names of wild animals - favourite animals	Unit 9 Lessons 1-4 Unit 10 Lessons 1-4 Unit 9 Lessons 1-4
11.	<b>Vegetables</b> - names of vegetables - their colours and numbers	Unit 11 Lessons 1-4 Unit 11 Lessons 1-4
12.	<b>Fruit</b> - fruit names - their colours and numbers	Unit 12 Lessons 1-4 Unit 12 Lessons 1-4

\*Nationalities will be taught in Kids' English 4.

\*\* Figures will also be taught in Kids' English 4.

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<b>13.</b>	<b>The things I can do</b> - understanding and performing the teacher's instructions - being able to say what one can do - numbers	Units 1-14 Unit 13 Lessons 1-4 Unit 13 Lessons 2
<b>14.</b>	<b>Characters of fairy tales</b> - saying the name of a favourite fairy tale - saying the name of a character of a favourite fairy tale - saying some features of a character of a favourite fairy tale	Unit 14 Lessons 1-3 Unit 14 Lessons 1-3 Unit 14 Lessons 2-3

## VI What are Kids' English Key Features?

### Titles of the lessons and units

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

### Use of pictures

In Kids' English 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 do not know how to read or write. For this reason the early lessons in Kids' English start with songs where pupils sing and at the same time learn how to greet. Topical songs can be met nearly in all lessons through the Pupil's Book. First pupils listen to a song. During the two next lessons pupils listen and repeat the same song. In the final (the 4th) lesson pupils will sing the song themselves.

### Look /watch and do

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

### Matching activities

In this kind of activities pupils match the pictures and the other pictures for new words by guessing the meaning. When they finish they should check

their answers with you or with their partners to find out whether they guessed right or wrong. This activity is much more fun than the traditional method in which the teacher gives the meaning of the new words. It also helps to develop the pupils' cognitive skills. e.g. by comparing the English word to any other languages they know and seeing if they can find the meaning in this way. Using one language to learn another is an important skill in foreign language learning. (It doesn't matter if your pupils 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 himself/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.

### Games

Game activities are used in Kids' English 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.



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**Drawing**

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

**Pronunciation**

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

**Timing**

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

### VII Are pupils given homework?

Since pupils do not know how to read or write at this stage they are not given such homework which makes them do so. However, the authors of Kids' English consider it right to give pupils simple homework such as drawing or colouring pictures and remembering the target language they learned in class. The sole purpose of such homework is to help pupils remember or bring back to their memories the language material they learned during the lesson through working on the drawings, 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.

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:

- see the pupil's progress;
- work with the pupil individually;

- stimulate their pupils to make displays, competitions, etc.
- work with the pupils' parents.

*When and how to check homework?*

- While pupils are doing classwork activities, the teacher can go round quickly and look at their homework.
- The teacher can assess homework during the Let's Play lesson while pupils are doing a longer activity.
- There are 2 English lessons a week in Year 1 and they are usually 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 books in the classroom to assess. The next day, after assessing their homework, he/she can give them their books back.

### VIII 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;



— energising activity



— pupils draw, colour pictures or do other tasks like matching, finding objects, etc.

#### Enjoy Kids' English 1!

We, the authors, had great fun writing Kids' English 1. Now we hope that you, the teachers, will enjoy using it with your pupils. Good luck to you and your pupils!

## Unit 1 Greetings

### Lesson 1 Hello. My name's Zumrad.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn basic greetings Developing: - to enable pupils to greet and say their names Socio-cultural: - to raise awareness of ways of greetings	By the end of the lesson, pupils will be able to understand the greetings, phrases for saying names and use them in small situations.	Good morning Hello. My name's ...	Text-book; the DVD of the book; puppets.

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

**Objective: to introduce the greeting "Good morning"**

<i>Steps</i>	<i>Interaction</i>
<b>STEP 1</b> Say: ' <b>Stand up, please. Good morning, class.</b> ' Use gestures with your hands so the children stand up. Say: ' <b>My name's ...</b> ' Say: ' <b>Sit down, please.</b> ' Use gestures with your hands so the children sit down.	Whole class
<b>STEP 2</b> 1. Show the Pupil's Book. Say: ' <b>Take out your books.</b> ' Make sure all the children have their Pupil's Book. 2. Say: ' <b>Look and listen.</b> ' Use gestures to show. 3. Play the DVD, track "Good morning." 4. Open the Pupil's Book Page 6, point to Activity 1. Use "open your book" gesture and wait for all the children to open their books. Check they have the correct page. 5. Say: ' <b>What can you see?</b> ' Accept anything reasonable, e.g. 'sun, flowers, hands, yellow, green'. 6. Say: ' <b>Listen and repeat.</b> ' Play the DVD and pause after each line. 7. Say: ' <b>Listen and sing.</b> ' Play the DVD and let the children sing along.	Individual
8. <i>Optional (can be done as Homework):</i> Point to Page 7. Show a yellow coloured pencil. Use gestures so pupil's get their coloured pencils. Say: ' <b>Look and colour.</b> ' Monitor and check they colour the sun.	Whole class
	Individual

Give them 1 minute only.  
Explain in mother tongue, that the rest of the picture should be done at home.

**DVD script:**

Good morning to you,

Good morning to you.

Good morning dear teacher,

Good morning to you.

**Activity 2 Listen and sing. 10 min**

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

<i>Steps</i>	<i>Interaction</i>
1. Say: <b>‘Look and listen.’</b> Use gestures to show. 2. Play the DVD, track “What’s your name?” 3. Say: <b>‘Listen and repeat.’</b> Play the DVD and pause after each line. 4. Say: <b>‘Listen and sing.’</b> Play the DVD and let the children sing along the last line. <b>DVD script:</b> Hello. Hello. What’s your name? (3 times) Hello. Hello. What’s your name? My name’s Zumrad. Hello. Hello. What’s your name? (3 times) Hello. Hello. What’s your name? My name’s Jasur.	Whole class Individual

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

**Objectives: to introduce the characters of the book Jasur and Zumrad;**

**to introduce the structure “Hello. My name’s ...”**

<i>Steps</i>	<i>Interaction</i>
1. Say: <b>‘Look and listen.’</b> Use puppets to present Zumrad and Jasur. 2. Say, using a boy-puppet: <b>‘Hello, my name’s Jasur. What’s your name?’</b> 3. Say, using a girl-puppet: <b>‘Hello, my name’s Zumrad.’</b> 4. Say: <b>‘Listen and repeat.’</b> Play the DVD. Ask the children to introduce themselves. <b>DVD script:</b> – Hello. My name’s Jasur. – Good morning. My name’s Zumrad.	Pair work

## Unit 1

### Activity 3b Listen and say. 10 min

**Objective: to enable pupils to introduce themselves**

<i>Steps</i>	<i>Interaction</i>
1. Say: ' <b>Look and listen.</b> ' Use gestures. 2. Play the DVD, track "What's your name?" once more. 3. Say: ' <b>Listen and say.</b> ' Use the puppets. Play the DVD and ask the children to replace the name with the names of Zumrad and Jasur. 4. Say: ' <b>Listen and sing.</b> ' Divide the children into 2 groups. One group sings the name of Zumrad, another sings the name of Jasur. Play the DVD and let the children sing in groups the last line.	Whole class  Group work

### Activity 4 Play "Ask and answer". 5 min

**Objective: to practise the new language material**

<i>Steps</i>	<i>Interaction</i>
1. Invite 2 children to act the dialogue out with the puppets. 2. Say to a girl: ' <b>You're Zumrad.</b> ' Give the puppet of a girl. 3. Say to a boy: ' <b>You're Jasur.</b> ' Give a puppet of a boy. 4. Say: ' <b>Listen and repeat.</b> ' Use gestures to show. 5. Say: ' <b>What's your name?</b> ' Ask the children to repeat in chorus. 6. All the children ask the question. Point at a child and ask to answer. 7. Ask the children to answer in chain.	Pair work  Whole class  Group work

### Summing up 5 min

<i>Steps</i>	<i>Interaction</i>
Use the phrases 'Good job! Well done!' and 'Keep trying!' for assessment. 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.	Whole group
1. Say: ' <b>Look and listen.</b> ' Point at Page 7. 2. Say: ' <b>Colour at home.</b> ' Use gestures to help the children to understand you. You can use mother tongue to explain it better. 3. Ask the pupils to bring a small mirror for the next lesson.  <b>Note:</b> This is a standard procedure which teachers should do at the end of each lesson.	Individual work

**NOTE: If you have enough time for Optional Activity 5, you can do it with your pupils.**

**Optional Activity 5 Listen and sing.****Objective: to enable pupils to sing a song**

<i>Steps</i>	<i>Interaction</i>
1. Say: ' <i>Let's sing!</i> ' 2. Use gestures to show and say: ' <i>Stand up, please.</i> ' Ask the children to make up a circle. 3. Say: ' <i>Hello. What's your name?</i> ' Use gestures to help one pupil to answer the question ' <i>My name's ...</i> ' 4. Invite the pupils to sing the song "What's your name?" Ask the pupils to answer the question using their own names. Involve all the children in the activity.	Whole class

**Remember:** After the lesson you should ask the parents to look at the right hand page of the Pupil's Book and explain how to find a suitable homework for this lesson in the Parent's Corner. Also explain that later they should keep finding homework there for the lesson the pupils studied at school.

**Lesson 2 How are you?**

<b>Aims</b>	<b>Learning outcomes</b>	<b>Vocabulary and structure</b>	<b>Required equipment</b>
<i>Educational:</i> - to learn basic greetings; - to ask and say how one feels <i>Developing:</i> - to enable pupils to greet, ask and say how they feel <i>Socio-cultural:</i> - to raise awareness of ways of greetings, asking and saying how one feels; - to raise awareness of the pronunciation of the sounds [w] and [h]	By the end of the lesson, pupils will be able to: - understand the greetings, use a question for asking how somebody is and say how they feel; - pronounce the sounds [w] and [h].	<i>How are you?</i> <i>OK.</i> <i>What's your name?</i> <i>*goodbye</i> <i>good, OK,</i> <i>great, so-so</i>	Textbook; the DVD of the book; puppets; a mirror

**Activity 1 Listen and repeat. 5 min****Objective: to sing the song "Good morning"**

<i>Steps</i>	<i>Interaction</i>
1. Say: ' <i>Stand up, please. Good morning, class.</i> ' Use gestures with your hands so the children stand up.	Whole class

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<ol style="list-style-type: none"> <li>2. Say: '<b>Sit down, please.</b>' Use gestures with your hands so the children sit down.</li> <li>3. Say: '<b>Look and repeat.</b>' Use gestures.</li> <li>4. Play the DVD, track "Good morning".</li> <li>5. Say: '<b>Now listen and sing.</b>' Sing the song together with the children.</li> <li>6. Check the homework. Praise all the children using '<b>Good job, Well done.</b>'</li> <li>7. Introduce the word "Goodbye". Practise the pronunciation.</li> <li>8. Say: '<b>Let's play!</b>' Invite a child to the door. Ask him/her to close his/her eyes.</li> <li>9. Ask another pupil to say: '<b>Good morning!</b>'</li> <li>10. Ask the child to guess who greets him/her.</li> <li>11. The child says: '<b>Good morning, ...</b>'</li> <li>12. If he/she is right, he/she gets the answer: '<b>Good morning.</b>'</li> <li>13. If he/she cannot guess, he/she gets the answer: '<b>Goodbye!</b>'</li> </ol>	
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### Activity 2 Listen and repeat. 5 min

**Objectives:** to practise and pronounce the sound [w];  
to pronounce the question "What's your name?"  
correctly;  
to prepare the children for the next activity

<i>Steps</i>	<i>Interaction</i>
<ol style="list-style-type: none"> <li>1. Say: '<b>Listen and repeat.</b>' Make sure all the children look at you. Take a mirror and show you look at the mirror.</li> <li>2. Say: '<b>W-W-W</b>'. Show how to put lips forward.</li> <li>3. Have the children practise the sound "W-W-W" looking at their mirrors.</li> <li>4. Say: '<b>What-what-what.</b>' Show how to pronounce correctly.</li> <li>5. Ask the children to repeat after you and with you.</li> <li>6. Say: '<b>What's your name?</b>' Practise the question in chorus, rows and individually.</li> </ol>	Whole class

### Activity 3 Play "Ask and answer". 10 min

**Objective:** to practise the new language material "What's your name?"

<i>Steps</i>	<i>Interaction</i>
<p><i>STEP 1</i></p> <ol style="list-style-type: none"> <li>1. Say: '<b>Listen and repeat.</b>' Use gestures to show.</li> <li>2. Say: '<b>What's your name?</b>' Ask the children to repeat in chorus.</li> <li>3. Divide the class into 2 groups. Group 1 ask the question "What's your name?" Point at a child from group 2 and ask to answer for</li> </ol>	Group work

<p>himself/herself. Then Group 2 ask the question, etc.</p> <p><b>STEP 2</b> Ask the children to ask and answer the question "What's your name?" in chains. e.g. A: 'My name's ... .' He/She turns to the next pupil and asks: 'What's your name?' B: 'My name's ... .' He/She turns to the next pupil and asks: 'What's your name?', etc.</p>	Whole class
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#### Activity 4 Watch and do. 5 min

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

Steps	Interaction
<ol style="list-style-type: none"> <li>1. Say: '<b>Stand up, please. Watch and do.</b>' Use gestures.</li> <li>2. Play the DVD. Ask the children to repeat after the robot, moving hand and saying the numbers 1 to 10 accordingly.</li> <li>3. You can repeat the activity 2-3 times for energizing.</li> </ol>	Whole class

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

**Objective: to practise and pronounce the sound [h]**

Steps	Interaction
<ol style="list-style-type: none"> <li>1. Say: '<b>Listen and repeat.</b>' Make sure all the children look at you and have mirrors.</li> <li>2. Look at the mirror and show the children how to pronounce the sound "H-H-H." Say: '<b>H-H-H.</b>' in a special way blowing to the mirror to make it misted.</li> <li>3. Have the children practise the sound "H-H-H" in the same way.</li> <li>4. Ask the children to repeat after you and with you.</li> <li>5. Practise the letter in chorus, rows and individually.</li> </ol>	<p>Whole class</p> <p>Work in rows Individual work</p>

#### Activity 6 Watch and repeat. 10 min

**Objective: to practise the question "How are you?" and an appropriate answer to it**

Steps	Interaction
<p><b>STEP 1</b></p> <ol style="list-style-type: none"> <li>1. Play the DVD.</li> </ol> <p><b>DVD script:</b> Jasur: Good morning. How are you? Zumrad: Hello. Ok. How are you? Jasur: Great. <li>2. Use the puppets of Zumrad and Jasur.</li> <li>3. Say to Zumrad: '<b>How are you?</b>' Answer as Zumrad: '<b>OK.</b>'</li> </p>	<p>Whole class</p> <p>Whole class</p>

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<p>4. Say to Jasur: '<b>How are you?</b>' Answer as Jasur: '<b>Great.</b>'</p> <p>5. Introduce the answers "Good, Great, So-so, OK." Use gestures.</p> <p><b>STEP 2</b></p> <p>1. Say: '<b>Let's play!</b>' Say: '<b>Stand up, please.</b>' Ask the children to make up a circle.</p> <p>2. Ask the child on your right hand: '<b>How are you?</b>' She/He answers for himself/herself and asks the question from the next child, etc. in chains. Ask the children to answer with gestures.</p>	Whole class
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### Summing up 5 min

Steps	Interaction
<p>Use the phrases 'Good job! Well done!' and 'Keep trying!' for assessment.</p> <p>1. Say: '<b>Look and listen.</b>' Point at Page 9.</p> <p>2. Say: '<b>Colour at home.</b>' Use gestures to help the children understand you. You can use mother tongue to explain it better.</p>	Whole group

## Lesson 3 Where are you from?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><b>Educational:</b></p> <ul style="list-style-type: none"> <li>- to learn basic greetings;</li> <li>- to learn how to ask and say what is smb.'s name and where smb. lives</li> </ul> <p><b>Developing:</b></p> <ul style="list-style-type: none"> <li>- to enable pupils to greet, ask and say what is smb.'s name and about the places they live</li> </ul> <p><b>Socio-cultural:</b></p> <ul style="list-style-type: none"> <li>- to raise awareness of ways of greetings, asking and saying what is smb.'s name and where smb. lives</li> </ul>	By the end of the lesson, pupils will be able to understand greetings, ask and answer the question about where smb. lives in small situations.	<p><i>Where are you from?</i></p> <p><i>I'm from</i></p> <p>....</p>	Textbook; the DVD of the book; puppets

### Activity 1 Listen and sing. 8 min

**Objective: to sing the song "Good morning"**

Steps	Interaction
<p>1. Say: '<b>Stand up, please. Good morning, class.</b>' Use gestures with your hands so the children stand up.</p> <p>2. Say: '<b>Sit down, please.</b>' Use gestures with your hands so the children sit down.</p> <p>3. Say: '<b>Listen and sing.</b>' Use gestures.</p>	Whole class





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<p>– Hello. My name's Amir. How are you, Alisa?          – OK! How are you, Amir?          – Great!</p> <p>2. Ask the children to repeat the dialogue after you/DVD in chorus.          3. Invite two of them to act the dialogue. Whisper the phrases to help the children.</p>	<p>Whole class          Pair work</p>
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### Activity 5 Look, listen and guess. 10 min

**Objective: to practise the question “Where are you from?” and the answer “I’m from...”**

Steps	Interaction
<p><b>STEP 1</b></p> <p>1. Draw a boy's (Jasur's) and a girl's (Zumrad's) faces on your fingers beforehand.            2. Say to the girl: <b>'Where are you from?'</b> Answer as Zumrad: <b>'I'm from Tashkent. Where are you from?'</b>            3. Answer as the boy: <b>'I'm from Karshi.'</b>            4. Check if the pupils understand the question and answer.</p>	<p>Whole class             Whole class</p>
<p><b>STEP 2</b></p> <p>1. Say: <b>'Look, listen and repeat.'</b> Play the DVD.  <b>DVD script:</b>            - Hello, Amir. How are you?            - Hello, Sevara. OK. Where are you from?            - I'm from Tashkent. Where are you from?            - I'm from Bukhara.</p> <p>2. Divide the class into 2 groups. Group 1 ask the question “Where are you from?” Point at a child from group 2 and ask to answer for himself/herself “I'm from ...”. Then Group 2 ask the question, etc.</p>	<p>Whole class             Group work</p>
<p><b>STEP 3</b></p> <p>Ask the children to ask and answer the question “What's your name?” in chains.            e.g. A: <b>'I'm from ...'</b> He/She turns to the next pupil and asks: <b>'Where are you from?'</b>            B: <b>'I'm from ...'</b> He/She turns to the next pupil and asks: <b>'Where are you from?'</b>, etc.  <b>OPTION:</b> Play the DVD, track “What's your name?” Offer the children to sing the song changing the question to “Where are you from?”</p>	<p>Whole class</p>

### Activity 6 Play “Ask and answer”. 10 min

**Objective: to practise the question and answer in Activity 5**

Steps	Interaction
<p>1. Say: <b>'Open your books.'</b> Use gestures.            2. Show Page 10. Have the children open the book and look at the picture of places. Help them to call the places.</p>	<p>Whole class</p>

3. Say: **'Let's play!'** Say: **'I'm from ...'** Choose any city.
4. Ask: **'Where are you from?'**
5. Use gestures to involve all the children in the activity.
6. Ask the children to answer in chain.

Individual work

**Note: If you have enough time for Optional Activity 7, you can do it with your pupils.**

### Optional Activity 7 Play "What's your name?"

**Objective: to practise and consolidate the question "What's your name?" and its answer**

<i>Steps</i>	<i>Interaction</i>
<ol style="list-style-type: none"> <li>1. Say: <b>"Let's play a game!"</b> Ask the pupils to make a circle. Select a leader.</li> <li>2. In chorus the class ask her/him the question <b>"What's your name?"</b> The leader answers and then calls the name of another pupil.</li> <li>3. Ask another pupil who has just been named to call the name of another pupil. The game continues with 2-3 different leaders.</li> </ol> <p>NB: This game can be repeated in the next lessons when you have free time as all the pupils want to be involved in the game. You can watch the DVD with the game.</p>	Whole class

**Summing up**      2 min

<i>Steps</i>	<i>Interaction</i>
<p>Use the phrases 'Good job! Well done!' and 'Keep trying!' for assessment.</p> <p>Say: <b>'Look and listen.'</b> Point at Page 11. Show the fingers and faces. Point to the next box. Say: <b>'Draw faces and colour at home.'</b> Use gestures to help the children to understand you. You can use mother tongue to explain it better.</p>	Whole class

## Lesson 4 Let's play!

<b>Aims</b>	<b>Learning outcomes</b>	<b>Vocabulary and structure</b>	<b>Required equipment</b>
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn basic greetings;</li> <li>- to learn how to ask and answer questions</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to ask and answer questions;</li> </ul>	By the end of the lesson, pupils will be able to ask and answer the question learnt in previous lessons in small situations.	<ul style="list-style-type: none"> <li>- <i>What's your name?</i></li> <li>- <i>My name's...</i></li> <li>- <i>Where are you from?</i></li> <li>- <i>I'm from...</i></li> <li>- <i>How are you?</i></li> </ul>	Textbook; the DVD of the book; puppets; 5-6 dices

## Unit 1

<p>- to enable pupils to say the numbers 1-5 <i>Socio-cultural:</i> - to raise awareness of ways of asking and answering questions</p>		<p>- <i>OK. - Good. - Great. - So-so. one, two, three, four, five</i></p>	
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### Activity 1 Listen and sing. 10 min

**Objective:** to warm up

<i>Steps</i>	<i>Interaction</i>
<ol style="list-style-type: none"> <li>1. Say: '<b>Stand up, please. Good morning, class.</b>' Use gestures with your hands so the children stand up.</li> <li>2. Say: '<b>Sit down, please.</b>' Use gestures with your hands so the children sit down.</li> <li>3. Say: '<b>Listen and sing.</b>' Use gestures.</li> <li>4. Play the DVD, track "What's your name?"</li> <li>5. Sing the song together with the children.</li> <li>6. Explain to the children that now they will continue the song with other 2 questions under the tune of the song. The sample is given below. <b>DVD script:</b> Hello. Hello. What's your name? What's your name? What's your name? Hello. Hello. What's your name? My name's Zumrad.  <b>Sample:</b> <i>Hello, Hello</i>                      <i>Hello, Hello</i> <i>How are you?</i>                      <i>Where are you from?</i> <i>How are you?</i>                      <i>Where are you from?</i> <i>How are you?</i>                      <i>Where are you from?</i> <i>Hello, Hello</i>                      <i>Hello, Hello</i> <i>How are you?</i>                      <i>Where are you from</i> <i>Great!</i>                                  <i>I'm from Tashkent!</i></li> <li>7. Check the homework. Praise all the children using '<b>Good job</b>', '<b>Well done</b>'.</li> </ol>	<p>Whole class</p>

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

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

<i>Steps</i>	<i>Interaction</i>
<ol style="list-style-type: none"> <li>1. Say: '<b>Let's play "Questions"!</b>'</li> <li>2. Organise small groups of 4.</li> </ol>	<p>Group work</p>

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>3. Explain that numbers 1-2 for the question "What's your name?", 3-4 for "Where are you from?", and 5-6 for "How are you?"</li> <li>4. Give a dice to each group.</li> <li>5. Say to the 1st pupil: '<b>Throw a dice.</b>' Use a dice to demonstrate.</li> <li>6. Ask the pupil to answer the question.</li> <li>7. Then ask him/her to give a dice to another one.</li> <li>8. Be sure all your children play and answer the questions.</li> </ol> |  |
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### Activity 3 Play "Interview". 5 min

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

Steps	Interaction
<ol style="list-style-type: none"> <li>1. Say: '<b>Let's play "Interview"!</b>'</li> <li>2. Choose a child as a reporter. Ask him/her to come to the children and ask the three questions (<i>What's your name? Where are you from? How are you?</i>).</li> <li>3. Then offer him/her to choose another child to be a reporter.</li> <li>4. Have 2 or 3 reporters only. The others will play in next classes.</li> </ol>	Group work

### Activity 4 Play "Little frog". 5 min

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

Steps	Interaction
<ol style="list-style-type: none"> <li>1. Say: '<b>Stand up, please.</b>'</li> <li>2. Say: '<b>Let's play "Little frog".</b>' Use gestures and body language to explain the activity.</li> <li>3. Have all the children jump and enjoy.</li> </ol> <p><b>DVD script:</b>            Little frog, Little frog            Hop, hop, hop.            Little frog, Little frog            Stop!</p>	Whole class

### Activity 5 Play "Look and count". 5 min

**Objective: to practise counting**

Steps	Interaction
<ol style="list-style-type: none"> <li>1. Say: '<b>Let's play "Look and count".</b>'</li> <li>2. Use your fingers to count from 1 to 5. Show and then ask the children: '<b>Help me, please.</b>'</li> <li>3. Count together several times.</li> <li>4. Show the pictures with numbers.</li> <li>5. Say: '<b>Count.</b>' Ask the children to count in chain.</li> </ol>	Whole class

## Unit 1

### Activity 6 Play "Guess the number". 10 min

Objective: to practise counting with fingers

<i>Steps</i>	<i>Interaction</i>
<ol style="list-style-type: none"><li>1. Say: '<b>Let's play "Guess the number".</b>' Use gestures.</li><li>2. Choose a child and invite him/her to the board.</li><li>3. Say to the pupil: '<b>Close your fingers with a book.</b>' Show how to close in order the other pupils cannot see his/her fingers.</li><li>4. Ask the pupil to show any number from 1 to 5 with fingers.</li><li>5. Say to the class: '<b>Guess the number, please.</b>'</li><li>6. If you hear the correct answer, say to the pupil: '<b>Show your number, please.</b>'</li><li>7. Invite to the board the pupil, who guesses the number.</li></ol>	Whole class

### 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>Say: '<b>Open your books.</b>' Point at Page 13. Show the pictures and numbers.</p> <p>Say: '<b>Connect the pictures and numbers. Colour.</b>' Use gestures to help the children to understand you. You can use mother tongue to explain better.</p>	Whole class

## Unit 2 I'm in class 1.

## Lesson 1 It's a pen.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn basic greetings;</li> <li>- to learn how to ask and answer questions</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to ask and answer questions;</li> <li>- to enable pupils to say the numbers 1-10 and backwards</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of ways of asking and answering questions;</li> <li>- to raise awareness of the pronunciation of the sound [p].</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 learnt in the previous unit in small situations;</li> <li>- ask and answer a question about what something is;</li> <li>- name some school things;</li> <li>- pronounce the sound [p].</li> </ul>	<p><i>Numbers 1-10;</i>  <i>What's this?</i>  <i>It's a ... ; a pen, a pencil, a book, a copybook, a bag, yes, no</i></p>	<p>Textbook; the DVD of the book; puppets; flashcards: a pen, a pencil, a book, a copybook, a bag</p>

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

**Objectives: to reinforce the question "What's your name?"; to revise the three learnt questions**

Steps	Interaction
<p>1. Say: '<b>Stand up, please. Good morning, class.</b>' Use gestures with your hands so the children stand up.</p> <p>2. Say: '<b>Sit down, please.</b>' Use gestures with your hands so the children sit down.</p> <p>3. Say: '<b>Let's sing the song "What's your name?"</b>' Use gestures.</p> <p>4. Play the DVD, track "What's your name?"</p> <p>5. Sing the first couplet of the song together with the children.</p> <p>6. Explain to the children that now they will continue the song with other 2 questions under the tune of the song. The sample is given below.</p> <p><b>DVD script:</b>  Hello. Hello.  What's your name?  What's your name?  What's your name?  Hello. Hello.</p>	<p>Whole class</p>

What's your name?  
My name's Zumrad.

**Sample:**

<i>Hello, Hello</i>	<i>Hello, Hello</i>
<i>How are you?</i>	<i>Where are you from?</i>
<i>How are you?</i>	<i>Where are you from?</i>
<i>How are you?</i>	<i>Where are you from?</i>
<i>Hello, Hello</i>	<i>Hello, Hello</i>
<i>How are you?</i>	<i>Where are you from</i>
<i>Great!</i>	<i>I'm from Tashkent!</i>

7. Check the homework. Praise all the children using 'Good job', 'Well done'.

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

**Objective: to revise and systematize the questions learnt in Unit 1:**

*What's your name? Where are you from? How are you?*

<i>Steps</i>	<i>Interaction</i>
1. Say: 'Let's play "Interview".' Choose one reporter to play the game. 2. To show that the selected pupil is a reporter, ask him/her to wear something, such as sunglasses, a hat; girls can wear your scarf, etc. 3. Say: 'Ask and answer the questions.' 4. Ask each pupil playing the role of a reporter to give only 2-3 questions. 5. Then select another pupil to perform the role of the reporter. NB: This game will be repeated in the next lesson. Therefore, ask the pupils to remember what question they have been asked today. They will also ask another question in the next lesson.	Individual

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

**Objectives: to practise and pronounce the sound [p];**

**to introduce the new vocabulary (pen, pencil, book, copybook, bag);**

**to introduce the new question "What's this?" and the structure "It's a ..."**

<i>Steps</i>	<i>Interaction</i>
STEP 1 Ask the pupils to pronounce the English sound [p]. So, ask the pupils to blow on their palms shortly [p-p-p-p] several times to pronounce it correctly. STEP 2 Show the pupils the objects: a pen, a pencil, a book, a copybook and a bag. Ask the pupils to repeat each word after you in chorus and	Whole class



individually. Then ask a pupil to come to the board. Say an object, which s/he must show. Then show an object which the pupils say at first in chorus and then individually.

**STEP 3**

Show a pen and ask: *'What's this?'* and answer: *'It's a pen.'* Then show a pencil and repeat the question.

Go on asking until they answer the question you ask. e.g. *'What's this? It's a pen. What's this? It's a pencil.'* etc.

Then stick flashcards on the board. Next have the pupils answer the questions about each flashcard in chorus and individually like *"It's a pen. It's a pencil. It's a book. It's a bag. It's a copybook."*

**Activity 4 Look and do. 5 min**

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

<i>Steps</i>	<i>Interaction</i>
<p><b>NB:</b> Look at Unit 1, Lesson 2, Activity 4 for instructions. Ask the pupils to count from 1 to 10 and backwards from 10 to 1. You need to reverse your hand movements accordingly. Say the numbers with a clear, loud voice so that the pupils will start to count with you.</p>	Whole class

**Activity 5 Play "Yes./No." 10 min**

**Objective: to consolidate the new vocabulary**

<i>Steps</i>	<i>Interaction</i>
<p><b>STEP 1</b> Say: <i>'Let's play a game.'</i> Use gestures to demonstrate the two words "Yes" and "No", and then practise their pronunciation in chorus and individually.</p> <p><b>STEP 2</b> As in the DVD, invite the leader to the board and ask him to think of an object (for example, of a book) but not to tell anyone. The rest have to guess what kind of object it is and say: <i>'a pen', 'a pencil'</i>, etc. The leader answers: <i>'Yes'</i> or <i>'No'</i>. If the pupils do not guess for 2 times what object the leader thought of, you will ask the pupils to ask him/her the question "What's this?" in chorus. Then the leader responds: <i>'A book'</i>. If the leader forgets what word he has thought of during the game, it is necessary for him/her to say it in his/her native language. Then the other children can prompt him/her. You</p>	Whole class

**Summing up 5 min**

<i>Steps</i>	<i>Interaction</i>
Use the phrases 'Good job! Well done!' and 'Keep trying!' for assessment.	Whole group

## Unit 2

1. Point at Page 15. Show the first activity and say: *'Draw lines between the numbers according to their order.'*
2. Show the second activity and say: *'Draw and colour the picture.'*  
Also explain that the pupils should say the numbers and school things.

**NOTE: If you have enough time for Optional Activity 6, you can do it with your pupils.**

### Optional Activity 6 Watch and play.

**Objective: to practise using the numbers**

<i>Steps</i>	<i>Interaction</i>
<p><b>STEP 1</b> 1. Say: <i>'Let's play Bingo.'</i> Divide the pupils into 2 teams. Draw 2 tables divided into 6 parts on the board for each team. Invite one pupil from each team to come to the board. 2. Say: <i>'Write numbers from 1 to 8.'</i> Show the pupils cards with numbers from 1 to 8. Shuffle and put them on your table.</p> <p><b>STEP 2</b> Take one flashcard and say the number, but do not show the flashcard to the teams. The pupils must understand which number it is, find it in the table and cross it out. After that you can show the flashcard. When the team has 3 crossed out cells in the table in a row they say: <i>'Bingo!'</i> The teams are allowed to prompt their representatives at the board. The game is played fast.</p>	<p>Group work</p>

## Lesson 2 How old are you?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> - to learn basic greetings; - to learn how to ask and answer questions</p> <p><i>Developing:</i> - to enable pupils to ask and answer questions about age and objects; - to enable pupils to say the numbers 1-10 and backwards</p> <p><i>Socio-cultural:</i> - to raise awareness of ways of asking and answering questions; - to raise awareness of the use of candles on birthday cakes</p>	<p>By the end of the lesson, pupils will be able to: - ask and answer the question learnt in this lesson and previous unit in small situations; - ask and answer a question about what something is; - name some school things.</p>	<p><i>How old are you?</i> <i>I'm six/seven.</i> <i>It's a ...</i> <i>a crayon, a ruler</i></p>	<p>Textbook; the DVD of the book; puppets; flashcards: a pen, a pencil, a ruler, a crayon, a book, a copybook, a bag</p>

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

**Objectives: to reinforce the question “What’s your name?”;  
to revise the three learnt questions**

Steps	Interaction
1. Say: <i>‘Stand up pupils. Good morning, class.’</i> 2. Play the DVD. Sing the song “What’s your name?” together with the pupils. See Unit 2 Lesson 1 Activity 1 for instructions. 3. Say: <i>‘Very good.’</i> 4. Say: <i>‘How are you?’</i> (Mime to help the pupils to answer: <i>‘So-so/OK/Good.’</i> ) 5. Say: <i>‘Open your books. Show your homework.’</i> Check the homework. Praise all the children using <i>‘Good job’, ‘Well done’</i> .	Whole class

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

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

Steps	Interaction
1. Say: <i>‘Let’s count. 1 2 3 4 5 6 7 8 9 10.’</i> 2. Say: <i>‘Look at the picture.’</i> (point to the picture) and ask: <i>‘Who do you see?’</i> (Zumrad and Jasur) 3. Use puppets to demonstrate the dialogue. Say: <i>‘How old are you?’</i> Say as Zumrad: <i>‘I’m seven.’</i> Say: <i>‘Count the candles: 1, 2, 3, 4, 5, 6, 7.’</i> Repeat the same with Jasur. If necessary translate into mother tongue (Yoshing nechada?/Сколько тебе лет?) 4. Ask to repeat after you: <i>‘How old are you?’</i> 5. Ask individual pupils and help them to answer: <i>‘I’m ...’</i>	Whole class           Individual

**Activity 3 Play “Ask and answer”. 5 min**

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

Steps	Interaction
1. Ask: <i>‘How old are you?’</i> Go around the class and ask several pupils. 2. Divide the class into two groups and drill. Group 1: <i>‘How old are you?’</i> Group 2: (one pupil from the group) <i>‘I’m ...’</i> 3. Then group 2 asks the question and one pupil from group 1 gives an answer. 3. Give them some time to practise. 4. Play Chain Drill. (See Introduction)	Individual Group work  Whole class

## Unit 2

### Activity 4 Play "Interview". 5 min

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

<i>Steps</i>	<i>Interaction</i>
1. Say: 'Let's play "Interview".' 2. Invite one of the pupils to the board and show what to do. Ask the questions and help the pupil to answer. (What's your name? Where are you from? How are you? How old are you?) 3. Choose two pupils: a boy and a girl, and asks them to play interview (Help them if necessary.) 4. Invite the pupils turn by turn.	Individual  Pair work

### Activity 5 Look, listen and repeat. 10 min

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

<i>Steps</i>	<i>Interaction</i>
1. Show objects the pupils know already and ask: 'What's this?' Help them answer: 'It's a ...' 2. Show a crayon and say: 'It's a crayon.' Ask the pupils to repeat it after you in chorus, in rows, in pairs and individually. 3. Repeat the procedure with a ruler. 4. Mix all objects they know and ask: 'What's this?' Start at normal speed and then do it quicker. 5. Divide the class into 2 groups and ask them to play the game. Group 1 show an object and ask in chorus: 'What's this?' Group 2 must answer as quickly as they can. 6. Then Group 2 ask and Group 1 answer.	Whole class  Group work

### Activity 6 Play "Is it a pen?" 10 min

**Objective:** to consolidate the new structures "Is it a pen?" and "It's a ..."

<i>Steps</i>	<i>Interaction</i>
1. Say: 'Let's play a game.' Shuffle the flashcards and take one. The pupils must guess asking e.g. 'Is it a pencil?' 2. The pupil who guessed correctly is a leader and comes to the teacher's table. S/he takes a flashcard and the class must guess the object on the card. You can also watch the DVD to better understand the game.	Whole class

### Summing up 5 min

<i>Steps</i>	<i>Interaction</i>
Use the phrases 'Good job! Well done!' and 'Keep trying!' for assessment.	Whole class

1. Show the pictures on Page 17 and say: '*Colour the cakes and the candles. Count the candles.*'
2. Show the picture with the crayons and say: '*Colour the crayons.*'
3. Ask the pupils to bring a small mirror next lesson. They need it to pronounce a special English sound: th – this.

**NOTE: If you have enough time for Optional Activity 7, you can do it with your pupils.**

### Optional Activity 7 Play "Ask and answer".

**Objective: to consolidate the new vocabulary and structure "It's a ..."**

<i>Steps</i>	<i>Interaction</i>
It is a usual Chain Drill. The pupils in turn show an object and ask each other a question: ' <i>What's this?</i> ' The pupils can give a full answer: ' <i>It's a pen.</i> ' or just ' <i>A pen.</i> '	Whole class

## Lesson 3 What's this?

<b>Aims</b>	<b>Learning outcomes</b>	<b>Vocabulary and structure</b>	<b>Required equipment</b>
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn basic greetings;</li> <li>- to learn how to ask and answer questions</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to ask and answer questions about objects;</li> <li>- to enable pupils to say the numbers 1-10 and backwards</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of ways of asking and answering questions;</li> <li>- to raise awareness of the similarities and differences between the sounds [ð] and [z] in English and mother tongue.</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- ask and answer the question learnt in this lesson and previous unit in small situations;</li> <li>- ask and answer a question about what something is;</li> <li>- name some school things;</li> <li>- to pronounce the sounds [ð] and [z].</li> </ul>	<p><i>What's this?</i> <i>This is a ...</i></p>	<p>Textbook; the DVD of the book; puppets; mirror; flashcards: numbers, a pen, a pencil, a ruler, a crayon, a book, a copybook, a bag</p>

## Unit 2

### Activity 1 Listen and sing. 5 min

**Objective:** to reinforce the questions “What’s your name?” and “How old are you?”

<i>Steps</i>	<i>Interaction</i>
<p>1. Say: ‘<b>Stand up, please. Good morning, class.</b>’ Use gestures with your hands so the children stand up.</p> <p>2. Say: ‘<b>Sit down, please.</b>’ Use gestures with your hands so the children sit down.</p> <p>3. Say: ‘<b>Let’s sing the song “What’s your name?”</b>’ After that sing the song with the new question and its answer as follows:            Hello, Hello                      Hello, Hello            How old are you?                  How old are you?            How old are you?                  I’m seven!            How old are you?</p> <p>4. Say: ‘<b>Open your books. Show your homework.</b>’ Check the homework. Praise all the children using ‘<b>Good job</b>’, ‘<b>Well done</b>’.</p>	Whole class

### Activity 2 Watch and play “Bingo”. 10 min

**Objective:** to practise using the numbers

<i>Steps</i>	<i>Interaction</i>
<p><b>STEP 1</b></p> <p>1. Say: ‘<b>Let’s play Bingo.</b>’ Divide the pupils into 2 teams. Draw 2 tables divided into 9 parts on the board for each team. Invite one pupil from each team to come to the board.</p> <p>2. Say: ‘<b>Write numbers from 1 to 9.</b>’ Show the pupils cards with numbers from 1 to 9. Shuffle and put them on your table.</p> <p><b>STEP 2</b></p> <p>Take one flashcard and say the number, but don’t show the flashcard to the teams. The pupils must understand which number it is, find it in the table and cross it out. After that you can show the flashcard. When the team has 3 crossed out cells in the table in a row they say ‘<b>Bingo!</b>’ The teams are allowed to prompt their representatives at the board. The game is played fast.</p>	Team work

### Activity 3 Listen and repeat. 5 min

**Objectives:** to practise the sounds: [ð] – this; [z] – is;  
to practise saying the vocabulary with the structure  
“This is a ...”

<i>Steps</i>	<i>Interaction</i>
<p><b>STEP 1</b></p> <p>Say: ‘<b>Repeat after me [z] - is, zoo, Zumrad.</b>’</p>	Whole class

**STEP 2**

Say: 'Now repeat after me "This is ...". Demonstrate how to pronounce the sound [ð]. After that, ask the pupils to take the mirrors. Explain that they must look at their tongue in the mirror, put the tip of their tongue between their teeth and pronounce the sound by letting the air voiced. After they practise it by themselves a few times, you can have the pupils repeat the sound after you in chorus and individually.

**STEP 3**

Show a pen and say: 'This is a pen'. Then show a book and say: 'This is a book'. Ask the pupils to repeat after you in chorus, in rows, in pairs and individually.

**STEP 4**

Ask the pupils to put the school things they have on their table. Ask some of the pupils to show their objects and say: 'This is a pen', etc.

**STEP 5**

Ask the pupils to work in pairs this time. They show each other their objects and say: 'This is a book', etc.

Individual

Pair work

**Activity 4 Look, listen and repeat. 5 min****Objective: to practise the vocabulary**

Steps	Interaction
<p>Say: 'Let's make a chant.' Show that they can clap their hands between words, and raise their hands when it is time to say the last word. Say they can stomp their feet the second time instead of clapping hands.</p> <p>pen (clap) bag (clap) book (clap) copybook (hands up) copybook (clap) pencil (clap) crayon (clap) ruler (hands up)</p> <p>Ask the pupils to keep the rhythm. In this chant the pupils stand up, clap or stomp their feet rhythmically after each word. At the end of the chant, the children raise their hands up and shout out the last word loudly. In order to help the pupils, you can put the flashcards describing the school things on the board.</p>	Whole class

**Activity 5 Look and play "This is a pen". 10 min****Objective: to practise saying the vocabulary with the structure "This is a ..."**

Steps	Interaction
<p><b>STEP 1</b></p> <p>Ask two pupils to come to the board. One of them must take his book with him. Explain that the pupil with a book will show his/her book and say a false sentence like "This is a pen." The other pupil must correct him saying "No. This is a book."</p> <p><b>STEP 2</b></p> <p>After the demonstration, the pupils work in pairs and do the same as they have just seen.</p>	Pair work

## Unit 2

### Activity 6 Play "What's this?" 5 min

**Objective:** to recycle the question "What's this?" and its answer "It's a ..."

<i>Steps</i>	<i>Interaction</i>
<p>1. Say: 'Let's play a game!' Put flashcards with school objects on the board.</p> <p>2. Divide the class into 2 teams.</p> <p>3. Say: 'Two pupils: one from Team 1 and one from Team 2 come to the board. Pupil 1 point to one picture and ask the question 'What's this?' Pupil from Team 2 must answer 'It's ...'. The teams get points for correct question and correct answer.'</p> <p>Then the teams change their roles.</p>	Team 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>Say: 'Look at Page 19. Look, find and colour. For example, a bag' (point to the bag).</p> <p>If necessary ask the pupils to name other objects they can see in the picture.</p>	Whole class

## Lesson 4 Let's play!

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn basic greetings;</li> <li>- to learn how to ask and answer questions</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to ask and answer questions about objects</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of ways of asking and answering questions like in the press conference.</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 learnt in this and previous units in small situations;</li> <li>- ask and answer a question about what something is;</li> <li>- name some school things.</li> </ul>	<p><i>Recycling the vocabulary learnt in previous lessons.</i></p>	<p>Textbook; the DVD of the book; puppets; flashcards: numbers, a pen, a pencil, a ruler, a crayon, a book, a copybook, a bag</p>



**Activity 1 Listen and sing. 8 min**

**Objective:** to reinforce the questions “What’s your name?”, “How are you?”, “Where are you from?” and “How old are you?”

Steps	Interaction																														
<ol style="list-style-type: none"> <li>1. Say: ‘<i>Stand up, please. Good morning, class.</i>’ Use gestures with your hands so the children stand up.</li> <li>2. Say: ‘<i>Sit down, please.</i>’ Use gestures with your hands so the children sit down.</li> <li>3. Say: ‘<i>Let’s sing the song.</i>’ Use gestures.</li> <li>4. Play the DVD, track “What’s your name?”</li> <li>5. Sing the song together with the children.</li> <li>6. Explain to the children that now they will continue the song with other 3 questions under the tune of the song. The sample is given below.</li> </ol> <p><b>Sample:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Hello, Hello</td> <td style="width: 50%;">Hello, Hello</td> </tr> <tr> <td>How are you?</td> <td>How old are you?</td> </tr> <tr> <td>How are you?</td> <td>How old are you?</td> </tr> <tr> <td>How are you?</td> <td>How old are you?</td> </tr> <tr> <td>Hello, Hello</td> <td>Hello, Hello</td> </tr> <tr> <td>How are you?</td> <td>How old are you?</td> </tr> <tr> <td>Great!</td> <td></td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Hello, Hello</td> <td>Hello, Hello</td> </tr> <tr> <td>Where are you from?</td> <td>How old are you?</td> </tr> <tr> <td>Where are you from?</td> <td>How old are you?</td> </tr> <tr> <td>Where are you from?</td> <td>How old are you?</td> </tr> <tr> <td>Hello, Hello</td> <td>Hello, Hello</td> </tr> <tr> <td>Where are you from?</td> <td>How old are you?</td> </tr> <tr> <td>I’m from Tashkent!</td> <td>I’m seven!</td> </tr> </table> <ol style="list-style-type: none"> <li>7. Check the homework. Praise all the children using ‘<i>Good job</i>’, ‘<i>Well done</i>’.</li> </ol>	Hello, Hello	Hello, Hello	How are you?	How old are you?	How are you?	How old are you?	How are you?	How old are you?	Hello, Hello	Hello, Hello	How are you?	How old are you?	Great!				Hello, Hello	Hello, Hello	Where are you from?	How old are you?	Where are you from?	How old are you?	Where are you from?	How old are you?	Hello, Hello	Hello, Hello	Where are you from?	How old are you?	I’m from Tashkent!	I’m seven!	Whole class
Hello, Hello	Hello, Hello																														
How are you?	How old are you?																														
How are you?	How old are you?																														
How are you?	How old are you?																														
Hello, Hello	Hello, Hello																														
How are you?	How old are you?																														
Great!																															
Hello, Hello	Hello, Hello																														
Where are you from?	How old are you?																														
Where are you from?	How old are you?																														
Where are you from?	How old are you?																														
Hello, Hello	Hello, Hello																														
Where are you from?	How old are you?																														
I’m from Tashkent!	I’m seven!																														

**Activity 2 Watch and do. 10 min**

**Objective:** to recycle the questions and their answers

Steps	Interaction
<ol style="list-style-type: none"> <li>1. Play the DVD. The pupils watch the children playing press conference.</li> </ol> <p><b>DVD script:</b></p> <p>Pupil 1: What’s your name?  Pupil 2: My name’s Aziz.  Pupil 3: How old are you?  Pupil 2: I’m seven.  Pupil 4: Where are you from?</p>	Whole class

## Unit 2

<p>Pupil 2: I'm from Tashkent. Pupil 5: How are you? Pupil 2: Great.</p> <p>2. Say: '<i>Let's play Press Conference.</i>' Explain to them that famous people are invited to the press conference. Journalists gather and ask them questions.</p> <p>3. Say: '<i>Ask 4 questions:</i> <i>What's your name?</i> <i>How old are you?</i> <i>Where are you from?</i> <i>How are you?'</i></p> <p>4. Choose the "journalists" and "famous people" from the pupils. Explain to the pupils that they must speak about themselves before asking questions: e.g. '<i>My name's Kamila. What's your name?'</i>' etc.</p>	
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### Activity 3a Look, listen and repeat. 5 min

**Objective:** to recycle the numbers

<i>Steps</i>	<i>Interaction</i>
<p>Open one of your palms face up and with the help of the fingers of your other hand show the jumping monkeys on it. Explain that now there are 4 monkeys left because one of them fell down. Then 3, 2 and 1.</p> <p>Five little monkeys Are jumping on the bed. One fell down, And bumped his head.</p> <p>Mama called the doctor, And the doctor said: "That's what you have From jumping on the bed."</p>	Whole class

### Activity 3b Look, listen and play. 10 min

**Objective:** to recycle the numbers

<i>Steps</i>	<i>Interaction</i>
<p>Say: '<i>Let's repeat the poem.</i>' Show that they must show finger movements after you.</p>	Whole class

### Activity 4 Play "What's this?" 10 min

**Objective:** to recycle the question "What's this?" and the structure "This is a ..." with school things

<i>Steps</i>	<i>Interaction</i>
<p>1. Divide the class into two teams. 2. Put the flashcards with the pictures of school things on the board. 3. Explain that 2 pupils from each team will come to the board. One of them shows a flashcard and asks a question from the other pupil. He/she answers and asks his partner the same question as follows:</p>	Team work

A: 'What's this?'

B: 'This is a pen. What's this?'

A: 'This is a book.'

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

### Summing up 2 min

#### Steps

#### Interaction

Use the phrases 'Good job! Well done!' and 'Keep trying!' for assessment.

Show the first and second units that the pupils have studied so far and say: '**Revise at home the two units and get prepared for the revision lesson.**' You can use mother tongue to explain better.

Whole class

**NOTE: If you have enough time for Optional Activity 5, you can do it with your pupils.**

### Optional Activity 5 Play "Cross the river".

**Objective: to recycle the vocabulary**

#### Steps

#### Interaction

1. Put 5 flashcards on the floor.

2. Point and say: '**These are the stones. You must jump on them to cross the river.**'

3. Then say: '**If you say the word correctly, you will go across the river.**

**If you say the word incorrectly, you will fall into the river.**'

4. Demonstrate what to do, jump quickly and say the words: '**pen, pencil, book,**' etc.

**NB:** Change the flashcard places from time to time or replace them with the new ones.

**Suggestion:**

You can play Bingo as an extra activity with any objects or numbers the pupils have learnt. Look at Unit 2, Lesson 1, Activity 6 for instructions.

Whole class

## Revision 1

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> – to warm up how to ask and answer questions</p> <p><i>Developing:</i> – to enable pupils to ask and answer questions about smb.'s name, age, the place where smb. lives, how smb. feels; – to enable pupils to recognise and say school things.</p> <p><i>Socio-cultural:</i> – to raise awareness of ways of asking and answering questions like in the press conference.</p>	By the end of the lesson, pupils will be able to ask and answer the question and say the vocabulary learnt in previous units.	<i>Recycling the vocabulary learnt in Units 1&amp;2.</i>	Textbook; the DVD of the book; puppets; flashcards: numbers, a pen, a pencil, a ruler, a crayon, a book, a copybook, a bag

**Activity 1 Play “Ask and answer”. 10 min****Objectives: to warm up;****to enable pupils to ask and answer questions**

Say that today you will act as a famous person. Explain to the pupils that they should ask you questions as in the press conference. The pupils ask the following questions:

What's your name?

Where are you from?

How old are you?

How are you?

**Activity 2 Play “What's your name?” 15 min****Objective: to enable the weaker pupils to show their oral speech abilities**

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

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

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

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

**Activity 3 Play “Cross the river.” 20 min****Objective: to repeat the school things**

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

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

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

**Optional Activity 4 Play “Is it a pen?”****Objective: to enable pupils to use interrogative sentences:**

“What's this?” and “Is it a pen?”

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

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

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

*Suggestion:*

If it is necessary to make a pause between the activities, and if time allows, you can have the pupils do an energising exercise where you think it is appropriate.

## Unit 3 My family

## Lesson 1 This is my mother.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> – to learn how to ask and answer questions</p> <p><i>Developing:</i> – to enable pupils to ask and answer questions – to enable pupils to say family members and colours</p> <p><i>Socio-cultural:</i> – to raise awareness of the family members and colours; – raise awareness of the pronunciation of the sound [ʌ]</p>	<p>By the end of the lesson, pupils will be able to:</p> <p>– ask and answer the question learnt in previous lessons in small situations; – name family members; – name three main colours (red, yellow, green); – pronounce the sound [ʌ]</p>	<p><i>this, family, father, mother, brother, sister, baby, red, yellow, green</i></p>	<p>Textbook; the DVD of the book; puppets; colour flashcards</p>

**Activity 1 Listen and repeat. 5 min****Objective: to sing the song and do actions**

Play the DVD. Ask the pupils to listen to the “Finger song” at first and then repeat it all together the second time.

**DVD script:**

Father finger, father finger

Where are you?

Here I am,

Here I am.

How do you do?

*The song is then repeated with mother finger, then brother finger, sister finger and baby finger.*

**Activity 2 Look and listen. 5 min****Objective: to introduce new words by means of a poem**

*STEP 1:* Tell the pupils that Zumrad wants to introduce her family to the class. As she is a puppet, her family members are puppets as well.

Ask the pupils to look at finger puppets. The thumb is Zumrad's daddy, the index finger is her mum, the middle finger is her brother, the ring finger is her sister and the little finger is the baby.

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

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

Do not forget to praise earnest pupils. Praise those who says the words better and more correctly. Let the process of speaking in a foreign language give pupils pleasure and satisfaction.

**Poem:**

This is my father.

This is my mother.

This is my brother tall. *(at this moment all should stand up and sit*

This is my sister. *down again since the brother is tall)*

This is a baby.

How I love them all.

**Activity 3 Look and say. 10 min**

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

to practise pronouncing the sound [ʌ]

**STEP 1:** At first have the pupils practise the sound [ʌ] in the words "father", "mother" and "brother" after you in chorus and individually.

**STEP 2:** Then, in order to consolidate the new material you can ask the pupils to say the words on pictures or on fingers randomly. Show a number of pictures, the pupils say the word on it at first in chorus and then individually. The pupils are not required to give a full answer at this stage as "This is my mother". It is enough to say one word, for example "mother".

**STEP 3:** Then again repeat the entire poem. During the activity tell the pupils the meaning of the word "family". After practising the pronunciation of the new words and consolidating them, ask the pupils to help Zumrad name her family.

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

This is a father.

This is a mother.

This is a brother.

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This is a sister.

If there are strong pupils in the class, you can suggest them play Zumrad's role and name the members of their family.

### **Activity 4 Look and do. 5 min**

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

Ask the pupils to listen to the rhyme "Let's count 1 to 10" at first and then count and jump the second time as in the DVD.

**DVD script:**

1, 2, 3, 4, 5

Jump!

6, 7, 8, 9, 10

Jump!

1, 2, 3, 4, 5

Jump!

6, 7, 8, 9, 10

### **Activity 5 Look, listen and repeat. 10 min**

**Objective: to practise saying the colours**

Introduce the main colours to the pupils: red, yellow and green. The work on colours should be carried out in parallel with the main theme. Colours will appear in structures for the first time in the second quarter, in Unit 5. By this time the pupils will step by step memorise many colours and the pupils will have chance to build more difficult structures like "I have a red ball" easier.

Use colour flashcards, crayons or other subjects for introducing these colours. Show something red. Say: "red" and ask the pupils to repeat after you in chorus, in pairs and individually. In this way other colours are also introduced. Then show flashcards randomly and ask the pupils to say them again in chorus.

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

### **Activity 6 Look, listen and point. 5 min**

**Objective: to practise more saying the colours**

Say that you want to check how well they have remembered these colours. Say that now you will name a colour and the pupils should find an



object of this colour and point to it. It can be clothes, a picture in the class, etc. The pupils can stand up and move around during this game.

### Optional Activity 7 Play "What's your name?"

**Objective:** to consolidate the language material of the previous units

Ask the pupils to imagine that the puppet Zumrad begins to study in their class. Choose a girl among your pupils to perform the role of Zumrad. Ask the pupils to ask her the following questions:

What's your name?

How old are you?

Where are you from?

How are you?

You may repeat this game in the next lessons whenever you want with another pupil as a "newcomer". This is especially recommended for weaker classes as they need more time to learn sentences.

### Homework 5 min

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

## Lesson 2 I have a sister.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> – to learn how to say colours</p> <p><i>Developing:</i> – to enable pupils to say family members and colours</p> <p><i>Socio-cultural:</i> – to raise awareness of the family members, colours and gender category; – raise awareness of the pronunciation of the sounds [æ] and [ɜ:].</p>	<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 learnt in previous lessons;</li> <li>– name family members;</li> <li>– name five main colours (red, yellow, green, blue, pink);</li> <li>– pronounce the sounds [æ] and [ɜ:].</li> </ul>	<p><i>his, her</i> <i>I have ...</i> <i>blue, pink</i></p>	<p>Textbook; the DVD of the book; puppets; colour flashcards; flashcards with Zumrad and Jasur's family</p>

### Activity 1 Listen and repeat. 5 min

**Objective:** to sing the song and do actions

Look at Unit 3, Lesson 1, Activity 1 for the instructions.

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### Activity 2 Play "His name is ..." 10 min

**Objectives: to introduce the possessive pronouns "her/his";  
to practise the pronunciation of the sound [ɜ:]**

*STEP 1:* Show a puppet or flashcard with Zumrad and say 'Her name's Zumrad'. Then show Jasur and say 'His name's Jasur'. Further point to a girl and a boy from the class and say 'Her name's ...' or 'His name's...' accordingly.

*STEP 2:* Ask the pupils to repeat the word "his" after you and then the word "her" paying a particular attention to the sound [ɜ:]. Have the pupils repeat the sound [ɜ:] in chorus and individually.

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

*STEP 4:* Ask the pupils to say 'His name's ...' or 'Her name's ...' about the pupils when you point to a pupil silently. S/he stands up and all the pupils repeat his/her name in chorus after you: 'His name's Ruslan'. 'Her name's Guzal'.

### Activity 3 Watch and do. 5 min

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

Look at Unit 3, Lesson 1, Activity 4 for instructions.

### Activity 4a Look and say. 5 min

**Objectives: to introduce the structure "I have a ...";  
to practise the pronunciation of the sound [æ]**

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

After that have the pupils practise the sound [æ] in the structure "I have ...". Then ask them to repeat the following sentences after you in chorus, in pairs and individually.

I have a father.

I have a mother.

I have a brother.

I have a sister.

**Activity 4b Watch and repeat. 5 min**

**Objective:** to consolidate the structures “I have a ...” and “His/her name’s ...”

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

**DVD script:**

**Zumrad:** I have a mother. Her name’s Shahnoza.

**Jasur:** I have a father. His name’s Farid.

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

**Activity 4c Show and say. 5 min**

**Objective:** to consolidate the structures “I have a ...” and “His/her name’s ...”

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

I have a father. His name’s ...

I have a mother. Her name’s ...

Remember that the pupils need your constant prompt and praising.

**Activity 5 Listen and find. 5 min**

**Objective:** to revise and introduce new colours

**STEP 1:** At first, revise the learnt colours with pupils and then teach blue and pink colours. Play the DVD song, ask the pupils to watch and repeat it.

**STEP 2:** Ask the pupils to put the crayons and other objects on their desks before them. After that play the DVD. The pupils just listen to the “Colour Song” for the first time. There are questions like “Where is red? (yellow, green, blue)” in the song. Check if the pupils know the meaning of the questions.

The second time, ask the children to raise the suitable crayon after each question.

**DVD script:**

Red,

I like red.

Red,

I like red.

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Red, red,  
I can see red,  
Where is red?

Then the song is repeated with other colours: yellow, green, blue. There is no “pink” in the song. So you need to sing it separately.

### Optional Activity 6 Play “Is it pink?”

#### Objective: to consolidate the new colours

Explain that the leader comes to the board and hides a colour flashcard. The rest of the pupils ask questions like “Is it pink?”, etc. until they guess the colour. The one who guessed right becomes the leader.

#### Homework 5 min

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

Also explain that the second picture is optional and they can draw their family there if they want.

## Lesson 3 My sister is little.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"><li>– to learn how to say colours;</li><li>– to learn how to ask and answer the question “What’s his/her name?”</li></ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"><li>– to enable pupils to introduce family members</li></ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"><li>– to raise awareness of the family members, colours and gender category;</li><li>– raise awareness of the pronunciation of the sounds [b] and [l].</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 “What’s his/her name?”;</li><li>– introduce family members;</li><li>– name five main colours (red, yellow, green, blue, pink);</li><li>– pronounce the sounds [b] and [l].</li></ul>	<p><i>What’s his/her name?</i> <i>big, little</i></p>	<p>Textbook; the DVD of the book; puppets</p>

**Activity 1 Listen and sing. 5 min****Objective: to sing the song and do actions**

Look at Unit 3, Lesson 1, Activity 1 for the instructions.

**Activity 2 Play "What's her (his) name?" 8 min****Objective: to introduce the question "What's her/his name?"****STEP 1:** Say that the pupils will play a game. Then play the DVD and ask the pupils to watch it carefully.**STEP 2:** Now ask the pupils to play. For this you need to appoint the leader. S/he stands with his back to the class.

Then call up the other pupil silently. S/he should touch the back of the leader and take his/her seat silently.

The leader turns to the class and the class repeats after you 'What's his name?' or 'What's her name?' in chorus.

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

**Activity 3 Show and say. 10 min****Objective: to consolidate the learnt structures**

At first, take one of your pupils' family picture and ask him/her to tell the class about his/her family. Remind him/her the construction "I have a father. His name's ..." if necessary.

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

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

I have a father. His name's ....

I have a mother. Her name's ....

I have a brother. His name's ...

I have a sister. Her name's ...

**Activity 4 Look, listen and repeat. 10 min****Objectives: to introduce new words and consolidate the learnt structures;****to practise the pronunciation of the sounds [b] and [l]****STEP 1:** Explain that Zumrad has a brother and a sister. Ask the pupils to look at the picture. Say that her brother is her senior and he is big. Her sister is her junior and she is little.

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Then introduce the words “big” and “little”. Work on the pronunciation of these words and then have the pupils repeat both the words and sounds [b] and [l] after you in chorus and individually. While introducing the words, it is necessary for you to explain the word “big” by putting your hands up over your head and “little” by putting your hands low over the ground.

After that, suggest the pupils speak about Zumrad’s brother and sister together with her:

*My brother’s big.*

*My sister’s little.*

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

### **DVD script:**

**Zumrad:** I have a brother. My brother’s big.

**Jasur:** I have a sister. My sister’s little.

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

### **Activity 5 Watch and do. 2 min**

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

Look at Unit 3, Lesson 1, Activity 4 for instructions.

### **Activity 6 Play “Find the colour”. 5 min**

**Objective: to consolidate the colours**

Choose a leader. S/he comes to the board.

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

### **Optional Activity 7 Listen and sing.**

**Objective: to consolidate the colours**

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

Look at Unit 3, Lesson 2, Activity 5 for the DVD script.

**Homework 5 min**

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

**Lesson 4 Let's play!**

Aims	Learning out-comes	Vocabulary and structure	Required equipment
<p><b>Educational:</b>            – to learn how to say colours;            – to learn how to introduce people</p> <p><b>Developing:</b>            – to enable pupils to use the structures learnt in previous lessons</p> <p><b>Socio-cultural:</b>            – to raise awareness of the family members, colours and gender category.</p>	<p>By the end of the lesson, pupils will be able to use the structures learnt in previous lessons.</p>	<p>Revision of vocabulary</p>	<p>Textbook; the DVD of the book; puppets</p>

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

**Objective:** to reinforce the questions “What’s your name?”, “How are you?”, “Where are you from?” and “How old are you?”

As in Unit 2 Lesson 4.

**Activity 2 Play “Funny Race”. 15 min**

**Objective:** to recycle numbers, school things, colours

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

**Activity 3 Play “My name’s Jasur”. 20 min**

**Objective:** to consolidate the learnt structures

Choose some pupils among the class who will represent Jasur’s family members. Choose Jasur among them, who speaks about his

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family and shows them. The pupils should think of names for Jasur's family members.

*I have a father. His name's ....*

*I have a mother. Her name's ....*

*I have a brother. His name's ... He's big.*

*I have a brother. His name's ... He's little.*

*I have a sister. Her name's ... She's little.*

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

#### **Optional Activity 4 Sing a song.**

##### **Objective: to consolidate the colours**

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

Look at Unit 3, Lesson 2, Activity 5 for the DVD script.

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

#### **Homework 5 min**

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



## Unit 4 My friend

## Lesson 1 I'm a boy.

Aims	Learning out-comes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> – to learn how to speak about oneself</p> <p><i>Developing:</i> – to enable pupils to speak about themselves and colours</p> <p><i>Socio-cultural:</i> – to raise awareness of the ways of titling the men and women; – to raise awareness of the pronunciation of the sounds [ɔɪ] and [ɜ:].</p>	<p>By the end of the lesson, pupils will be able to:</p> <p>– speak about themselves</p> <p>– recognize seven main colours (red, yellow, green, pink, blue, black, brown);</p> <p>– pronounce the sounds [ɔɪ] and [ɜ:].</p>	<p><i>Boy, girl:</i> <i>I'm a boy/girl;</i> <i>Black,</i> <i>brown;</i> <i>Mr, Miss</i></p>	<p>Textbook; the DVD of the book; puppets</p>

**Activity 1 Listen and repeat. 5 min****Objective: to warm up by singing the song**

Play the DVD. Ask the pupils to listen to the following song. Then tell them the meaning of the song. After that, you can play the DVD for the second time for the pupils to sing it.

**DVD script:**

Make new friends

But keep the old

One is silver

And the other is gold.

**Activity 2 Play “What’s your name?” 5 min****Objective: to consolidate the language material of the previous units**

Look at Unit 3, Lesson 1, Activity 7 for the instructions.

This time invite new pupils.

**Activity 3 Look and listen. 10 min****Objectives: to introduce new words and structures;**

**to practise the pronunciation of the sounds [ɔɪ] and [ɜ:]**

*STEP 1:* Say that the pupils will play now but, before they start the game, they should learn 2 more words: “boy” and “girl”. Ask the

pupils to look at the pictures. Say that Buratino must say 'I'm a boy' and Malvina must say 'I'm a girl'. Then play the DVD, Animation 1. After that, work on the pronunciation of these words and then have the pupils repeat both of the words and sounds [ɔɪ] and [ɜ:] after you in chorus and individually.

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

**Activity 4 Look and do. 5 min**

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

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

**Activity 5 Look, point and say. 10 min**

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

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

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

Thus they repeat the learnt colours.

**Activity 6 Look and point. 5 min**

**Objectives: to consolidate the new material**

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

**Optional Activity 7 Look and say.**

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

**STEP 1:** Say that the pupils can already speak much about themselves. Thus ask the pupils to remember the following questions:

*What's your name?*

*How old are you?  
Where are you from?  
How are you?*

Ask the pupils to watch the DVD with Buratino talking about himself (Animation 2).

**STEP 2:** Now explain that all the questions are asked one after another and it is necessary to answer them in the same order too. Here you need to give an example by choosing a pupil and showing what and how he can tell about himself/herself.

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

*I'm a girl.  
My name's Malika.  
I'm seven.  
I'm from Tashkent.  
OK.*

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

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

**Homework 5 min**

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

**Lesson 2 I have a friend.**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> - to learn how to speak about a friend</p> <p><i>Developing:</i> - to enable pupils to speak about a friend and colours</p> <p><i>Socio-cultural:</i> - to raise awareness of the</p>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- speak about their friends</li> <li>- recognise nine main colours (red, yellow, green, pink,</li> </ul>	<p><i>friend, he, she; He's a boy; She's a girl; white, purple</i></p>	<p>Textbook; the DVD of the book; puppets; crayons; markers; colour flashcards</p>

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ways of speaking about a friend; – raise awareness of the pronunciation of the sound [ʃ].	blue, black, brown, purple, white); – pronounce the sound [ʃ].		
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### Activity 1 Listen and repeat. 5 min

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

As in Unit 4, Lesson 1, Activity 1.

### Activity 2 Play “Ask and answer”. 10 min

**Objective:** to introduce the new structure

Say that your pupils are able to speak about themselves who they are: a boy or a girl. However, they should learn how to name each other as well. For this purpose it is necessary for them to learn two small words: “she” and “he”.

Then work on their pronunciation of the sound [ʃ] in “she” and the word “he” in chorus and individually.

After that the pupils can practise them in chains:

**A:** *I'm a girl.*

**B:** *She's a girl. I'm a boy.*

**C:** *He's a boy. I'm ...*

See the instructions in the Introduction (the section 6) for how to organise the chain drill activities.

### Activity 3 Look and say. 10 min

**Objective:** to learn how to introduce a friend

**STEP 1:** Ask the pupils to look at the picture and say that they will play a game. Then ask the pupils to stand in a circle. Throw a ball to a girl and say ‘She’s a girl. Her name’s ...’

**STEP 2:** Explain that it is possible to speak about a friend in this way as well. For example, Zumrad can speak about Jasur like: ‘I have a friend. He’s a boy. His name’s Jasur’.

Further ask the pupils to translate Zumrad’s words into their mother tongue. After that, work on the pronunciation of all the sentences in chorus and individually.

When you have finished with the pronunciation, ask the pupils to help Jasur speak about Zumrad. Help your pupils do it in such a way: ‘I have a friend. She’s a girl. Her name’s Zumrad’.

After that, work on the pronunciation of all the sentences in chorus and individually.

Then interested pupils can speak about their friends.

**Activity 4 Look, listen and repeat. 5 min****Objective: to introduce two more colours (purple and white)**

Say that purple and white are two unusual colours. Ask if anybody likes these colours or what can be these colours, for example clothes or objects. Then work on their pronunciation. After that take crayons, markers or colour flashcards and say: 'red, yellow, green, blue, pink, brown, black, white, purple'. The pupils repeat after you.

**Activity 5 Play "Run and take". 10 min****Objective: to consolidate colours**

Put colour markers (9 colours) on the table. You will say a colour which a leader must find among the markers, take it and say the colour.

**Homework 5 min**

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

**Lesson 3 He's seven.**

Aims	Learning out-comes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> – to learn how to speak about a friend</p> <p><i>Developing:</i> – to enable pupils to speak about a friend and colours</p> <p><i>Socio-cultural:</i> – to raise awareness of the ways of speaking about a friend</p>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>– speak about their friends;</li> <li>– name 11 colours (red, yellow, green, pink, blue, black, brown, purple, white, orange, grey).</li> </ul>	<p><i>revising the learnt vocabulary; orange, grey</i></p>	<p>Textbook; the DVD of the book; puppets; crayons; markers; colour flashcards</p>

**Activity 1 Listen and sing. 5 min****Objective: to warm up by singing the song****STEP 1:** As in Unit 4, Lesson 1, Activity 1.

**STEP 2:** Explain that now the pupils listen to the melody of the song and sing the song together with you.

## Unit 4

### Activity 2 Look and say. 5 min

#### Objective: to introduce new colour (orange, grey)

Ask the pupils to look at the pictures in the textbook. Ask them to say how orange colour is made. Then ask about grey.

Establish that red and yellow colours make orange colour, and white and black colours make grey colour. Ask the pupils what other colours make a different colour.

After accepting the correct answers, have the pupils practise the pronunciation of the words “orange” and “grey” in chorus and individually.

### Activity 3 Look and do. 5 min

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

As in Unit 4, Lesson 1, Activity 4.

### Activity 4 Play “Colours”. 10 min

#### Objective: to consolidate all colours

*STEP 1:* Say the colours in turns and ask the pupils to choose any object in that colour and point or show, e.g. you say ‘Blue’, the pupils show different objects in the picture.

*STEP 2:* Explain that the pupils will play the game “Say the Colour” to revise all the colours (including orange and grey) that they have learned. Then choose a leader. Give him flashcards. He must show the colours when the other pupils say them in turns. If the pupils have difficulty recollecting the colours, you or other pupils should prompt.

### Activity 5a Look and say. 10 min

#### Objective: to consolidate the learnt structure in previous lessons

This activity serves as a preparatory exercise to the next activity.

Remind the pupils of the plan of saying sentences about themselves (Unit 4, Lesson 1, Activity 7) and explain that it is possible to speak about a friend using the same plan. So there will be sentences about:

- 1) a boy or a girl;
- 2) a name;
- 3) an age;
- 4) where from

You need to show the pupils how to do it in the following way:

Invite a pupil and have him/her speak about himself/herself according to the plan above. While he speaks, say sentences about him/her in parallel with his/her words.

It is difficult for the pupils to speak all the sentences at once. Therefore, you must help your pupils both in English and mother tongue.

Pupil	You
I'm a girl.	She's a girl.
My name's Malika.	Her name's Malika.
I'm seven.	She's seven.
I'm from Tashkent.	She's from Tashkent.

Work on the monologue about a girl and a boy in chorus and individually. After practising all the 4 sentences, add one more sentence "I have a friend". So there will be 5 sentences.

*I have a friend.*

*He's a boy.*

*His name's Amir.*

*He's seven.*

*He's from Tashkent.*

**Activity 5b Play "I have a friend". 5 min**

**Objective: to consolidate the learnt structure**

Suggest the pupils participate in the competition if they want, and speak about a friend.

Explain that the one who can say 5 sentences about a friend will be the winner.

**Homework 5 min**

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

**Lesson 4 Let's play!**

Aims	Learning out-comes	Vocabu-lary and structure	Required equipment
<p><i>Educational:</i> - to learn how to speak about people</p> <p><i>Developing:</i> - to enable pupils to use the structures and vocabulary learnt in</p>	<p>By the end of the lesson, pupils will be able to use the structures and vocabulary learnt</p>	<p><i>Revision of vocabu-lary</i></p>	<p>Textbook, the DVD of the book, puppets, crayons,</p>

## Unit 4

previous lessons <i>Socio-cultural:</i> – to raise awareness of the ways of speaking about people	in previous lessons.		markers, colour flashcards
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### Activity 1 Listen and sing. 5 min

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

Look at Unit 4, Lesson 3, Activity 1 for the instructions.

### Activity 2 Look and play “English”. 25 min

#### Objective: to revise all learnt language material

Explain to the pupils that this game is like a conference. So the pupils can say everything that they know in English. The agenda includes:

- 1) speaking about oneself.
- 2) speaking about one’s family.
- 3) speaking about a friend.

### Activity 3 Play “Colours”. 10 min

#### Objective: to revise all colours

Explain to the pupils that you will quickly show a flashcard after a flashcard. The pupils should name the colours as quickly as possible, i.e. they should manage to say the colour before you show another flashcard.

Each time you play this game, choose a colour that the pupils must not say when they see it. Warn them that the one who names the forbidden colour will leave the game.

### Homework 5 min

Ask the pupils to revise at home the four lessons that they have studied and get prepared for the revision lesson.

## Revision 2

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> – to recycle basic conversational phrases <i>Developing:</i> – to enable pupils to talk about numbers (1-10), colours and family members	By the end of the lesson, pupils will be able to ask and answer the question learnt in previous units, and talk about them in small	<i>Recycling the vocabulary learnt in previous units</i>	Textbook; the DVD of the book; puppets; flashcards: numbers, family members

**Socio-cultural:**

- to raise awareness of ways of asking and answering questions;
- to raise awareness of the purpose of testing.

situations.

**Activity 1 Play "Hot Seat". 10 min****Objective: to revise the previous units**

Choose a game-leader among the pupils. S/he sits on a chair in front of the class.

Explain the rule of the game. You will be the timekeeper. The game-leader must be asked at least four questions for one minute. S/he must answer all the questions.

Ask all the pupils to stand. They ask their questions standing. The one who asks a question correctly sits down. In this way you can make sure all the pupils are involved. After 1 minute, change the game-leader and count how many questions have been asked and answered.

**Activity 2 Play "Listen and say". 10 min****Objective: to recycle the numbers (1-10)**

Explain to the pupils that now you will say all the numbers from 1 to 10. You can "make a mistake" and skip a number. The pupils must listen carefully and say what number you have skipped.

So say the numbers and skip one number. You must observe the pupils carefully and find out the active pupils. When you say the numbers second time, you may ask active pupils to be judges. They do not take part which enables weaker pupils to express themselves.

The "judges" confirm the right answer.

**Activity 3 Look, listen and tick. 20 min****Objective: to introduce tests on the topics "family" and "my friend"**

First of all, you need to understand what the purpose of the tests is. The main purpose is to check and assess your work. If the pupils have learned the lessons well, they are supposed to cope with the task successfully. If the majority of the pupils cannot cope with the task, it is possible that the given material was not securely reinforced. In this case, it is not the pupils' but your fault. You need to go through these materials again. During the lesson, you must make sure that the materials are learned by all the pupils.

The main mistake allowed by young teachers is that they focus on a small group of children with high performance. The rest of the class is



usually out of their sight. Therefore, if there are weaker pupils in the class, you should find out the reason. This can be because of the lack of the pupils' attention, poor memory, discipline problems, etc. If you have found out the cause of poor performance, you should develop a system of working with such pupils in the classroom. They must be attached to capable pupils. They need more time to consolidate the materials, they should be more praised for the effort, and so on.

Another purpose of the tests is to test the knowledge of the pupils. If you work with the class improperly, the pupils will show different levels of knowledge. There are a number of reasons for that. The test is a tool for you to determine the weaknesses of the pupils' knowledge and a signal to correct it, i.e. if a lot of pupils cannot cope with the task, then the material must be repeated with the whole class once more.

However, testing the knowledge is necessary not only for you but for the pupils as well. The pupils should gradually get used to the self-assessment of their level of knowledge and strive to get more knowledge and good marks.

### Test

There are 6 pictures in the textbook, 3 pictures in each row (2 rows in total). Each row represents a separate task. There are 3 tasks in total.

**Task 1.** The purpose of the task is to explain to the pupils the principles of testing and enable the pupils to understand how to do such tasks.

Say that now they will do an interesting activity, but they first need to learn how to do it. Although it is a game, it is a serious task. Therefore, they must get the pencils ready, open their books and listen to you carefully.

First, ask the pupils to remember the vocabulary of the theme "family" and stick the flashcards relating to it on the board. Have the pupils repeat them in chorus.

Next, ask the pupils to look at the pictures in the book.

Ask the pupils which of these people could be a father and a mother, and why. Then, tell the pupils to listen to the sentence (This is my father.) carefully and choose a picture that shows the content of the sentence.

Then, ask the pupils which picture they have chosen and why. When the correct answer is found, tell the pupils to take a pencil and put a tick in the right place. Of course you need to show how to tick and where. Then summarise the task: "So, if the task is to listen and choose the correct picture, we must listen carefully about whom or what the sentence informs us. And then select the correct picture and put a tick."

**Task 2.**

Next, ask the pupils to look at the pictures 3 and 4.

Ask the pupils what they see in the pictures and summarise their responses. Say that boys are depicted in both of the pictures. However, he is big in picture 3, and little in picture 4. After that, have the pupils repeat the words "big" and "little". Now ask the pupils to listen to the second sentence (I have a brother. He's little.) and choose the correct picture.

Ask the pupils to say what picture they have chosen and why. Next, agree with the pupils that the sentence tells us about a little brother. So the correct answer is the picture 4. Have the pupils put a tick there. '

**Task 3.**

Now ask the pupils to look at the pictures 5 and 6 and ask what is depicted there.

Say that now you will read a sentence, and praise the pupils that they are so smart and probably they will be able to perform the task 3 by themselves. Ask the pupils to listen attentively to what you will say and then choose the answer: picture 5 or 6, and then put a tick. Remind the pupils that this is a serious game which requires attention and read the sentence: *I have a friend. Her name's Malika.* You should stress on the keywords. After that, ask the pupils which answer they have chosen and why. Then say that the task is finished, and it is called a test which means checking knowledge.

Further, ask the pupils about their opinion about this activity, if it was difficult, interesting or enjoyable. Reassure the pupils that when they will do the same activity next time, it will be much easier.

**Activity 4 Sing a song. 5 min****Objective: to develop pupils' creativity**

Tell the pupils that they have worked hard, and now they can have fun and sing a song about colours. Ask the pupils to remember the colours they know: red, yellow, green, blue, pink, grey, purple, orange, white, black, brown. Total 11. However, only 5 colours are sung in the song. Therefore, ask them to make a new song from the rest of the colours and sing it.

**Optional Activity 5 Play "Look, find and show".****Objective: to reinforce colours**

Select a leader. S/he is asked the names of colours by the rest of the class. S/he finds these colours. After 3 or 4 colours, change the leader.

## Unit 5 Toys and colours

### Lesson 1 I have a ball.

Aims	Learning out-comes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> – to learn how to say one has a toy</p> <p><i>Developing:</i> – to enable pupils to speak about colours and toys</p> <p><i>Socio-cultural:</i> – to raise awareness of the ways of saying one has a kind of toy; – raise awareness of the pronunciation of the sounds [ɪ], [i:] and [ɔ:].</p>	<p>By the end of the lesson, pupils will be able to:</p> <p>– speak about colours, toys; – say what kind of toy they have at home; – pronounce the sounds [ɪ], [i:] and [ɔ:].</p>	<p><i>doll, ball, plane, train, Teddy bear, car.</i> <i>Revision of colours and I have ...</i></p>	<p>Textbook; the DVD of the book; flashcard: colours, toys; puppets</p>

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

**Objective: to revise colours**

Play the DVD. Ask the pupils to listen to the song. Then tell them the meaning of the song. After that, you can play the DVD the second time to listen.

**DVD script:**

Twinkle, twinkle traffic light  
Shining on the corner bright.  
When it's green, it's time to go.  
When it's red, it's STOP you know.  
Twinkle, twinkle traffic light  
Shining on the corner bright.  
"Stop", says the red light.  
"Go", says the green.  
"Wait" says the yellow,  
Till the light is green.

**Activity 2 Play "Red, yellow and green" 3 min**

**Objectives: to consolidate colours;**

**to practise the pronunciation of the sounds [ɪ] and [i:]**

Use colour flashcards: red, yellow, green. Ask the pupils what these colours remind them. Of course, the traffic light! Next, ask what colours of the traffic light they should stand, prepare and walk. Also ask what may be in blue and pink. Work on the pronunciation of 5 colours: red, yellow, green, blue and pink in chorus and individually.

Then have the pupils practise separately the sounds [ɪ] in “pink” and [i:] in “green” after you in chorus and individually.

### Activity 3 Play “What’s this?” 15 min

**Objectives: to introduce words for toys;**

**to practise the pronunciation of the sound [ɔ:]**

*STEP 1:* Put toy flashcards in front of the board. Ask the pupils to remember what toys they played when they went to kindergarten, and if there are any of such toys among the flashcards. Further, say that all children love to play with balls, all girls play with dolls. Here work on the pronunciation of the sound [ɔ:] in “ball” and “doll” after you in chorus and individually.

*STEP 2:* After that offer the pupils to learn a chant. Except balls and dolls, the chant has a plane and train. Every time the pupils say a specific object, ask them to point to the right flashcard with a picture. Remember that the most important condition of the saying chant is keeping the rhythm. You need to say it loudly and clearly. If you want, you can clap your hands and stomp your feet to keep to the rhythm.

#### DVD script:

- What’s this? What’s this?
- It’s a ball, ball, ball.
- What’s this? What’s this?
- It’s a doll, doll, doll.
- What’s this? What’s this?
- It’s a plane, plane, plane.
- What’s this? What’s this?
- It’s a train, train, train.

*STEP 3:* Then repeat the words in chorus and individually. After that, you can offer any of the pupils to speak instead of you about any toys of their choice in the chant. For example:

- What’s this? What’s this? (*points to a toy. The class should speak.*)
- It’s a plane, plane, plane.

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Next, say that a favourite toy for girls is a Teddy bear, and all the boys love cars. So offer them to learn the words “Teddy bear” and “car”.

You should work on the pronunciation of all the words separately in chorus and individually.

*STEP 4:* Invite some pupils to the board one by one. When you say a word, they should show the appropriate toy in the picture. Instead of you, strong pupils may say the words. Then you can do vice versa, i.e. you will point to the flashcards one by one, the pupils must say them. After all, have the pupils work in pairs to do the same.

### Activity 4 Look, listen and do. 10 min

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

Explain that now the pupils will do some exercise with the help of the song “Head Shoulders Knees & Toes” and that they should repeat the movements after you/the DVD. At first you will have to say individual parts of body and then point them as shown below:

Head. *(Point to your head.)*

Shoulders. *(Point to your shoulders.)*

Knees. *(Point to your knees.)*

Toes. *(Point to your toes.)*

*(Repeat once more and then go on with the following words)*

Eyes. *(Point to your eyes.)*

Ears. *(Point to your ears.)*

Mouth. *(Point to your mouth.)*

Nose. *(Point to your nose.)*

*(Repeat once more and then go on with singing the song)*

Head, shoulders, knees, and toes, knees and toes.

Head, shoulders, knees, and toes, knees and toes.

And eyes and ears and mouth and nose.

Head, shoulders, knees, and toes, knees and toes

*(After that point to each body part and sing)*

Head, shoulders, knees, and toes, knees and toes.

Head, shoulders, knees, and toes, knees and toes.

And eyes and ears and mouth and nose.

Head, shoulders, knees, and toes, knees and toes.

*(Sing one more time!)*

Head, shoulders, knees, and toes, knees and toes.  
 Head, shoulders, knees, and toes, knees and toes.  
 And eyes and ears and mouth and nose.  
 Head, shoulders, knees, and toes, knees and toes.

### **Activity 5 Play “1, 2, Go”. 5 min**

**Objective: to consolidate new vocabulary and have fun**

Two pupils with pictures in their hands stand back to back and they do not show their pictures each other. With your signal “Go” they must quickly turn to face each other and show the pictures. The one who is the first to say the partner’s picture (for example, “It’s a plane”) will be the winner.

### **Activity 6 Play “I have a ball”. 5 min**

**Objective: to recycle the structure “I have” with toys**

Explain to the pupils that they should learn how to say what they have. For example, ‘I have a ball’. Ask the pupils to look at the toys and repeat Zumrad and Jasur’s words in chorus and individually after you/the DVD. Zumrad has a doll, ball and Teddy. Jasur has a train, plane and car.

**DVD script:**

**Jasur:** I have a train.

**Zumrad:** I have a doll.

**Jasur:** I have a car.

**Zumrad:** I have a Teddy.

**Jasur:** I have a plane.

**Zumrad:** I have a ball.

### **Optional Activity 7 Play “Ask and answer”.**

**Objective: to consolidate the structure “I have” with toys**

Ask the pupils if they have a toy car, train or doll at home. Surely they have. Therefore, ask your pupils to say about them using ‘I have a doll’, etc. The pupils take turns “to boast” of what they have at home like ‘I have a ball’, etc.

See the instructions in the Introduction (the section 6) for how to organise the chain drill activities.

### **Homework 2 min**

Explain to the pupils that at home they should draw and colour the pictures on the right hand page. Ask them to remember how the toys in the picture are called in English.

**Lesson 2 It's purple.**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> – to learn how to say one has a toy</p> <p><i>Developing:</i> – to enable pupils to speak about colours and toys</p> <p><i>Socio-cultural:</i> – to raise awareness of the ways of saying one has a kind of toy; – raise awareness of the pronunciation of the sounds [aʊ] and [aɪ].</p>	<p>By the end of the lesson, pupils will be able to:</p> <p>– speak about colours, toys; – say what kind of toy they have; – pronounce the sounds [aʊ] and [aɪ].</p>	<p><i>kite, balloon</i></p>	<p>Textbook; the DVD of the book; flashcards: colours, toys</p>

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

**Objectives: to revise colours;**

**to practise the pronunciation of the sound [aʊ]**

*STEP 1:* As in Unit 5, Lesson 1, Activity 1.

*STEP 2:* Show red, yellow, green, pink and blue colour flashcards. Then add orange, purple and brown flashcards. Work on the pronunciation of colours in chorus and individually, especially the sound [aʊ] in “brown”.

**Activity 2 Play “I have a balloon”. 10 min**

**Objectives: to introduce the new words “kite” and “balloon”;**

**to practise the pronunciation of the sound [aɪ]**

*STEP 1:* Ask the pupils whether they like balloons. Say that the balloon in English is called “balloon”. After that, practise its pronunciation in the sentence “I have a balloon”.

Further, say that balloons can fly high in the sky. Children can also fly “a kite” high in the sky. After that, work on the pronunciation of the sound [aɪ] in the word and the sentence “I have a kite”.

*STEP 2:* Next, say that we also love balloons because they are colourful and offer the pupils to learn to talk about the balloons of different colours as follows:

Say ‘This is a balloon’ and add ‘It’s red’.

Then say ‘This is a balloon. It’s green’.

First, work on the pronunciation in chorus and individually according to the pictures. Then invite the pupils to choose a coloured balloon and speak about it like 'This is a balloon. It's pink.'

Then work on the sentences with kites: 'This is a kite. It's purple', etc.

### **Activity 3 Watch and do. 5 min**

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

Look at Unit 5, Lesson 1, Activity 4 for instructions.

### **Activity 4 Play "This is a plane". 15 min**

**Objective: to recycle the structure "This is a ..."**

Say that you want to check how well the pupils remember the new words and offer to play a game with the learnt and new words together. Divide the class into two teams. Stick the flashcards with toys on the board for each team.

Each team takes turns to say a sentence with the structure "This is a ..." in chorus and individually. You will give a point for the right sentence.

Team 1: plane, train, car, balloon

Team 2: Teddy bear, doll, ball, kite

### **Optional Activity 5 Look and colour.**

**Objective: to consolidate the learnt material**

Further, say that kites and other toys are colourful too, and then offer the pupils to learn to talk about them as well. Explain that first the pupils should choose any toy from the right hand page of the book and speak about it this way: 'I have a train'. After that, ask the pupils to tell you about their choice as 'I have a train', 'I have a plane', etc.

Repeat the sentences with pictures from the last lesson and then ask your pupils to tell the colour of their toy. For example:

*I have a train. It's red.*

*I have a plane. It's blue.*

*I have a doll. It's purple.*

*I have a Teddy bear. It's brown.*

If time allows, you can give the pupils opportunity to paint the pictures.

### **Homework 5 min**

Explain to the pupils that at home they should draw and colour the pictures on the right hand page. Ask them to remember how the toys in the picture are called in English.



## Lesson 3 I like it.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> – to learn how to say one has a toy and likes it</p> <p><i>Developing:</i> – to enable pupils to speak about colours and toys; – to enable pupils to say their likes</p> <p><i>Socio-cultural:</i> – to raise awareness of the ways of saying one has a kind of toy and likes it; – raise awareness of the pronunciation of the sounds [æ] and [eɪ].</p>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>– speak about colours, toys;</li> <li>– say their favourite toys;</li> <li>– pronounce the sounds [æ] and [eɪ].</li> </ul>	<p><i>Do you like ...?</i> <i>Yes I do.</i> <i>I like ...</i> <i>I like it.</i></p>	<p>Textbook; the DVD of the book; flashcards: colours, toys</p>

**Activity 1 Listen and sing. 10 min****Objective: to warm up**

*STEP 1:* As in Unit 5, Lesson 1, Activity 1.

*STEP 2:* Explain that the pupils are going to listen to the poem “One and two” and recite it:

*One and two and three and four*

*I am sitting on the floor*

*I am playing with a ball*

*And a little pretty doll.*

After listening to the poem, ask the pupils which words they have heard and recognised. Translate the poem together with the pupils. Then you can have the pupils listen to the poem once again and have them say only the words that they know. Thus, when the numbers are being said, show the numbers with your fingers. When the “floor” is being said, point to the floor. As regards to the words “ball” and “doll”, shows appropriate pictures.

**Activity 2 Look, listen and say. 5 min****Objectives: to revise colours;**

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

Put red, yellow, green, blue, pink, orange, purple, white and brown colour flashcards in front of the board. Have the pupils say them. Then add black and white flashcards. Here have the pupils practise the sound [æ] in “black” in chorus and individually.

Then remind the pupils that they have already met the English gentlemen Mr Brown and Mr Black. Make a special stop at pink and white colours, and ask who these colours in their opinion are: girls Miss or gentlemen Mister. Ask the children why they think so. Children usually give different answers. As a teacher accept them all without any criticism. The main thing is that the pupils worked with colours. If the pupils remember the other colours, encourage them and prompt.

### **Activity 3 Play “Run and say colours”. 5 min**

**Objective: to revise colours**

Stick colour flashcards in 2 rows of 5 on the board. They look like the racetrack for runners.

First, have the pupils repeat all the colours after you in chorus. Then divide the class into two teams. Explain that they are runners. Each team has its colour track. Show each team their tracks. From each team one pupil comes to the board. They must say all of the colours in a row from the first to the last flashcard, all the five colours as quickly as possible. This means that he/she is running on the track. Each pupil at the board can be helped by his/her team. Every time new pupils from the teams come to the board, you must change the colours. Play 2-3 times. The team that best coped with the task is the winner.

### **Activity 4 Listen and repeat. 10 min**

**Objectives: to introduce the structure “I like a plane”;  
to practise the pronunciation of the sound [eɪ]**

Say that we have toys and we love them, and ask the pupils to imagine their favourite toys. Stick on the board a picture of a plane and say that you like the plane. Have the pupils practise the sound [eɪ] in “plane” in chorus and individually.

Then play the DVD and introduce the following chant which is consisted of two parts. Translate it into your mother tongue. As usual at first you will read/play the whole chant:

Do you like  
Do you like  
Do you like  
a plane?

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Yes, I do.

Yes, I do.

Yes, I like  
a plane.

Further, teach the pronunciation of the second part of the chant because the pupils will have to repeat only the second part with the other toys.

Yes, I do.

Yes, I do.

Yes, I like  
a plane.

Tell the pupils that now they have to be careful because you will replace the plane with a kite. Then re-read the first part:

Do you like

Do you like

Do you like  
a kite?

The pupils repeat the second part with you in chorus.

Yes, I do.

Yes, I do.

Yes, I like  
a kite.

After that, change the picture on the board and repeat the chant with the new picture.

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

**Objective: to introduce the structure “I like it”**

Explain that we can say we have something, for example, a plane, and we like it. As an example you can say about yourself as follows:

*I have a plane. I like it.*

Next, work on 3-4 sentences with pictures of toys.

After that, ask the pupils to say two sentences about their favourite toys.

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

**Objective: to consolidate the structure “I like a plane”**

This game is the continuation of the previous activity. Therefore, say that the one who says 3 sentences about a favourite toy becomes the champion. To do this, ask the pupils to open the page of Lesson 2, where they painted the toys at home. The pupils choose one picture and say about it three sentences like “I have a ball. It’s blue. I like it”.

Then, at first, practise the pronunciation of the 3 sentences about 2-3 toys in chorus. Further the pupils say.

**Homework 5 min**

- 1) Explain to the pupils that at home they should draw and colour the girl and her balloons on the right hand page. Ask them to remember how the colours in the picture are called in English.
- 2) Ask the pupils to bring their favourite toys (small ones) from home the next lesson.

**Lesson 4 Let's play!**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> – to learn how to say one has a toy and likes it; numbers 1-10, colours</p> <p><i>Developing:</i> – to enable pupils to speak about colours, toys and numbers; – to enable pupils to say their likes</p> <p><i>Socio-cultural:</i> – to raise awareness of the ways of saying one has a kind of toy and likes it.</p>	<p>By the end of the lesson, pupils will be able to speak about colours, toys, numbers 1-10, etc. that they learnt during the previous units and lessons.</p>	<p><i>Revision of previously learnt vocabulary and structures</i></p>	<p>Textbook; the DVD of the book; a box; 10 chestnuts or acorns; flashcards: colours, toys</p>

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

**Objective: to warm up**

You are free to choose any song from the current unit as a warm up activity.

**Activity 2 Play “Champion”. 15 min**

**Objective: to consolidate the structure “I like a plane”**

Repeat the game of the previous lesson. If the pupils did not play it in the previous lesson, then you have to pay attention now. If the pupils coped well with the activity in the previous lesson, go on performing the tasks 3 and 5.

## Unit 5

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### Activity 3 Look and do. 5 min

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

As in Unit 4, Lesson 1, Activity 4.

### Activity 4 Play "I like it!" 10 min

**Objective: to consolidate the learnt material**

In this game the pupils use their favourite toys they have brought from home.

First, have the pupils repeat how to say 3 sentences about the toys: *I have a ball. It's blue. I like it.* Then the pupils take turns to tell about their toys as in the DVD.

### Activity 5 Play "1, 2, 3..." 5 min

**Objective: to recycle the numbers from 1 to 10**

Show the pupils an empty box and 10 chestnuts or acorns. Then ask them to count when you put them in the box. From 1 to 10. After that, shake the box and ask the pupils to remember the sound of 10 chestnuts/acorns. Then hide the box under the table and pull out a few chestnuts/acorns. Then close the box, shake it again and ask the pupils to guess how many chestnuts/acorns there are in the box now. The pupils give different answers: 5, 3, etc. After that, open the box and count them with the pupils. Maybe someone has guessed the number of chestnuts/acorns, which means he is the winner. Then you can give the winner the box and he puts there as many chestnuts/acorns as he wants. The game continues in such manner.

### Homework 5 min

Explain to the pupils that at home they should match, draw and colour the toys on the right hand page. Ask them to say the colours of the toys and count them in English.

## Unit 6 Parts of the body

### Lesson 1 Touch your nose.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> – to learn how to say the parts of the head</p> <p><i>Developing:</i> – to enable pupils to understand commands; – to enable pupils to speak about the parts of the head and colours</p> <p><i>Socio-cultural:</i> – to raise awareness of the commands; – raise awareness of the pronunciation of the sounds [əʊ] and [θ].</p>	<p>By the end of the lesson, pupils will be able to:</p> <p>– understand the commands and show the parts of the head; – pronounce the sounds [əʊ] and [θ].</p>	<p><i>head, eye, nose, ear, mouth, hair, touch</i></p>	<p>Textbook; the DVD of the book</p>

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

**Objective: to help pupils understand the meaning and pronounce the poem**

Ask the pupils to listen to the poem. Then with the help of the pupils translate it. After that, you can work on the pronunciation of the lines of the poem.

*I have two eyes and I can see  
A book and a pen in front of me.*

#### Activity 2 Look, listen and say. 15 min

**Objectives: to introduce new words;  
to practise the pronunciation of the sounds [əʊ] and [θ]**

*STEP 1:* Ask the pupils what they will talk about now. After eliciting some answers, say openly that they will speak about parts of the body, specifically, only about the head and its parts. Then ask what parts of the head they can name and take the pupils' responses in mother tongue: nose, mouth, ears, eyes and hair. Further, say that now it is necessary for them to learn how they are called in English. Also say that if they learn them well, they will be able to play a good game later.

## Unit 6

**STEP 2:** At first, you can show the parts of your head, and then in the picture. To do this, you can draw a simple head on the board. Practise with the pupils the pronunciation of each word, and especially the sounds [əʊ] in “nose” and [θ] in “mouth” in chorus and individually. Then you can work with the textbook, i.e. you say a part of the head, for example, “mouth”, the pupils say the number “3” which is next to the picture.

First, speak very slowly, then faster.

Then you can change the task, i.e. you say the number, and the pupils name the appropriate part of the head. For example, you say ‘6’, the pupils say ‘ears’.

**STEP 3:** When you finish this activity, say that they can draw a favourite character’s (e.g. Pinocchio’s, robot’s or Zumrad’s) head on the board. The pupils will choose one of them. Then explain that the pupils you invite must come to the board one by one, listen to the part of a head you say and draw it on the board.

### **Activity 3 Play “Touch your nose”. 15 min**

#### **Objective: to consolidate the new vocabulary**

**STEP 1:** Say that it is necessary to remember one little word “touch” in order to play the game. Then explain that you will now begin to give commands to yourself, and the pupils have to guess the commands you are giving.

**STEP 2:** Say slowly: ‘Touch your nose!’ and touch your nose. Then give the other commands with other parts of the head and do them. The pupils should guess that you are giving commands to touch a part of the head.

**STEP 3:** Now say that the pupils have to listen to your command and do it themselves. Say it very slowly. The pupils perform the command. Then start saying commands a bit faster.

**STEP 4:** When the pupils begin to show the parts of the head confidently, explain that the purpose of the game is cheating them. You will say the command but do not perform it properly, i.e. you should not show what they hear. For example, say: ‘Touch your head’, but point to your ear. Play the DVD and ask the pupils to watch the scenario to have better understanding of the game. This game is for consolidation, and mostly for relieving stress, for proving that almost everybody makes mistakes. Therefore, you can say that this is a fun game and it does not matter if they make mistakes. The main thing is trying.

### **Activity 4 Look and do. 5 min**

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

Play the DVD. Tell the pupils the meaning of the words in the rhyme and explain that they need to raise their right and left hands and feet (you

need to show how to do it). Then invite a boy to come up. Say that he is a robot. Then read the rhyme and help the boy robot to do what you say. It is necessary for you to remember that if the boy is facing the class, his left hand will conform to the pupils' right hand.

*Left hand, right hand*

*Left leg, right leg*

*And jump, jump, jump.*

The pupils will raise the left and then the right hand. At first they will stomp or lift the left and then the right hand and leg, and then jump.

### Homework 5 min

Explain to the pupils that at home they should draw the missing parts of the robot's head on the right hand page. Ask them to remember how the parts of the head are called in English while painting the robot.

## Lesson 2 Left hand, right hand

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>– to learn how to say the parts of the body</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>– to enable pupils to understand commands;</li> <li>– to enable pupils to speak about 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 commands;</li> <li>– raise awareness of the pronunciation of the sound [t].</li> </ul>	<p>By the end of the lesson, pupils will be able:</p> <ul style="list-style-type: none"> <li>– to understand the commands and show the parts of the head or raise legs and hands;</li> <li>– pronounce the sounds [t].</li> </ul>	<p><i>leg, hand, left, right</i></p>	<p>Textbook; the DVD of the book</p>

### Activity 1 Listen and sing. 7 min

#### Objective: to warm up

Ask the pupils to listen to and then sing the “wiggle” song all together.

#### DVD script:

Touch your nose

Wiggle, wiggle, wiggle.

Touch your ears

Wiggle, wiggle, wiggle.

Touch your mouth

Wiggle, wiggle, wiggle

Touch your head

Wiggle, wiggle, wiggle



## Unit 6

Touch your shoulders  
Wiggle, wiggle, wiggle  
Touch your knees  
Wiggle, wiggle, wiggle

Touch your toes  
Wiggle, wiggle, wiggle

(4 times)

Eyes

Ears

Mouth

Nose

**Activity 2 Look, listen and do.** 10 min

**Objectives: to introduce new words;**

**to practise the pronunciation of the sound [t]**

*STEP 1:* Introduce the two new words: leg, hand (inactive: left, right.) Then at first call a pupil to the board and command ‘Touch your right hand’, and help him/her fulfil the command. In the same way introduce the left and right leg. As usual work on the pronunciation of the words, especially the sound [t] in “touch”, “left” and “right”.

*STEP 2:* Consolidate the new words with the help of a game. Explain that if you say ‘left leg’ or ‘right hand’, they should not touch the appropriate hand or foot but raise them, i.e. the pupils should raise their left leg, then their right hand.

**Activity 3 Play “Draw a robot”.** 10 min

**Objective: to consolidate the vocabulary**

Divide the class into two teams. Explain the rules of the game: the pupils should throw the dice and draw a part of the face on the board according to the number the dice shows and say it in English. The numbers of the dice and the parts of face are as follows:

1 – head (pupils draw a face); 2 – eyes; 3 – nose; 4 – mouth; 5 – ears;  
6 – hair.

Each team aims to be the first to finish drawing the face on the board. If the dice shows the number that has already been, for example, 4, and the mouth has been drawn, the team misses a go (its turn).

**Activity 4 Look and do.** 3 min

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

Explain that if you say ‘left leg’ or ‘right hand’, they should not touch the appropriate hand or foot but raise them as they did in Activity 2, i.e. the pupils should raise their left leg, then their right hand. Repeat until the time allows.

**Activity 5 Look, listen and do.** 10 min**Objective: to have fun and consolidate the vocabulary**

Translate the game song and explain how to play. Select a leader who 'be Alouetta. He/she prepares to put his/her finger on any part of the head at the end of the song. The rest must listen carefully, because this part of the head may not be said. Next choose a new leader and start the song from the beginning. Do not forget to change the word for the part of the head in the rhyme every time you sing the song.

**Song Alouetta**

*Alouetta, little Alouetta,  
Alouetta, play the game with me  
Put your finger on your nose,  
Put your finger on your nose,  
Don't forget, don't forget  
Alouetta.*

**Optional Activity 6 Ask and answer.****Objective: to practise commands**

Now you can organise the chain drill activity to practise the commands "Touch your nose", "Touch your hand", etc.

See the instructions in the Introduction (the section 6) for how to organise the chain drill activities.

**Homework 5 min**

Explain to the pupils that at home they should draw the missing parts of the robots' heads on the right hand page. Ask them to remember how the parts of the head are called in English while painting the robots.

**Lesson 3 Robot, jump!**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> – to learn how to say commands</p> <p><i>Developing:</i> – to enable pupils to understand and fulfil commands</p> <p><i>Socio-cultural:</i> – to raise awareness of the commands; – to raise awareness of the pronunciation of the sound [aɪ].</p>	<p>By the end of the lesson, pupils will be able to:</p> <p>– understand and fulfil the commands; – pronounce the sounds [aɪ].</p>	<p><i>jump, go, run, swim, climb, fly</i></p>	<p>Textbook; the DVD of the book; flashcards about robots</p>

### Activity 1 Listen and sing. 7 min

#### Objective: to warm up

Ask the pupils to listen to and then sing the “wiggle” song all together. Look at Unit 6, Lesson 2, Activity 1 for the DVD script.

### Activity 2 Play “I am a Robot” 10 min

#### Objectives: to recycle the learnt vocabulary; to introduce the new command “jump”

*STEP 1:* Ask the pupils to look at the robot and say that this robot performs our commands. For example, choose a volunteer pupil who agrees to be a robot. Then repeat the commands from the previous lessons (Touch your head (eyes, ears, mouth, nose, hand, leg)) without the words “left” and “right”. The pupil performs your commands. Help him/her if necessary.

It is necessary to tell the kids that if you say the words “hand” or “leg”, they should raise any hand or foot. Do not use the words “left” and “right” here.

*STEP 2:* Introduce a new command “jump” and ask the pupils what this command stands for. After eliciting some answers, say that they understood it perfectly well and remind them that it is from the energising poem. Then ask them to give the command to the robot. Invite 3-4 pupils, including girls to the board to play the role of a robot. Help them.

### Activity 3 Look, listen and say. 13 min

#### Objectives: to familiarise the pupils with the story of a robot; to introduce more commands with new words; to practise the pronunciation of the sound [aɪ]

*STEP 1:* Explain that the robot is able to do many things, and that it can be sent to bring some magic apples. But the apples are very far away. At first it must go (*here say 'go'*) along the road. (*Here you should pause, show a flashcard where the walking robot is drawn. Then repeat the verb “go” several times*). Then the robot jumps (*here say 'jump'*) over bumps in the swamp. (*Here you should make a pause again and show a flashcard with a picture of a jumping robot, and then repeat the verb “jump” several times. Every time you introduce a new action verb, repeat this procedure*). Go on telling the pupils the story that then there comes a meadow with flowers in front of the robot across which it had to run (*here say 'run'*) (*Again make a pause, show the flashcard, have pupils repeat the verb “run”*), and then it swims (*here say 'swim'*) across the river (*Make a pause, show the flashcard, have pupils repeat the verb “swim”*) and then it reaches the magical shores. There will be a high tree. The robot now has to climb (*here say 'climb'*) it

*Make a pause, show the flashcard, have pupils repeat the verb "climb"). And when it picks a magic apple, it has to fly (here say 'fly') because it cannot climb down the tree itself (Show the flashcard, have pupils repeat the verb "fly").*

**STEP 2:** After that, display the flashcards with verbs "Go; Jump; Run; Swim; Climb; Fly" one after another and have the pupils practise their pronunciation, especially the sound [aɪ] in "climb" and "fly" in chorus and individually.

#### **Activity 4 Play "Go, jump..." 10 min**

**Objective:** to recycle the learnt vocabulary

**STEP 1:** Explain that now the pupils should imagine themselves as robots and take part in the competition. Say that the winner robot must correctly and quickly perform your commands.

After that, select the first group of robots of 3-4 people. Before the competition, ask the pupils whether they still remember the commands, and repeat them again.

**STEP 2:** Then give a command and after a pause point to the right flashcard. The pause is needed here to allow someone to remember and fulfil the command first. If they find the command difficult, they may have a look at the flashcard. Give 3-4 commands and then the robots take their seats. Instead, new robots come to the board.

*Commands: Go! Jump! Run! Swim! Climb! Fly!*

#### **Optional Activity 5 Play "Head, nose ..."**

**Objective:** to recycle the learnt vocabulary

This game can also be called "Who will say the final word?" It is a kind of competition for recycling the words of the first lesson plus the words from the second lesson (head, eyes, ears, mouth, nose, hand, leg).

Explain to the pupils that he or she who says more words about the parts of body will be the winner. Then ask the pupils to remember what parts of the body they know in English. You needn't use the words "left" or "right" for hands and legs as they are inactive vocabulary. In order not to lose time, ask the pupils to say them in their native language if they have forgotten. If necessary, prompt.

#### **Homework 5 min**

Explain to the pupils that at home they should colour the robots on the right hand page. Ask them to remember what commands they learnt during the lesson.

## Lesson 4 Let's play!

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> – to learn how to say commands</p> <p><i>Developing:</i> – to enable pupils to understand commands; – to enable pupils to speak about the parts of the body and family</p> <p><i>Socio-cultural:</i> – to raise awareness of the commands</p>	By the end of the lesson, pupils will be able to understand and do certain tasks on the learnt material.	<i>Recycling the vocabulary learnt in previous units</i>	Textbook; the DVD of the book; school things

**Activity 1 Listen and sing.** 7 min**Objective: to warm up**

Ask the pupils to listen to and then sing the “wiggles” song all together. Look at Unit 6, Lesson 2, Activity 1 for the DVD script.

**Activity 2 Play “Please”.** 13 min**Objective: to consolidate the commands**

*STEP 1:* Tell the pupils that we all need to be nice to, greet and thank each other. Should we do not know these words, we must learn them. After that, at first repeat the word “please” several times, then in chorus and individually.

*STEP 2:* Ask the pupils to stand up. Say that the pupils are now ready to play a polite game, however, they have to be very careful. Further, explain that you will give everybody commands. All of them must fulfil them only then when you say the word “please”. For example, if you say ‘Touch your head, please’, the pupils need to fulfil the command. If you say just ‘Touch your head’, then the pupils should not fulfil the command. You can play the DVD to give pupils better understanding of the game.

Repeat all the commands. First, you will give the commands yourself, and then strong pupils may replace you. You can use the flashcard for prompting.

*Commands:* Touch your head (eyes, ears, mouth, nose, hand, leg) without the words “left” and “right”.

**Activity 3 Play “Crayon. Robot, run!” 10 min****Objective: to recycle the words on school things**

*STEP 1:* First, repeat the words “pen, pencil, copybook, book, bag, crayon, ruler” and show the corresponding objects. Then put the objects near the board. Invite the “robot”. He stands away from the objects. The purpose of the game is that it must get to the object.

*STEP 2:* At first, name an object to which it needs to get, and then say the command how to get to the object, such as ‘Crayon. Robot, run!’ This means that the “robot” must run to the crayon. The command ‘Ruler. Robot, jump!’ means that the robot must jump to up to the object, etc.

**Activity 4 Look, listen and do. 10 min****Objective: to do physical exercise and energise the pupils**

Ask everybody to stand up. Explain that during the song you will show some movements which the pupils must repeat after you. At first, you need to stretch your right arm forward in front of you, and then turn it back, then forward again, shake it, and then turn around. In the second couplet, the same thing is done but this time with the left hand. In the following couplets, the same movements are performed: at first with the right and then the left leg. In the last couplet, you should take a step forward and then back, forward again and shake your body. You can also play the DVD to give the pupils better understanding of the exercise.

**Song Hockey Pokey**

Put your right hand in,  
 Take your right hand out  
 Put your right hand in,  
 And you shake it all about  
 Do the Hockey Pokey  
 And you turn yourself around  
 That’s all you’re talked about.

1 hand

2 leg

3 put your whole self in

**Optional Activity 5 Look and say.****Objective: to recycle the theme “family”**

## Unit 6

Ask the pupils to remember how they can talk about family and say that the robot in the picture has a family. There are the robot's father, mother, brother and sister in the picture. Ask the pupils to tell about the robot's family on behalf of it. Explain that the pupils can invent names for its family members while speaking.

I have a father. His name's ....

I have a mother. Her name's ....

I have a brother. His name's ...

I have a sister. Her name's ...

### Homework 5 min

Ask the pupils to revise at home the three lessons that they have studied and get prepared for the revision lesson.

## Revision 3

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"><li>- to learn basic conversational phrases;</li><li>- to learn to ask and answer questions on topic toys, parts of body</li></ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"><li>- to enable pupils to say objects and their colours, the things they have;</li><li>- to enable the pupils to understand simple requests or commands</li></ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"><li>- to raise awareness of ways of asking and answering questions</li></ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"><li>- ask and answer the question learnt in previous units in small situations;</li><li>- speak about toys and their colours;</li><li>- perform commands;</li><li>- speak about parts of body</li></ul>	<p><i>Recycling the vocabulary learnt in previous lessons</i></p>	<p>Textbook; the DVD of the book; flashcards: toys</p>

### Activity 1 Look, listen and tick. 15 min

**Objectives: to develop listening and oral abilities; to recycle the toys**

Before the test, stick the flashcards with toys on the board. Have the pupils repeat their names and colours in chorus. Use the structure "This is a balloon. It's pink." Ask "What's this?" pointing to the flashcard, and then

ask the pupils how they can say “Мениг коптогим бор / У меня есть мяч” in English. After getting the answer “I have a ball”, have the pupils repeat it in chorus. After practising all the words and structures, you may ask the pupils to open the books.

Ask the pupils to look at the picture number 1 closely. Discuss the picture 1 with the pupils and find out what they are and what colour they are in mother tongue. They are a blue ball, a red ball and a blue balloon. Then ask the pupils if they remember the names of these things and their colours in English. After that, explain the task: you will describe an object, and they have to guess what object you are describing. When the pupils find the right object, they put a tick under a corresponding picture. After you make sure that all the pupils have understood the task correctly, read the task 1 and repeat it 2-3 times.

When the pupils have finished, ask all of them to pick up their books and show in pencil what picture they have ticked. You must monitor how many pupils have coped and how many have not coped with the task. Then read your description of an object again and have the pupils translate it into their mother tongue: “Мениг коптогим бор / У меня есть мяч”. There are 2 balls in the pictures of the first task. But which one is correct? It's blue. So the correct answer is the blue ball. Ask again if everybody have understood how to perform the task. If you are asked questions, answer them.

Next, ask the pupils to look at the drawings of the second task. There is a car and two kites. Ask the pupils to recall their names, “a kite, a car”, and then their colours, “yellow, green”. Tell the pupils again that they have to listen carefully and choose the right picture. Say that every task will be repeated 3 times, and read the text number 2 three times. When the pupils have finished, ask all of them to pick up their books and show in pencil what picture they have ticked. Select one of the pupils who has finished the task correctly, and ask him/her to tell you why s/he has chosen this picture. Ask the class if they agree with him/her or not, and what they have chosen. You can read the text again and check the task with the class. It's a yellow kite.

Similarly, read the task 3 and check it.

1 a blue ball	a red ball	a blue balloon
2 a yellow car	a yellow kite	a green kite
3 a black plane	a brown Teddy	a white plane

1 I have a ball. It's blue.

2 This is a kite. It's yellow.

3 What's this? It's a plane. It's black.



## Revision 3

### Activity 2 Look and draw a line. 7 min

#### Objective: to develop the pupils' critical thinking

The pupils look at the pictures, count the objects and match the numbers and the pictures by drawing lines between them.

The task is not very difficult for the pupils. However, you need to do the first example together with the whole class, and give explanation.

### Activity 3 Look, listen and tick. 8 min

#### Objective: to recycle the commands

Say that you will check how well the pupils know the commands. First, do a warm up exercise with the whole class and give all the commands. Then ask the pupils to look at task 1. Ask the pupils if they have understood what commands a robot performs. If not, perform the same commands again with the class.

Then return to task 1. Explain to the pupils that now you will give them commands. They need to look at the two pictures in task 1 and choose the right one. Suggest doing this task all together. Say JUMP! and ask the pupils which picture they have chosen and why. The next task is similarly done. You should always keep in mind that if somebody does not understand, do not scold them but just explain it again.

1 GO JUMP

2 RUN SWIM

3 CLIMB FLY

### Activity 4 Look and say. 15 min

#### Objective: to recycle the vocabulary for parts of the head

*STEP 1:* Before starting the activity, draw a robot's head on the board, and have the pupils practise all the parts of the head in chorus.

Explain to the pupils that in turns they will be teachers and they check each other's knowledge on parts of the head. They even put marks.

*STEP 2:* Divide the class into groups in such a way that each group has at least one capable pupil. They can be "teachers" in turns. It means that the "teachers" point to the part of the robot's head, and the other members of the group say them one by one.

Say that if a pupil correctly identifies 5 or 6 parts of the head, s/he gets "5". If s/he has failed to say 5 or 6 parts of the head for the first time, s/he may ask his "teacher" to repeat the words again.

## Unit 7 Seasons

### Lesson 1 Winter is white.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> – to learn how to say seasons</p> <p><i>Developing:</i> – to enable pupils to speak about colours and seasons; – to enable pupils to understand and perform commands</p> <p><i>Socio-cultural:</i> – to raise awareness of the seasons and the ways of saying a season; – raise awareness of the pronunciation of the sound [ŋ].</p>	<p>By the end of the lesson, pupils will be able to:</p> <p>– speak about colours and seasons; – say the kind of season; – perform commands; – pronounce the sound [ŋ].</p>	<p><i>spring, summer, autumn, winter, What season is it? It's winter.</i></p>	<p>Textbook; the DVD of the book; flashcards: colours, spring, summer, autumn and winter</p>

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

##### Objective: to warm up and revise colours

Ask the pupils to listen to and then sing the song all together.

##### DVD script:

*Spring is green.*

*Summer is red.*

*Autumn is yellow.*

*Winter is white.*

Ask the pupils what the song they have just sung was about. After receiving some answers, summarise and say that we have four seasons and each season has its own colour.

#### Activity 2 Look, listen and say. 10 min

**Objectives: to introduce the new words “winter, spring, summer, autumn” and the structure “It’s winter”;  
to practise the pronunciation of the sound [ŋ]**

*STEP 1:* After the explanation in Activity 1, take the first line of the song “Spring is green” and ask the pupils to translate it into their native language. Accepting the answers, say that it is correct. Further, explain that in spring green leaves and grasses appear, therefore, it is green. Here put a picture of spring on the board. Then ask what other colours are in the song. Summer

## Unit 7

– red, autumn – yellow and winter – white. Put their pictures on the board and then work on the pronunciation of all the seasons, especially the sound [ŋ] in “spring” in chorus and individually. First, show the pictures in order, and then randomly.

**STEP 2:** After consolidating the individual words, introduce the structure “It’s winter”. Tell the pupils that you will now ask the question “What time of the year is it?” or “What season is it?” (in mother tongue). Explain that the word “*fasl/сезон*” means a certain time of the year, and in English this word is “season”. Then say the question “What season is it?”, and explain that it is necessary to answer this question as “It’s winter”, “It’s spring”, “It’s summer” and “It’s autumn” as in the DVD. After that, work on the pronunciation of the phrases in chorus and individually. Then ask questions about the pictures, the pupils respond. First, all together in chorus, and then individually, pictures in a row and at random.

### **Activity 3 Play “Sleep!” 5 min**

**Objectives:** to do physical exercise and energise the pupils;  
to revise the commands from Unit 6, Lesson 3;  
to introduce the new command “Sleep!”

Remind the pupils about how the robot went for magic apples, and offer the pupils to go for magic apples themselves. Remind the pupils that at first, the robot went along the road. So give the command “Go!” (After each command, you need to say “Stop!” to stop the pupils). Next, remind the pupils that the robot jumped over the bumps in the swamp. So give the command “Jump!” Then the pupils go to a beautiful meadow with flowers. So give the command “Run!” Next, the pupils have to swim across the river. Command “Swim!” Then introduce a new command “Sleep!” Here explain to the pupils that we are not robots, therefore, we must have a rest and sleep. When we get to the tree, we climb up. “Climb!” Take the magic apples. With the help of the magic apples, we can fly. “Fly!”

### **Activity 4 Play “It’s Winter”. 10 min**

**Objectives:** to consolidate the new vocabulary and the structure

Do a jig-saw activity with cut pictures of four seasons. Divide the class into four groups and explain to the pupils that they will now get cut flashcards of different colours: green, red, yellow and white. Then ask what they think there should be on the flashcards. After getting the correct answer, sum up and say that it is 4 seasons.

Further, explain that each team must collect a coherent picture of their season. So distribute the seasons for the teams. Each team gets a coloured

circle of one of four colours: green, red, yellow and white. This means that they need to collect the pictures of different seasons of the corresponding colour. Each team must as soon as possible:

- 1) choose only the pictures of the same colour from a pile of cut pictures;
- 2) lay out a coherent picture of the cut pieces;
- 3) When they finish the picture, as a whole team they must say their season, for example, "It's winter".

During the task, you should help the children choose the right pictures and remind them what to say. You can keep all the pictures in your hands. Quickly take one and show the class. Teams must take their colour. You should correct the children when needed. At the end of the task, each team must answer the question "What season is it?"

### Activity 5 Play "What season is it?" 10 min

**Objectives:** to consolidate the new vocabulary and the structure

During the group work, each pupil worked only with his/her season. This task tests all the pupils' knowledge of all the seasons.

Tell the children that you want to check if everybody remembers the seasons. Collect all the cut pieces of pictures again. Put them in a bag and mix. The bag should be opaque.

Then pull out of the bag one of the fragments of a flashcard, show it to the children and ask "What season is it?" The children should determine the season according to the colour and say "It's winter", etc.

### Homework 5 min

Explain to the pupils that at home they should draw and colour the picture on the right hand page. Ask them to remember how to say a season they learnt during the last lesson.

## Lesson 2 What colour is winter?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> – to learn how to say seasons, and the kind of weather</p> <p><i>Developing:</i> – to enable pupils to speak about colours and seasons, and the kind of weather;</p>	<p>By the end of the lesson, pupils will be able to:</p> <p>– speak about colours and seasons;</p> <p>– say the kind of weather;</p>	<p><i>What colour is winter/ spring/ summer/ autumn?</i> <i>Winter is white.</i></p>	<p>Textbook; the DVD of the book; flashcards: colours, spring, summer,</p>

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<p>– to enable pupils to understand and perform commands</p> <p><i>Socio-cultural:</i></p> <p>– to raise awareness of the seasons and the ways of saying a season, and a kind of weather;</p> <p>– raise awareness of the pronunciation of the sounds [əʊ], [ɔ:], [ɒ] and [u:].</p>	<p>– perform commands;</p> <p>– pronounce the sounds [əʊ], [ɔ:], [ɒ] and [u:].</p>	<p><i>Spring is green.</i></p> <p><i>Summer is red.</i></p> <p><i>Autumn is yellow.</i></p> <p><i>Dance, cold, hot, warm, cool</i></p>	<p>autumn and winter</p>
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### Activity 1 Listen and sing. 5 min

**Objective: to warm up and revise colours**

Look at Unit 7, Lesson 1, Activity 1 for instructions.

### Activity 2 Play “What colour is spring?” 10 min

**Objective: to introduce the question “What colour is spring?” and the answer “Spring is green”.**

First, repeat the material of the previous lesson on the seasons and the question “What season is it?” Show the pictures of all the seasons, ask questions about them and get answers like “It’s winter”.

Then say that you will now ask a new question about the song “Spring is green”, and ask “What colour is winter?” Explain that the word “colour” denotes “rang/цвет” and the question “What colour is winter?” means “Qish qanday rangda?/Какого цвета зима?” in Uzbek/Russian. Ask the pupils whether they remember what colour the winter is. Surely, their answer will be “oq/belaya”. Clarify that “oq/belaya” is “white” in English. After that, together with the children practise the answer “Winter is white”.

Further, explain that the children need to be careful because they will have to say the colour of the season which is said in the question. So ask “What colour is spring?” and have the pupils translate the question into their native language. Then ask pupils to answer the question. Listen to the answers and select the right one. Praise the children and say that the answer is correct because “spring” is “bahor/весна”, and the spring is green. So the correct answer is “Spring is green”. After that, work on the sentence in chorus. Further, work on the rest seasons of the year.

The children must be taught to give an answer as it sounds in the song.

### Activity 3 Look and do. 5 min

**Objectives: to do physical exercise and energise the pupils;**

**to revise the commands from Unit 7, Lesson 1 (Go! Stop!**

**Jump! Run! Swim! Sleep! Climb! Fly!);**

**to introduce the new command “Dance!”**

Again, everybody will go for the magic apples according to the plan of the previous lesson. At the end of the activity introduce a new command "Dance!" and explain its meaning. All the pupils start dancing as much as they can. Do not forget to say "Stop!" to stop the pupils after each command.

**Activity 4 Look, listen and say.** 10 min

**Objectives:** to introduce the words "cold, hot, warm, cool" and the structure "It's cold", etc.

to practise the pronunciation of the sounds [əʊ], [ɔ:], [ɒ] and [u:]

Tell the children that the seasons are different, some of them are cold and some hot. So offer them to learn how to talk about them. Again you have to address the pictures of the seasons. Show the picture of the winter and say "It's cold". In this case, show a gesture putting both of your arms round you. Then ask the children to translate it into their native language. Praise them and say "Yes. It's cold". Then have the pupils practise the phrase in chorus and individually, especially the sound [əʊ].

Then show the picture of the spring and say "It's warm". In this case, stretch your hand forward with a palm up as if you are catching a sunbeam. Work on the pronunciation of the phrase in chorus and individually, especially the sound [ɔ:].

The next season is "summer". Fan yourself with your palm and say "It's hot". Work on the pronunciation of the phrase in chorus and individually, especially the sound [ɒ].

The last season is "autumn". Put one of your arms round you and say "It's cool". (If you put both of your arms round you, it means "It's cold"). Have the pupils practise the sound [u:].

After all of them, work again on the pronunciation of all the phrases in chorus and individually, in rows and randomly.

**Activity 5 Play "Ask and answer".** 10 min

**Objective:** to consolidate the new vocabulary and structure

**STEP 1:** Stick the 4 pictures of the seasons on the board and ask the questions:

"What season is it?"

Is it hot?

Is it cold?

The children answer 'Yes. / No.'

**STEP 2:** If time allows, you can organise the chain drill activity to practise the new vocabulary and structure learnt in Activity 4. This time a

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pupil makes a gesture for a kind of weather, the next pupil guesses and says "It's cold", etc.

See the instructions in the Introduction (the section 6) for how to organise the chain drill activities.

### Homework 5 min

Explain to the pupils that at home they should draw and colour the picture on the right hand page. Ask them to remember how to say a season and the kind of weather.

## Lesson 3 It's warm.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> – to learn how to say seasons, their colour and the kind of weather</p> <p><i>Developing:</i> – to enable pupils to speak about colours and seasons, and the kind of weather; – to enable pupils to understand and perform commands</p> <p><i>Socio-cultural:</i> – to raise awareness of the seasons and the ways of saying a season, and a kind of weather.</p>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"><li>– speak about colours and seasons;</li><li>– say the kind of weather;</li><li>– perform commands.</li></ul>	<p><i>Recycling the previously learnt vocabulary and structures.</i> <i>Stand up! Sit down!</i></p>	<p>Textbook; the DVD of the book; square thick paper of 4x4; flashcard: spring, summer, autumn and winter</p>

### Activity 1 Listen and repeat. 5 min

#### Objective: to warm up

Remind the children that the New Year is approaching and we are all waiting for Santa Claus/Father Frost, who is sure to bring us gifts. So offer the pupils to memorise a small rhyme. Also add that if they learn it well and recite it in the morning exercises or at home, Santa Claus/Father Frost can give them an extra gift.

*New Year! New Year!  
Father Frost,  
Come here!*

While reading the rhyme, you can make gestures and translate the rhyme into mother tongue. After the first line, when you speak about Santa Claus/Father Frost, gesture as if you are carrying a big bag with gifts on

your back. As to the last line, gesture as if you are inviting Santa Claus/Father Frost.

Then, together with the pupils, read the rhyme line by line with gestures. Learning it by heart in the classroom is not necessary. However, if someone has learned it by heart, you should listen to them and praise.

### **Activity 2 Look and say. 10 min**

**Objectives: to recycle previously learnt material;  
to consolidate the words “cold, hot, warm, cool”**

Stick the pictures of the seasons on the board and repeat the questions for each picture.

- 1) – What season is it?  
– It’s winter. / It’s spring. / It’s summer. / It’s autumn.
- 2) – What colour is winter?  
– Winter is white.
- 3) – Is it hot? Is it cold?  
– Yes. / No.

You must remember that it is not necessary for the children to learn the questions by heart. They need to understand each question and answer it correctly. The children should be taught not to remember the whole question, but only keywords. In the question “What **season** is it?”, emphasize the “season”. As to the question “What **colour** is winter?”, make emphasis on the two keywords and pronounce them clearly.

### **Activity 3 Look and do. 5 min**

**Objectives: to do physical exercise and energise the pupils;  
to revise the commands from Unit 7, Lesson 2 (Go! Stop!  
Jump! Run! Swim! Sleep! Climb! Fly! Dance!);  
to introduce the new commands “Stand up!” and  
“Sit down!”**

Again, everybody will go for the magic apples according to the plan of the previous lesson. Do not forget to say “Stop!” to stop the pupils after each command. At the end of the activity introduce two more new commands “Stand up!” and “Sit down!” and explain their meanings. Have the pupils stand up and sit down a few times.

### **Activity 4 Play “What season is it?” 10 min**

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

Say that everybody will now play a game about the seasons. Take square thick paper of 4x4 for the game. Draw lines diagonally with your pencil to



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divide it into 4 parts. Paint each part in the colours of the seasons: green, red, yellow and white. Make a hole in the centre and insert a pencil inside the hole. The pencil with a square is twisted on the table as a whirligig. The pupils will talk about the side (colour) which will be on top according to the following plan:

- 1) What season is it?
- 2) What colour is ...?
- 3) It's cool / cold / hot / warm.

They say 3 sentences in total.

First, you should show how to play and work out the whole course of the game to the last detail. Then choose 2-3 volunteers for the game and go through these stages with them one more time. After that, the game can be played by volunteer pupils.

### **Activity 5 Play "Cold. Warm. Hot!" 10 min**

**Objective: to consolidate the words "cold, warm, hot" or the structure "It's ..." with "cold, warm, hot"**

In order to play this game, you need to choose a leader who will stay out of the classroom. When he/she is out, together with the pupils you will hide one of his/her things, for example, his/her book somewhere, for example, under your table.

Then let the leader come in. Explain that you have hidden his/her book, therefore, he/she must find it. When he begins to look for his/her book, the pupils must keep saying "Cold", "Warm" or "Hot" to prompt him/her if he/she is on the right way. For example, if he/she goes to the desk which is far from your table, the pupils must say "Cold" to mean that he/she is not in the right place. If he comes nearer to your table to find the book, the pupils must say "Warm" to mean that he/she is close to the hidden place. When he/she is at your table, the pupils must say "Hot" to mean that he/she is in the right place.

Keep in mind that if your pupils are weak, they can just say "Cold", "Warm" or "Hot". If you think your pupils can cope with even more challenging structure, they can say "It's cold", "It's warm" or "It's hot".

### **Homework 5 min**

Explain to the pupils that at home they should draw and colour the picture on the right hand page. Ask them to remember how to say a season, its colour and the kind of weather.

## Lesson 4 Let's play!

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>– to learn how to say seasons, their colour and the kind of weather;</li> <li>– to learn how to imitate and say New Year elements</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>– to enable pupils to speak about colours and seasons, and the kind of weather;</li> <li>– to enable pupils to understand and perform commands</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>– to raise awareness of the seasons and the ways of saying a season, and a kind of weather;</li> <li>– to raise awareness of the New Year and its elements.</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>– speak about colours and seasons;</li> <li>– say the kind of weather;</li> <li>– perform commands;</li> <li>– imitate and say New Year elements.</li> </ul>	<p><i>Recycling the previously learnt vocabulary and structures.</i></p> <p><i>New Year tree, Snowman, Father Frost</i></p>	<p>Textbook; the DVD of the book; flashcards: colours, seasons; toys</p>

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

Look at Unit 7, Lesson 3, Activity 1 for instructions.

**Activity 2 Play “Autumn + Yellow”.** 10 min**Objectives: to recycle previously learnt material**

Stick 2 rows of flashcards on the board face down: 1) a row of seasons; 2) a row of colours. Then explain that the children must choose a colour for each season. According to the rule of the game, it is permitted to turn and see only one flashcard for one go. As an example, you can turn to open one flashcard of the season. For example, it is winter. Leave it open. So, it is necessary to look for a white flashcard from the row of colours. Invite a pupil to come to the board and open one flashcard at random. If this flashcard is white, both flashcards are removed from the rows. That pupil must say 3 sentences about winter (It's winter. Winter is white. It's cold.) If the flashcard is a wrong colour, you should close it face down. Then the next pupil opens another flashcard at random, etc.

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### Activity 3 Play “Look and guess”. 10 min

#### Objectives: to introduce the new vocabulary

*STEP 1:* Say that the New Year is approaching; therefore, many people will have a decorated New Year tree at home. Then offer the pupils to start preparing for the New Year right now!

Ask the children to imitate a New Year tree. For this, the child stands straight. He/she keeps his/her one hand or two hands up over himself/herself. It is a star. Here teach the word “New Year tree”.

Further, say that a true snowman must wear a hat (pretend that you are holding a hat on your head) and have a broom stick (your one hand to the side, as if you are holding a broom). Repeat the word “Snowman”, finally, “Father Frost”. Show him as in the rhyme, as if he is carrying a big bag with gifts on his back.

*STEP 2:* Together with the pupils once more repeat all the words: New Year tree, Snowman, Father Frost. Invite 3-4 volunteers to the board. You will say one of the three words and they will imitate or they will imitate one of the three New Year elements and the rest will guess.

### Activity 4 Play “Look, choose and say”. 15 min

#### Objectives: to recycle the vocabulary on the theme of toys

Hang the pictures of toys on the board and say that we can now choose a gift for the New Year. The pupils should come to the board one by one, choose a picture of a toy and say three sentences. For example: I have a ball. It's blue. I like it.

*OPTION:* If you think your pupils need some exercise during the lesson, you can do it as in Unit 7, Lesson 3, Activity 3.

#### Homework 5 min

Explain to the pupils that at home they should revise all the lessons they have learnt and get prepared for the revision lesson.

## Revision 4

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> – to learn seasons, colours and weather;	By the end of the lesson, pupils will be able to:	<i>Recycling the vocabulary</i>	Textbook; the DVD of the book;

<p><i>Developing:</i> – to enable pupils to differentiate words according to the topics</p> <p><i>Socio-cultural:</i> – to raise awareness of the New Year and its elements.</p>	<p>– differentiate seasons, their colours and weather; – distinguish words according to their topics.</p>	<p><i>learnt in previous units</i></p>	<p>flashcards: seasons, weather and colours</p>
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### Activity 1 Answer the questions. 5 min

#### Objective: to prepare for the test, to recycle seasons with pictures

Ask the pupils the following questions and get the answers accordingly.

*What season is it?*

*What colour is spring/autumn/winter/summer?*

*Is it autumn?*

*Is it hot/cold/warm/cool?*

### Activity 2 Look and match. 15 min

#### Objective: to recycle seasons, colours and weather

There are 3 rows of pictures in the book. In the top row there are four colours. In the middle row there are four pictures of four seasons. In the bottom row there are four pictures of weather.

#### Task 1 Match the seasons and colours.

Tell the pupils to look at the pictures with the seasons in the textbook and ask if they see all the seasons. Ask the pupils what season is in picture 1. The pupils respond that it is spring. Then ask the pupils to look at the top row with the colours and give the task: choose a colour that matches this season. Then ask what colour they have chosen. When they answer correctly, say: "Correct. It's green." and ask them to match the picture of spring and green colour by drawing lines between them. Of course, you must show how it should be done and check that all the pupils have done correctly.

After that, ask what the next season is. Winter. Let your pupils match the picture of winter and necessary colour by themselves. Check how they have coped with the task. Ask a pupil who has correctly completed the task what colour s/he has chosen and why.

Then ask the other pupils how well they have understood the idea and how they are supposed to do with the picture of autumn. Ask the pupils to perform the task individually. When they finish, say that those who joined the picture with yellow colour should raise their hands. Find out how many pupils have carried out the task properly. If there are pupils who still do not understand how to do the task, check their knowledge of the material again.

## Revision 4

Maybe their problem is not that they do not understand how to perform the task, but they just do not know the names of colours and seasons. In this case, you should recycle the materials with these pupils.

### **Task 2 Match the seasons and weather.**

After the pupils have finished matching the seasons and colours, start the 2nd task. Ask the pupils to look at the bottom row of pictures and say what they are. Get the pupils' answers that they are the pictures of weather. Then ask the pupils what weather the pictures describe. Check that it is cool in the first picture, hot the second picture, next warm and the last one cold.

Return to the picture with the description of spring and ask the pupils to choose corresponding weather for it and say it loudly. If all the pupils do not say 'warm', then you should recycle all the flashcards with the weather again. After that, return to the picture of spring and get the right answer.

Further, ask the pupils to look at the next picture. It is winter. Ask the pupils to find the colour of winter and match it with the appropriate winter weather. At the same time, ask if there is anyone who does not know what colour to choose. If many pupils have raised their hands, it means that you did not teach the material during the lessons properly. It may be because of different reasons, but in no case the pupils' guilt. You are recommended to teach this theme again and consolidate the material.

### **Activity 3 Look and tick. 15 min**

#### **Objective: to recycle different topical vocabulary by using pictures**

There are four rows of pictures (family, toys, weather, seasons) with five pictures on various themes. Four of them belong to the same group but one is not. It belongs to the other theme. The pupils must clarify which theme most of the pictures belong to and choose the odd one by putting a tick near it.

This is not a testing task, but it tests the pupils' knowledge of the previous topics and teaches them to think logically. It enables the pupils to make their own decisions as well. As this kind of task is new for children, you have to spend much time to explain the concept of the task.

As an example, you must explain the task in detail and show the pupils how and what to do. Ask how many rows there are. Get the answer four. So there are four tasks.

In the first task the pupils should look only at the horizontal row. You must show where it is and ask the pupils to count how many pictures there are in the row. In total 5. Then say that one out of the 5 pictures is odd, and it

must not be there. There is an odd picture in each row. How is it possible to find it? Let's see what pictures there are in the first row. Then ask the pupils what is drawn in the first picture. Woman. Who can she be in the family? Of course, mother. Thus, the picture is connected with the topic "family". Let's look further. It is the picture of a kite. What topic? True, "toys". Let's go on. A man, a girl and a boy. What topic do they belong to? "Family". So, we have 4 pictures in total on the topic "family" and one picture on the topic "toys". Which picture is odd? True, the kite. Therefore, we will put a tick near the picture with the kite.

In such manner, you should explain the second row. Each time give the pupils more opportunity to work independently. Each time keep asking the pupils to explain why they think so.

Next four pictures must be found out by pupils on their own. After finishing the task, have the pupils explain their answers.

**Answer key:**

1 woman	<b>kite</b>	man	girl	boy
2 doll	plane	kite	<b>child</b>	train
3 warm	hot	cold	cool	<b>robot</b>
4 winter	spring	<b>ball</b>	summer	autumn

**Activity 4 Play "Miming". 10 min**

**Objective: to recycle previously learnt vocabulary**

If you have free time, you can replay the miming game from Unit 7, Lesson 4 Activity 3.

**Suggestion:**

If time permits, you are recommended to repeat the poem from Unit 7, Lesson 3, Activity 1.

## Unit 8 The world around us

### Lesson 1 What's the weather?

Aims	Learning out-comes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn how to say seasons and weather</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to speak about seasons and weather;</li> <li>- to enable pupils to understand and perform commands</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the seasons and the ways of saying weather;</li> <li>- raise awareness of the pronunciation of the sounds [aʊ], [əʊ] and [s].</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- speak about seasons and weather;</li> <li>- perform commands;</li> <li>- pronounce the sounds [aʊ], [əʊ] and [s].</li> </ul>	<p><i>What's the weather?</i>  <i>It's sunny</i>  <i>/ cloudy</i>  <i>/ rainy /</i>  <i>windy /</i>  <i>snowy.</i>  <i>Ski! Skate!</i>  <i>Play</i>  <i>hockey!</i>  <i>Play</i>  <i>snowballs!</i></p>	<p>Textbook;  the DVD of the book;  flashcards:  sunny, cloudy,  rainy, windy,  snowy  weather; 4  pictures of the  seasons</p>

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

**Objectives: to introduce the words for weather (sunny, cloudy, rainy, windy, snowy);**

**to introduce the song "What's the weather?";**

**to practise the pronunciation of the sounds [aʊ] and [əʊ]**

*STEP 1:* First, put five flashcards with the pictures depicting weather in front of the board: one of the flashcards has a sun above a tree (sunny); the second flashcard has the same tree but there are clouds above it (cloudy); the third flashcard also has the same tree but there are clouds over it and it is raining (rainy); the fourth flashcard also has the same tree but wind is blowing (windy); the last flashcard also has the same tree but it is covered with snow and it is snowing (snowy).

Say that it is winter now and it is cold, sometimes it snows and sometimes the sun shines. People are always interested to know what the weather is like today. The weather forecasters report what kind of weather will be today or tomorrow.

*STEP 2:* Then offer the pupils to learn a few words in order to know and talk about the weather. First, show the flashcard with the sun, and say that the sun is round and stands up above us. Ask the pupils to show the sun together with you. To do this, you need to raise and round your hands over your head. Here you should practise the word “sunny”. Then show the flashcard with clouds. To show the cloudy weather, raise your hands and close the sky. Here practise the word “cloudy”, and ask the pupils repeat the sound [aʊ] and the word after you in chorus and individually. To show the rainy weather, raise your hands with palms down and wiggle your fingers to mean rain. Practise the word “rainy”. During the wind the branches of a tree (hands overhead) swing from side to side. Here practise the word “windy”. And when it snows, beautiful snowflakes fall to the ground. Gently descend your hands from above your head, move your fingers to mean snowflakes. Say “snowy”, and ask the pupils repeat the sound [əʊ] and the word after you in chorus and individually.

Work on all the words in chorus and individually with gestures. Then ask the children to sing with you only first lines. Ask the children to show the weather together with you. Because the song is too long, in Lessons 2 and 3 of this unit you might want to repeat only 2-3 lines of each verse in chorus instead of singing the whole song.

**DVD script:**

**What's the weather?**

**What's the weather?**

**Like today? Like today?**

Look outside the window.

Look outside the window.

Can you say? Can you say?

**It's a cloudy, it's a cloudy**

**Cloudy day, cloudy day**

Better get a sweater,

Better get a sweater

If it's cold, if it's cold.

**It's a rainy, it's a rainy**

**Rainy day, rainy day.**

Better get a raincoat.

Better get a raincoat.

It's all wet. It's all wet.

**It's a sunny It's a sunny**

**Sunny day, sunny day.**

Go out in the sunshine

Go out in the sunshine

Play, play, play.

Play, play, play.

**It's a windy, it's a windy**

**Windy day, windy day.**

Let's fly high a kite now

Let's fly high a kite now

Fly it high, fly it high

**It's a snowy, it's a snowy**

**Snowy day, snowy day.**

Get warmer mittens.

Get warmer mittens.

Brr- brr- brr.

Brr- brr- brr.



## Unit 8

**What's the weather?**

**What's the weather?**

**Like today? Like today?**

Look outside the window.

Look outside the window.

Can you say? Can you say?

*STEP 3:* After singing the song, you should again practise the new words in the usual way using pictures and gestures to mean sunny, cloudy, rainy, windy and snowy weather.

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

**Objective: to practise using the weather words in the structure**

**“It's ...”**

*STEP 1:* Tell the pupils that if we say just one word “sunny”, it is not enough. In order to make a sentence, we must say “It's sunny”. When we listen to the weather forecast, the chief forecaster should always say that. So practise the pronunciation of sentences showing pictures and gestures. The pupils also must gesture together with you and repeat the sentences after you in chorus and individually. You can also play the DVD and have the pupils repeat the sentences after it.

*STEP 2:* After that, call individual pupils to the board. You will say one of the sentences, and the pupils will show the corresponding picture and gesture. Then, on the contrary: you will call individual pupils to the board who gesture or show a picture, and the class will say the sentence in chorus.

**DVD script:**

**What's the weather?**

It's sunny.

It's cloudy.

It's rainy.

It's snowy.

It's windy.

**Activity 3 Play “It's sunny today”. 5 min**

**Objective: to consolidate the new structure**

Say that in this game chief forecasters will make the decision and offer the pupils to select them. Explain that the chief forecasters will be those children who were the most active or sang songs best of all. You can also point out a different criterion, which the pupils will use to select the chief

forecasters. However, say that the main forecasters will be other pupils in the next lesson. If you choose 2-3 chief forecasters, it will cover more children to answer.

The selected chief forecasters must report the weather forecast, for example, "It's cloudy" or give different answers depending on the weather.

#### **Activity 4 Look and do. 5 min**

**Objectives: to do physical exercise and energise the pupils;  
to introduce the new commands "Ski!", "Skate!",  
"Play hockey!" and "Play snowballs!";  
to practise the pronunciation of the sound [s]**

Say that it is difficult to reach the magic apples in winter. There is much snow around and it is cold. However, there is a way out. It is necessary to learn how to ski. Here introduce the command "Ski!" Show that you are fastening skis to your feet and taking ski sticks in your hands, and imitate as if you are walking on skis. The pupils must imitate skiing under your commands "Ski! Ski! Ski!"

Then say that it is necessary to learn how to skate as the river is frozen. Introduce the commands "Skate! Skate! Skate!" and imitate as if you are skating on ice. The children repeat your movements. Work on the pronunciation of the sound [s] in words "ski" and "skate" in chorus and individually.

Then say that if we are on ice, we can play hockey. Introduce the commands "Play hockey! Play hockey! Play hockey!" and imitate as if you are playing hockey with a hockey stick. The children repeat your movements.

Next ask everybody to throw snowballs to each other. Introduce the commands "Play snowballs! Play snowballs! Play snowballs!" and show how you make a snowball and throw it to the children. The children repeat your movements. You must stop the activity as usual with the command "Stop!"

#### **Activity 5 Play "It's winter. It's snowy." 15 min**

**Objectives: to consolidate the new vocabulary and structures;  
to practise the pronunciation of the sound [s]**

*STEP 1:* Stick the 4 pictures of the seasons from Unit 7 on the board and ask "What season is it?" pointing to the pictures in turns. Accept responses as follows:

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- 1) It's winter.
- 2) It's spring.
- 3) It's summer.
- 4) It's autumn.

**STEP 2:** Next say that now they will not talk about today's weather but about the weather at different times of the year. So ask the pupils to choose a flashcard with the weather for each season.

1) It's winter. It's snowy.	2) It's spring. It's rainy. It's windy.	3) It's summer. It's sunny.	4) It's autumn. It's cloudy.
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At the end, work on the pronunciation, especially the sound [s] in "snowy", "spring" and "summer" in chorus and individually.

**STEP 3: (Optional)** Offer the strong pupils to complete the description of the seasons by adding the previously learnt words: cold, hot, warm, cool. e.g It's winter. It's cold. It's snowy.

### Homework 5 min

Explain to the pupils that at home they should draw and colour the pictures on the right hand page. Ask them to remember the sentences about the weather like "It's spring. It's rainy. It's windy." etc.

## Lesson 2 I can ski.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn how to say seasons and weather;</li> <li>- to learn how to say what one can do</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to speak about seasons and weather;</li> <li>- to enable pupils to understand and perform commands;</li> <li>- to enable pupils to say what they can do</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the seasons and the ways of saying weather.</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- speak about seasons and weather;</li> <li>- perform commands;</li> <li>- say what they can do.</li> </ul>	<p><i>I can ...</i>  <i>Recycling the previously learnt vocabulary and structures</i></p>	<p>Textbook;  the DVD of the book;  flashcards:  sunny, cloudy, rainy, windy, snowy weather; 4 pictures of the seasons; pictures of commands</p>

**Activity 1 Listen and repeat.** *7 min***Objective:** to consolidate the theme of weather

Look at Unit 8, Lesson 1, Activity 1 for instructions.

**Activity 2 Play “It’s cold.”** *10 min***Objective:** to consolidate the previously learnt vocabulary and structure

Repeat the game in Activity 3 of the previous lesson. Select new chief forecasters. Offer them to report the weather for seasons by adding the previously learnt words: cold, hot, warm, cool. e.g. It’s cold. It’s snowy.

After that, you can have the pupils repeat them after you in chorus and individually.

**Activity 3 Look and do.** *5 min***Objectives:** to do physical exercise and energise the pupils;  
to recycle the commands

Repeat the commands learnt in the previous lesson “Ski!, Skate!, Play hockey! and Play snowballs!” and the old commands “Go! Jump! Run! Swim! Sleep! Climb! Fly! Dance! Stand up! Sit down!”

In order to repeat the old commands, use the flashcards with pictures of commands. You need to mix and stack them up on your table. The children come up to your table one by one, take one flashcard and give a quick command to the whole class.

**Activity 4 Look, listen and say.** *8 min***Objectives:** to introduce the new structure “I can ski.”

*STEP 1:* Ask the pupils who can skate or ski in real life. Receiving the answers, offer the pupils to learn how to talk about it using the structure “I can ...”. Here you can use gestures to explain the structure. To do it, at first, show yourself (I) and then throw your fist up (as if you are proving “I can”). Explain that it does not matter whether the pupils are able to ski or not. They can imagine that they can do.

Next show the pictures of the commands “Ski!”, etc. and work on their pronunciation in chorus.

I can ski.

I can skate.

I can play hockey.

I can play snowballs.

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**STEP 2:** Then ask volunteers to go to the board and show off what they can do. Explain that it is possible to use both the old and new commands but it is necessary for them to show an action. For example, the volunteer says "I can run" and runs in his/her resting place. Or he/she says "I can fly" and flaps his/her arms like wings as shown in the DVD.

### Activity 5 Play "I can skate." 10 min

#### Objectives: to consolidate the new structure

Say that this is a game and at the same time a competition. Therefore, the pupils must show and say as many commands as they can. For example, a pupil can go to the board and say what he/she can do: *I can ski. I can run. I can play snowballs, etc.*

The main condition of the competition is to say the commands without much pause. If the pupil feels difficulty remembering a command, he/she has to leave the game. Each participant counts the number of their skills which will serve as points. The one who has the highest points will be the winner.

#### Homework 5 min

Explain to the pupils that at home they should complete and colour the pictures on the right hand page. Ask them to remember the sentences about what they can do like "I can ski", etc.

## Lesson 3 I can fly a kite.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"><li>– to learn how to say seasons and weather;</li><li>– to learn how to say what one can do</li></ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"><li>– to enable pupils to speak about seasons and weather;</li><li>– to enable pupils to understand and perform commands;</li><li>– to enable pupils to say what they can do</li></ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"><li>– to raise awareness of the seasons and the ways of saying weather and activities one can do;</li></ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"><li>– speak about seasons, weather and activities;</li><li>– perform commands;</li><li>– pronounce the sounds [dʒ] and [əʊ]</li></ul>	<p><i>fly a kite,</i> <i>play</i> <i>football,</i> <i>jump a rope</i></p>	<p>Textbook; the DVD of the book; 4 pictures of the seasons; 8 flashcards with pictures of commands; pictures of a kite, a boy playing football, a girl with a skipping rope</p>

– to raise awareness of the pronunciation of the sounds [dʒ] and [əʊ].			
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**Activity 1 Listen and sing. 5 min****Objective: to consolidate the theme of weather**

Look at Unit 8, Lesson 1, Activity 1 for instructions.

**Activity 2a Look, listen and say. 5 min****Objectives: to introduce and consolidate the new words and expressions;****to practise the pronunciation of the sounds [dʒ] and [əʊ]**

Tell the children that they are very athletic and are performing the exercises excellently. Also say that all boys love playing football and flying kites, and the girls love jumping/skipping over a rope. Then offer the pupils to learn the words “fly a kite”, “play football” and “jump a rope”.

Using the pictures/DVD, spend some time on practising the pronunciation of all the phrases, especially the sounds [dʒ] in “jump” and [əʊ] in “rope” in chorus and individually.

**Activity 2b Play “Fly a kite”. 5 min****Objectives: to consolidate the new words and expressions**

Invite some volunteers to come to the board and imitate one of the actions from Activity 2a. The rest of the class have to guess and say: *fly a kite; play football and jump a rope.*

After that, spend some time on practising the pronunciation of the following sentences:

*I can fly a kite.**I can play football.**I can jump a rope.*

While saying the sentences, the pupils may accompany their words with gestures.

**Activity 3 Look, listen and do. 10 min****Objectives: to do physical exercise and energise the pupils; to recycle the commands**

This time repeat only the commands “Ski!”, “Play snowballs!”, “Fly a kite!”, “Jump!”, “Run!”, “Swim!”, “Play football!” and “Jump a rope!”

## Unit 8

In order to repeat the commands, use the flashcards with pictures of commands. You need to mix and stack them up on your table. The children come up to your table one by one, take one flashcard and give a quick command to the whole class.

### Activity 4 Play “It’s summer. I can swim.” 15 min

#### Objective: to recycle the commands, seasons and activities

Divide the class into four teams. Explain that each team gets a picture of one season. Further, say that you will put on the board all the flashcards with the commands “Ski!”, “Play snowballs!”, “Fly a kite!”, “Jump!”, “Run!”, “Swim!”, “Play football!” and “Jump a rope!”

From each team (the teams are called as Winter, Summer, Spring and Autumn) the representatives come to the board in turns and choose a command that matches their season. If the action is a right one for their season, you can give them the flashcard with the command. In this case, they should say the command, for example, “Fly a kite” and sentences using it as, for example, “It’s summer. I can fly a kite”. Also explain that many games can be played in summer, autumn and spring. Therefore, if a team is first to take a flashcard, it will remain with that team. It is necessary to explain that kites are usually flown only in spring, and one can swim in summer. So, there will be 8 flashcards on the board in total, 2 for each team.

### Homework 5 min

Explain to the pupils that at home they should draw and colour the pictures on the right hand page and say “I can play hockey”. Ask them to remember the sentences like “I can ski”, “I can skate” etc.

## Lesson 4 Let’s play!

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> – to learn how to say seasons, colours, weather, parts of body, etc.; – to learn how to say what one can do <i>Developing:</i> – to enable pupils to speak about seasons, colours, weather, parts of body, etc.;	By the end of the lesson, pupils will be able to: – speak about seasons, colours, weather and activities,	<i>Recycling the vocabulary and structures of the previous lessons and units.</i> <i>What hurts?</i>	Textbook; the DVD of the book; 4 pictures of the seasons; disposable syringes without

<p>– to enable pupils to understand and perform commands; – to enable pupils to say what they can do</p> <p><i>Socio-cultural:</i> – to raise awareness of the seasons and the ways of saying weather and activities one can do, etc.</p>	<p>body parts, etc. – perform commands.</p>		<p>needles, bandages, different beautiful empty cans, etc.; flashcards: school things, toys, commands</p>
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### Activity 1 Look and guess. 5 min

#### Objective: to consolidate the learnt material

A game, where a leader imitates a kind of weather with his hands and the rest of the class name the weather. It might be vice versa. When somebody in the class names the weather and the leader shows it.

*It's sunny. It's cloudy. It's rainy. It's windy. It's snowy.*

### Activity 2 Play “What season is it?” 15 min

#### Objective: to consolidate the previously learnt vocabulary and structures

**STEP 1:** Divide the class into four groups. Each group is given a picture of a season which they must keep a secret. The task for each team is to ask questions from other teams and to guess the teams' seasons in accordance with their responses.

Explain that the pupils need to ask questions at first about the weather. Each team is asked one question. The teams ask clockwise:

*Is it sunny? Is it cloudy? Is it rainy? Is it windy? Is it snowy?*

The teams' answers can be “Yes.” or “No.”

You can help with gestures (as in the game “forecasters”) and stick the flashcards on the board. The pupils will see there what questions to ask.

At first, it is better to work out all the questions in chorus and individually. Draw the pupils' attention to the intonation of questions. Also ask the children to memorise the answers of each team.

**STEP 2:** When all the teams have finished asking each other questions, they will start guessing the season of each team. However, you should say that the pupils still have to ask questions about what they can do in their season (What can you do?).

Again, everybody repeats the question all together in chorus. Then the representatives of each team say what they can do, but they do not name their season. The children can give one or two responses at will.



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*I can swim. I can run.*

*I can play football. I can jump a rope.*

*I can ski. I can play snowballs.*

*I can fly a kite. I can jump.*

Ask the children not to say another team's season until they are completely sure, because if they make mistakes, they will lose. Therefore, recommend that they should ask the last question about colour.

*Is it red? Is it yellow? Is it green? Is it white?*

The teams' answers can be "Yes." or "No." If the answer is "No", the question about the colour can be asked more than once.

### **Activity 3 Play "Doctor". 15 min**

#### **Objective: to recycle the theme of parts of body**

Tell the pupils that many children become sick in a cold season and they have to go to the doctor. Further, say that the best doctor in the world is Doctor Aybolit and offer the pupils to play the game "Doctor".

According to the rules of the game, Doctor Aybolit and his nurses are chosen. Different patients come to the doctor. He asks "What hurts?" The patients should say any part of the body. The doctor decides how to treat. He can bandage the patients' arm or leg, apply "ointment" from the empty cans, put adhesive plaster, etc. 1 or 2 nurses help him.

The following things are needed for the game: disposable syringes without needles, bandages, different beautiful empty cans, etc.

Before starting the game, ask the children to remember all the body parts that they learnt in previous units: *head, eyes, ears, mouth, nose, hand, leg.*

You can also say that the first doctor will be the one who will remember the names of body parts the most of all, because in order to be a doctor, people have to learn and know a lot.

After that, spend some time practising the pronunciation "What hurts?" and ask the children to guess what it means. It should not be difficult for the pupils to guess it because all the doctors usually say so: Qayeringiz og'riyarti? / Что болит?

### **Activity 4 Play "Ski. Take a card." 8 min**

#### **Objective: to recycle the themes of school things, toys and commands**

Take the flashcards describing school things and toys (pen, pencil, crayon, ruler, book, copybook, bag, ball, doll, train, plain, car, Teddy bear) and shuffle them. Then put all the flashcards randomly on your table face

down. Divide the class into 2 teams. The representatives of the two teams come to your table to start.

You should do the same with the other flashcards describing the commands (Ski! Skate! Go! Jump! Run! Swim! Climb! Fly!). Also shuffle and place them on your table face down.

Select the Head Judge of the competition among the pupils. He takes the top flashcard and calls out the type of competition, e.g. "Ski!" The two representatives of each team must reach the flashcards on skis and take one at random. Then they look at the picture of the flashcards and say it, e.g. "It's a Teddy bear", etc. If they have done the command correctly, they will get 1 point. If they have said the picture correctly, they will get 1 more point. In total 2 points.

Then the other pupils are selected, and the game continues with another type of sport. If time allows, the game is repeated in such a way 3-4 times. At the end of the game the total points of each team are calculated.

### **Homework 2 min**

Explain to the pupils that at home they should draw and colour the pictures on the right hand page. Ask them to remember the sentences like "It's spring. I can fly a kite", etc.

## Unit 9 Domestic animals

## Lesson 1 I have a horse.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>– to learn how to say animals and colours;</li> <li>– to learn how to say what one has;</li> <li>– to learn the use of the conjunction “and”</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>– to enable pupils to speak about colours and animals;</li> <li>– to enable pupils to understand and perform commands;</li> <li>– to enable pupils to say what they have</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>– to raise awareness of the use of “Good afternoon”;</li> <li>– to raise awareness of domestic animals and the ways of saying their colours;</li> <li>– raise awareness of the pronunciation of the sound [i:].</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>– say “Good afternoon”;</li> <li>– speak about animals and colours;</li> <li>– say what they have;</li> <li>– use the conjunction “and”;</li> <li>– perform commands;</li> <li>– pronounce the sound [i:].</li> </ul>	<p><i>Good afternoon, I have ..., sheep, cow, chick, horse, goat, rooster, and</i></p>	<p>Textbook; the DVD of the book; flashcards: sheep, cow, chick, horse, goat, rooster, commands</p>

**Activity 1 Play “Good afternoon”. 7 min****Objective: to introduce the greeting “Good afternoon”**

At first the pupils should be reminded of the rules of etiquette, and that people always greet each other when they meet. They say ‘Good morning’ only in the morning, and ‘Good afternoon’ in the afternoon. As the pupils have practised “Good morning” more than enough, this time spend some time on the pronunciation of “Good afternoon” in chorus and individually.

Then say that now the pupils will play a good game, but first they must repeat one little word “Goodbye”. Explain that it is very important to learn it because polite people should not only greet but also say goodbye properly. Then work with your pupils on the pronunciation of “Goodbye”.

After all those, explain the rules of the game. The rules of the game are as follows:

1) Select a pupil. He or she will stand by the door and will not look at the others.

2) One of the pupils chosen by you says loudly "Good afternoon" (here he/she can change his/her voice).

3) The pupil standing by the door should guess who has greeted and answer "Good afternoon, Malik".

4) If he/she has guessed right, Malik tells him/her "Good afternoon". If he/she has made a mistake and could not guess who said "Good afternoon", Malik answers "Goodbye".

**Activity 2 Look, listen and repeat. 13 min**

**Objectives: to introduce new vocabulary (sheep, cow, chick, horse, goat, rooster) and the structure "I have ...";  
to practise the pronunciation of the sound [i:]**

Ask the pupils to look at the picture and say that these children do not live in the city. Therefore, they have domestic animals. Next, ask the pupils to look at the picture of the boy and listen to how he talks about his animals. He says: 'I have a horse. It's brown'.

Ask the pupils to tell you what they have understood and help them: "The boy said 'I have', so he said that he has something. What do you think about what he spoke?" Listen to the answers of the pupils and praise them for their shrewdness, and go on helping: "That's right, he said 'brown'. So he's talking about a horse". Then ask the pupils to repeat the word "horse" in chorus and individually. After that stick the picture of the horse on the board.

Next, suggest the pupils listen to the girl. She says: 'I have a sheep. It's black'. Ask the pupils again about what the girl spoke, and probably get answer right now. This is a sheep, besides it is black. Then work on the pronunciation of the word "sheep", especially the sound [i:]. After that stick the picture of the sheep on the board.

Next the boy speaks about the goat. He says: 'I have a goat. It's grey'. Work on the pronunciation of the word and stick the picture on the board.

When it is the girl's turn, ask the pupils to listen carefully what she says. She says: 'I have a cow. It's black and white'.

Praise the children who noticed the two colours of the cow. Say that there is one more very small word which is very important. This word is "and". Explain that it is the conjunction "va / и" in Uzbek/Russian. Explain that it is impossible to say the colour of the cow with one word; therefore, it is needed there between the two colours. So, it is necessary to remember the conjunction "and". After that, practise its pronunciation with the word "cow".

Further, the girl again says: 'I have a chick. It's yellow'. Practise the word with the pupils and stick its picture on the board.

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Then it is the boy's turn and he says: 'I have a rooster. It's blue, purple, orange, green and red'.

After all those, practise all the words in the pictures in chorus and individually.

### Activity 3 Play "It's grey". 10 min

#### Objective: to consolidate the new vocabulary

Explain that you (or a strong pupil) will say the colour, and the class should name the animals. However, warn that it is a difficult task as you will remove all the pictures. If the pupils ask to repeat the names of the animals before the game, you have to repeat them the chorus. Then remove all the pictures from the board and name them one by one:

You: 'It's grey'. The class: 'a goat'.

You: 'It's brown'. The class: 'a horse'.

You: 'It's black'. The class: 'a sheep'.

You: 'It's black and white'. The class: "a cow".

You: 'It's yellow'. The class: 'a chick'.

You: 'It's blue, purple, orange, green and red'. The class: 'a rooster'.

### Activity 4 Look and do. 5 min

#### Objectives: to do physical exercise and energise the pupils; to recycle the commands

Repeat the commands learnt in the previous units "Ski!, Skate!, Play hockey!, Play snowballs!, Go! Jump! Run! Swim! Sleep! Climb! Fly! Dance! Stand up! Sit down!"

As you did in the previous unit, you need to shuffle and stack up the pictures of commands on your table. The children come up to your table one by one, take one flashcard and give a quick command to the whole class.

### Activity 5 Look and colour. 5 min

#### Objective: to consolidate the new vocabulary

*STEP 1:* Ask the pupils to look at the right hand page of the textbook and name the animals.

Say that these animals are not in colour, therefore, they feel bad. The pupils must help and paint them. Explain that every pupil must choose only one animal and colour it just as they want (the other animals will be painted at home) because they can be of any kind of colour. Then they need to tell the class about it. For example, 'I have a sheep. It's purple,' etc.

*STEP 2: (Optional)* Take a painted picture where the pupil painted an animal in two colours. Show the picture to the class and remind the children

how to say two colours of one animal with the conjunction “and”. For example, ‘I have a sheep. It’s brown and yellow’.

### Homework 5 min

Explain to the pupils that at home they should complete drawing and colouring the pictures on the right hand page. Ask them to remember and say the sentences about what animals they have and their colours.

## Lesson 2 She has a sheep.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>– to learn how to say animals and colours;</li> <li>– to learn how to say what one has;</li> <li>– to learn the use of the conjunction “and”</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>– to enable pupils to speak about colours and animals;</li> <li>– to enable pupils to understand and perform commands;</li> <li>– to enable pupils to say what one has</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>– to raise awareness of the domestic animals, the ways of saying their colours.</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>– speak about animals and colours;</li> <li>– say what the third person singular has;</li> <li>– use the conjunction “and”;</li> <li>– perform commands.</li> </ul>	<p><i>S/he has</i> ..., <i>rabbit,</i> <i>duck</i></p>	<p>Textbook; the DVD of the book; flashcards: sheep, cow, chick, duck, rabbit, horse, goat rooster, commands</p>

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

#### Objective: to introduce the song about sheep

Ask the class what is sung about in the song and translate it. Then work on the pronunciation of the song line by line and sing it together with the class.

#### DVD script:

Baa-baa

Black sheep

Have you any wool?

Yes, sir. Yes, sir.

Three bags full.

### Activity 2 Play “Look and guess”. 5 min

**Objectives: to recycle the learnt vocabulary;  
to introduce new words**

## Unit 9

Ask the pupils to look at the picture. Explain that all the animals on the farm are hiding. Ask the pupils to help you find and name them.

Together with you, the children find a cow, horse, goat, sheep, chick and rooster.

*This is a cow. This is a horse. This is a goat. This is a sheep. This is a chick. This is a rooster.*

And now it turns out that the picture contains two more animals which the pupils have not learned yet. They are a rabbit and a duck. The picture shows its legs.

Have the pupils learn these new words, too. Stick on the board the flash-cards with a rabbit and a duck, and practise their pronunciation in chorus and individually.

### Activity 3 Look, listen and draw. 10 min

**Objective: to introduce the new structure "S/he has ..."**

Ask the pupils to find out whose animals are those on the right hand page of the book (2 pictures: a girl with a box and a boy with a box). The pupils need to listen to you and guess what are in the girl's and the boy's boxes.

*This is a girl. She has a rabbit.*

*This is a boy. He has a duck.*

Next ask the children what they have understood. When it is clear that the girl has a rabbit and the boy has a duck in their boxes, offer the children to draw these animals in the squares of the boxes. The animals are given in the form of dotted lines. The only thing they need to do is drawing the outlines in pencil.

Now say that it is necessary to colour the animals. For this they need to listen to you and understand.

*This is a girl. She has a rabbit. It's brown.*

*This is a boy. He has a duck. It's blue.*

Ask the children what they have understood. Then the children can colour the rabbit brown and the duck blue. Explain that they needn't colour the whole picture, but a put a slight mark of the colour (otherwise the pupils waste time colouring the whole lesson).

After all those, practise all the sentences in chorus and individually.

### Activity 4 Look and say. 10 min

**Objective: to consolidate the new structure "S/he has ..."**

Ask the pupils to return to the picture of Lesson 1, where the girl and the boy are drawn with animals. Offer the pupils to say what animals the girl has. Here point out that every sentence should begin with "She has ..." and

practise the phrase in chorus. Then ask the pupils what animal to begin with. Stick the pictures of the animals (sheep, cow, chick and rabbit) on the board.

Practise the sentences in chorus and individually:

*She has a rabbit.*

*She has a cow.*

*She has a sheep.*

*She has a chick.*

Then, the boy's picture. Ask the pupils who wants to say what animal he has. Make it clear that we should talk about the boy as "he", not "she". Stick the flashcards with the animals on the board. Have the children practise the sentences.

*He has a horse.*

*He has a goat.*

*He has a duck.*

*He has a rooster.*

### **Activity 5 Play "She has a rabbit". 10 min**

**Objective: to consolidate the new structure "S/he has ..." and colours**

Divide the class into two teams. Shuffle the flashcards with animals and put them on your table face down. Explain that one pupil from each team comes up to your table, opens the flashcards and says what animals the boy or the girl from Lesson 1 has and its colour.

*She has a rabbit. It's brown.*

*She has a cow. It's black and white.*

*She has a sheep. It's black.*

*She has a chick. It's yellow.*

*He has a horse. It's brown.*

*He has a goat. It's grey.*

*He has a duck. It's blue.*

*He has a rooster. It's blue, purple, orange, green and red.*

There is an interactive DVD game, where children can choose any animal from the lesson and any colour for it.

### **Homework 5 min**

Explain to the pupils that at home they should complete drawing and colouring the pictures on the right hand page. Ask them to remember and say the sentences about what animals the boy and the girl have and their colours.



## Lesson 3 On the farm

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn how to say animals, their sounds and colours;</li> <li>- to learn how to say what one has</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to speak about colours and animals;</li> <li>- to enable pupils to say what one has</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of the domestic animals and the sounds they make;</li> <li>- to raise awareness of the pronunciation of the sounds [kw] and [u:].</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- speak about animals, their sounds and colours;</li> <li>- say what the third person singular has;</li> <li>- raise awareness of the pronunciation of the sounds [kw] and [u:].</li> </ul>	<p><i>tractor, cat, dog; Animal sounds:</i></p> <p><i>moo, quack, neigh, meow, woof, e-e-e, baa, cock-a-doodle-doo</i></p>	<p>Textbook; the DVD of the book;</p> <p>flashcards: sheep, cow, chick, duck, cat, dog, horse, goat rooster, tractor</p>

**Activity 1 Look, listen and sing. 5 min****Objectives: to introduce the song about a farm; to prepare for the next activity**

Tell the pupils that they are going to listen to a song/ a poem about a farm. As this song is sung to a tune of the popular song "The wheels on the bus", some teachers can sing it by themselves. The teachers who cannot sing, can recite the poem.

After listening to the song/poem, ask the pupils what they understood. Then tell the pupils the meaning of the poem.

Fermadagi sigir kun bo'yi mu-mu-mu deydi.

Fermadagi o'rdak kun bo'yi g'aq-g'aq-g'aq deydi.

Fermadagi traktor esa kun bo'yi trr-trr-trr deb tirillaydi.

Корова говорит му-му-му.

Утка говорит кря-кря-кря.

А трактор фырчит трр-трр-трр.

И весь этот шум на ферме целый день.

Then you can sing the song / recite a poem again at the request of the pupils.

**Script:**

*(tune The wheels on the bus)*

The cow on the farm says moo-moo-moo

Moo-moo-moo

Moo-moo-moo

The cow on the farm says moo-moo-moo

All day long.

The duck on the farm says quack-quack-quack

quack-quack-quack

quack-quack-quack

The duck on the farm says quack-quack-quack

All day long.

The tractor on the farm says trr-trr-trr

trr-trr-trr

trr-trr-trr

The tractor on the farm says trr-trr-trr

All day long.

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

**Objectives:** to introduce the new vocabulary (cat, dog, tractor);  
to introduce the sounds of the animals;  
to practise the pronunciation of the sounds [kw]  
and [u:]

Say that now the children know how the cows and ducks talk, but we still have other animals. So offer the pupils to learn their language. Stick the pictures of animals on the board including a tractor, a cat and a dog. Say that people use tractors in rural areas, and although it is not an animal, it also seems to “talk”. Cats and dogs are true human companions. Therefore, they need to learn them, too. Then you can have the pupils practise the words “dog” and “cat”.

*This is a cat.*

*This is a dog.*

After that, introduce the sounds of animals. Also have the pupils practise the words, especially the sounds [kw] in “quack” and [u:] in “moo” in chorus and individually.

*This is a cow. Moo-moo*

*This is a horse. Neigh- neigh*

*This is a goat. E-e-e*

*This is a sheep. Baa-baa*

*This is a rooster. Cock-a-doodle-doo*

*This is a duck. Quack-quack*

*This is a cat. Meow-meow*

*This is a dog. Woof-woof*

Then announce a competition for the best tractor driver. It is a fact that the tractor can speak differently. Trrr or frrr or prrr. If there are volunteers to imitate a working tractor, try to find out who among them is the best.

This is a tractor. trr-trr-trr.

Say that you have not included the chick in the list as it is very small. And there is no a rabbit as well, because rabbits do not make sounds.

### **Activity 3 Look and do. 5 min**

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

You can do any energising activity you like.

### **Activity 4 Play “Who says meow?” 10 min**

**Objective: to consolidate the sounds of the animals**

Say that now the pupils will play a game. The first team will look at the picture and say the animal. The second team should not see the picture, but hear the name of the animal and say the right sound.

In order to make the game successful, show the flashcards with animals again and have the pupils repeat their names and sounds in chorus. Then divide the class into two teams. Say that the second team must turn while you are showing the first team the flashcard, for example, the cows. The first team must say “cow”. The second team turn around and say “Moo-moo”.

Then they change roles. The first team turn, and the second say an animal, etc. It is necessary for you to remember that you need to help the children constantly. It is better to whisper to prompt so as not to interfere with the game.

### **Activity 5 Play “He has a horse”. 10 min**

**Objective: to recycle and consolidate the structure “S/he has ...”**

Say that there is a farm drawn on the right hand page of the textbook. There is a cow, a sheep and a horse. There is also a space where the pupils can draw an animal if they want. At home, they can draw their father or mother in the picture, but now they must think about who the owner of this farm is and speak about it. For example: *This is my father. He has a cow. It's black*, etc. Or they can speak about their mother: *This is my mother. She has a cow. It's black*, etc.

**Optional Activity 6 Draw and colour.****Objective: to consolidate the learn material**

If time permits, the children draw their father or mother, as well as an animal they like.

**Homework 5 min**

Explain to the pupils that at home they should draw and colour the animals on the right hand page and make sentences about them. e.g. "I have a cow. It's black". Explain that they can draw any animal they like in an empty place, colour it and make sentences about it. e.g. "I have a horse. It's brown".

**Lesson 4 Let's play!**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> – to learn how to say animals, their sounds and colours</p> <p><i>Developing:</i> – to enable pupils to speak about animals, their colours and sounds;</p> <p><i>Socio-cultural:</i> – to raise awareness of the domestic animals and the sounds they make.</p>	<p>By the end of the lesson, pupils will be able to:</p> <p>– speak about animals, their sounds and colours;</p> <p>– understand and say the vocabulary of the previous units.</p>	<p><i>Recycling the vocabulary of the previous lessons and units</i></p>	<p>Textbook; the DVD of the book; flashcards: the animals in Activity 2 and the things in Activity 4</p>

**Activity 1 Listen and repeat. 5 min****Objective: to revise the names and sounds of the animals and prepare the pupils to the next activity**

Play the DVD. While listening to the song "Old McDonald", the pupils should listen to the sounds of the animals. If there is no DVD, you should revise the animals and the sounds.

There is no script because the song is very long.

**Activity 2 Play "On the farm". 10 min****Objective: to recycle the animals and their sounds**

First, repeat the names of the animals and their sounds. Then explain that they will play a game on the farm.

Divide the class into two teams. Explain that each team is on the farm. There are many animals on the farm and, therefore, it is very noisy. Each pupil from the first team gets a flashcard with an animal. They should not show

them to the members of the second team. Before you start the game, check whether all the pupils remember their sounds. If not, whisper to prompt. Then you can start the game. Explain that all the “animals” on the farm will produce sounds at your signal. The task of the second team is to sort out this noise and find out which animals are on the farm.

Then the whole class check the answer.

The game is then repeated with another team.

1 team: a cow, a dog, a sheep, a duck

2 team: a horse, a cat, a goat, a rooster

### **Activity 3 Look and do. 5 min**

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

You can do any energising activity you like.

### **Activity 4 Play “Listen and raise hands”. 15 min**

**Objective: to recycle the topics of toys, school things,  
weather and family**

Divide the class into four teams according to the number of topics. Show and repeat all the topics with the help of flashcards:

1 car, Teddy bear, plane, train, ball.

2 sunny, cloudy, rainy, windy, snowy.

3 father, mother, sister, brother, baby.

4 pen, pencil, crayon, bag, ruler.

Then stick one flashcard for each team on the board and write the number of the team under each flashcard. Check whether all the teams know their topic.

Then explain the rules of the game. Shuffle all the flashcards. Then take the flashcards one by one and name it. If the right team raised their hands, they get 2 points. You will write their scores on the board. If the wrong team raised their hands, then you will take away 1 point from them. So, the game is very hazardous, therefore, you need to ask once more whether everything is clear. Then you can start the game.

The team with the most points will be the winner.

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

**Objective: to recycle the themes of toys, school things,  
weather and family**

If you have time, you can give an additional task for the teams. Once they have collected all the flashcards on the topic, they must say any sentences with them.

**Homework 5 min**

Explain to the pupils that at home they should revise all the previous lessons and units to get prepared to 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 learn how to talk about toys, domestic animals and school things;</li> <li>– to learn how to differentiate seasons through listening</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>– to enable pupils to differentiate seasons according to the topics;</li> <li>– to enable pupils to speak about toys, domestic animals and school things</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>– to raise awareness of the difference of seasons and weather.</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>– listen and differentiate seasons and weather;</li> <li>– talk about toys, domestic animals and school things.</li> </ul>	<p><i>Recycling the vocabulary learnt in previous units</i></p>	<p>Textbook; the DVD of the book; flashcards: seasons, weather and colours, toys, domestic animals, school things</p>

**Activity 1 Sing a song. 5 min****Objective: to warm up**

You can repeat any warm up song you want.

**Activity 2 Look, listen and number. 20 min**

**Objectives: to recycle the learnt vocabulary;  
to develop the pupils' listening skills**

The pupils should listen to small statements and choose a season.

Explain the task. Ask the pupils to look at the pictures and say the things they can see in them. Correct! Seasons. In what order are they located? In the logical order. After winter is spring, after spring is summer, and then autumn.

At the bottom corner of each picture there is a small empty square. What for is it necessary? Of course, for writing the numbers there. Then say that you will read a text about any season but you will not name it. The pupils

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must listen attentively, guess what season you are talking about and write the number of the text in a small square at the bottom of a picture. Warn the pupils that you may start to speak about any drawing.

Ask the pupils what they should know to perform the given task and offer to recollect the necessary things.

1 What words do we use for describing the weather?

*Cold, hot, warm, cool, sunny, cloudy, rainy, windy, snowy.*

2 What can we do in various seasons?

*Ski, skate, play hockey, play snowballs, go, jump, run, swim, sleep, climb, fly, dance, fly a kite, play football, jump a rope.*

Say that after repeating all the words, the pupils should cope with the task successfully. Then ask the pupils to listen attentively.

**Text 1.** (Winter)

It's cold. It's snowy. I can play snowballs. (*Read 3 times*)

After that, ask the pupils what season you have just spoken about. The pupils answer "About winter". But how did they guess? The pupils explain. Sum up that the words "cold", "snowy" and "play snowballs" say that it is winter. Then ask all the pupils to take pencils and write number 1 in a small square under the picture of winter.

Further, remind the pupils that they should listen attentively.

**Text 2.** (Summer)

It's hot. It's sunny. I can swim. (*Read 3 times*)

Explain to the pupils that now they should find out independently what season is spoken about in the text. Ask those pupils who have difficulty finding the answer to raise their hands. If 1-2 pupils raise hands, you should approach to them and help individually. Further, ask the pupils to put number 2 in a small square under the necessary season.

Then ask the pupils to be ready to listen to the text 3.

**Text 3.** (Spring)

It's warm. It's windy. I can fly a kite. (*Read 3 times*)

**Text 4.** (Autumn) (*Read 3 times*)

It's cool. I can play football. I can jump a rope.

Watch the pupils closely. If you see that it is difficult for the pupils, you must help them. Remind them necessary words, etc.

### Activity 3 Look and do. 5 min

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

You can repeat any energising activity here you want.

### Activity 4 Play "Choose and say". 15 min

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

Stick the flashcards (as in the table below) on 3 themes in three rows on the board face down.

The first row consists of flashcards on the theme of toys.

The middle row consists of flashcards on the theme school things.

The third row consists of flashcards on the theme domestic animals.

Car red	Kite green	Ball Yellow	Teddy brown	Balloon purple
Copybook blue	Pen orange	Book Red	Pencil pink	Ruler. yellow
Hare brown, black	Duck green, blue	Goat white, grey	Dog white and black	Cat red, brown

Divide the class into two teams. One pupil from each team comes to the board in turns and points to any flashcard. Then you should overturn this flashcard, and the pupil should speak about it 1-3 sentences.

The first row is consisted of toys.

The pupils must say one, two or three sentences according to the following plan:

- 1) Name: *This is ... or I have ... (any sentence)*
- 2) Colour. *(It's blue.)*
- 3) *I like ... (toy)*

Each correct sentence is given 1 point: 3 points in total.

The middle row is consisted of school things. It is necessary for the pupils:

- 1) to name a school thing: *This is a book or I have a book (any sentence).*
- 2) to say the colour: *It's red.*

Each correct sentence is given 1 point: 2 points in total.



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The third row is consisted of domestic animals. It is necessary for the pupils:

1) to name an animal and imitate its sound: *This is a cow. Moo-moo.*

2) to say the colour: *It's black and white.*

Each correct sentence is given 1 point: 2 points in total. Then count up the total points. The team with the highest points will be the winner.

If you do not have the opportunity to attach all the flashcards on the board, you can draw the table of 5x3 and cross the occupied square out to show the pupils that it is already occupied. Then give the flashcard to the pupil to show it to the class.

Flashcards can have other colours.

Weak pupils can be helped by strong pupils from the team. You will also be constantly assisting them. You should tell them about what it is necessary to speak, i.e. according to the plan. Prompt words where needed.

In classes with strong pupils, it is necessary to demand a maximum quantity of sentences and the use of the conjunction "and".

## Unit 10 Wild animals

### Lesson 1 I'm a tiger.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn how to say wild animals, their colours and sizes</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to speak about colours, sizes and animals</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of wild animals, their colours and sizes;</li> <li>- to raise awareness of the pronunciation of the sounds [eə], [v] and [ɔ:]</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- talk about wild animals, their sizes and colours;</li> <li>- mime an action and guess what animal it is;</li> <li>- pronounce the sounds [eə], [v] and [ɔ:].</li> </ul>	<p><i>crocodile, a frog, a parrot, a bear, a hare, a monkey, a tiger, an elephant, big, small, walk, hop</i></p>	<p>Textbook; the DVD of the book; flashcards: numbers, a crocodile, a frog, a parrot, a bear, a hare, a monkey, a tiger, an elephant</p>

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

**Objectives:** to introduce a poem as a warm up;

**to introduce a wonderful world of wild nature and wild animals to the children**

The animation/song "Over in the meadow" takes quite a lot of time. So you may choose to use it only during the first lesson. In other lessons you can miss it or show it to the pupils if they have enough time. If you don't have enough time, you should skip it and start reading the poem.

After watching the DVD or instead of it, read the following poem to your pupils and translate it. After that, ask the pupils to repeat the poem after you line by line. Then the whole class read the poem together with you.

*In the woods*

*I can see*

*So many animals*

*Looking at me.*

#### Activity 2 Look, listen and say. 10 min

**Objectives:** to introduce the new vocabulary about wild animals;

**to practise the pronunciation of the sound [eə]**

**STEP 1:** Tell the pupils that they have already met the word "animals" in the previous topic, which was about domestic animals. Explain that now

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they will start learning about wild animals which live only in the woods. Then ask the pupils to look at the picture.

Say that in fact, all these animals are not found together in the same forest but our forest is magical. Then ask the pupils to say the animals which they can find in the picture. Explain that even though the forest is magical, the beasts like to hide from people.

As soon as the pupils find the animals and say them, you should stick the flashcards with these animals (crocodile, frog, parrot, bear, hare, monkey, tiger, elephant) on the board and have the pupils practise the pronunciation of the words, especially the sound [eə] in “bear” and “hare” in chorus and individually.

*STEP 2:* Now invite the pupils to play miming. Explain that a leader goes to the board and silently mimes an animal. The other pupils watch and guess which animal it is. If they guessed, they ask ‘Crocodile?’, ‘Elephant?’, etc. The leader answers ‘Yes. / No.’

### **Activity 3 Look and say. 10 min**

#### **Objective: to consolidate the new vocabulary**

*STEP 1:* Ask the pupils to compare the frog and the crocodile and say what similarities and differences they have. Accept and then summarise the pupils’ different responses.

**Similarities:** Both the crocodile and the frog is of one colour. They are green. They can also swim.

**Differences:** The difference in their size: crocodiles are big but the frogs are small.

*STEP 2:* Ask the pupils to remember the word “big” and to learn the word “small”. Explain that the word “little” is used to mean little girl or boy in terms of age.

Then have the pupils practise these words in chorus and individually. After that, ask the pupils to divide all the animals into two groups. BIG and SMALL.

Point to the flashcards with the animals one by one and ask:

*Is a crocodile big or small?*

*Is an elephant big or small?* (Just say the necessary article without explanation. The pupils begin to copy your pronunciation).

Then stick the flashcards on the board.

Thus, all the animals will be divided into 2 groups on the board.

BIG	SMALL
crocodile	frog
bear	parrot
tiger	hare
elephant	monkey

**STEP 3:** When the two groups are ready, ask the pupils to say 2 sentences about animals.

1 *I'm a ...*                      2 *I'm small / big.*

After that, have the pupils practise the sentences. When the pupils talk about the size of the animal, they can show their hands up (to mean big) or down (to mean small).

Now you need to ask the pupils to say the colour of the animals.

Crocodile    green  
 Frog            green  
 Parrot        it is of different colours like a rooster  
 Bear            brown  
 Hare            white  
 Monkey        brown  
 Tiger          orange / black  
 Elephant      grey

**STEP 4:** Now tell the pupils that they can imagine themselves to be wild animals, e.g. a tiger, and say about themselves 3 sentences: *I'm a tiger. I'm big. I'm orange and black.*

Then ask the pupils who wants to be a tiger. Here, it is advisable not to ask the strongest pupils because they can choose a different animal and tell about it. It is necessary to choose a weaker pupil and ask him/her to repeat everything about the tiger. Praise him/her because he/she proved to be a brave tiger. Next, invite the pupils and give them an opportunity to choose their own. Ask them what animal they want to be, and explain that the order of saying sentences should be as follows:

1 animal name: *I'm a ...*  
 2 size: *I'm small / big.*  
 3 colour: *I'm orange and black.*

#### **Activity 4 Look and do. 5 min**

**Objectives:** to do physical exercise and energise the pupils;  
 to practise the pronunciation of the sounds [ɒ] and [ɔ:]

Offer the pupils to do an energising exercise a little differently. Explain to the pupils that you will give commands together with the names of

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animals but before that, they first need to learn two more new words which are written in bold in the following phrases:

“**Walk** like a bear” means “ayiqqa o‘xshab **yurmoq** / **ходить** как медведь”

“**Hop** like a hare” means “quyonga o‘xshab **sakramoq** / **скакать** как заяц”.

After that, have the pupils practise the pronunciation of the sounds [ɒ] in “hop” and [ɔ:] in “walk” in chorus and individually, and then offer to learn a small poem.

*I can walk like a bear. I can hop like a hare.*

*I can run like a dog. I can swim like a frog.*

Ask the pupils to repeat the lines and the actions after you/the DVD. First, walk, then jump. Show the action of running and then swimming.

### Activity 5 Play “Show and say”. 10 min

#### Objective: to practise saying the new vocabulary

Offer the pupils to invent their own poems or sentences about other animals. For example, “I can hop like a frog. I can walk like an elephant”. They show the actions as well.

#### Homework 5 min

Explain to the pupils that at home they should finish colouring the pictures on the right hand page. Ask them to remember and say sentences about animals as they did in the class. For example, *I’m a tiger. I’m big. I’m orange and black.*

## Lesson 2 I have two wings.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"><li>– to learn how to say wild animals, their colours, sizes and the things that they can do;</li><li>– to learn how to say the nouns in the plural</li></ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"><li>– to enable pupils to speak about colours, sizes, animals and the things they can do</li></ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"><li>– talk about wild animals, their sizes, colours;</li><li>– talk about what the animals can do;</li><li>– use plural nouns in sentences;</li></ul>	<p>wings, a duck, a rooster</p>	<p>Textbook; the DVD of the book; flashcards: numbers, a crocodile, a frog, a duck, a parrot, a bear, a hare, a monkey,</p>

<p><i>Socio-cultural:</i>          – to raise awareness of wild animals, their colours, sizes;          – to raise awareness of the pronunciation of the sound [z].</p>	<p>– pronounce the sound [z].</p>	<p>a tiger, a rooster, an elephant</p>
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### Activity 1 Listen and say. 5 min

#### Objective: to warm up

Look at Unit 10, Lesson 1, Activity 1 for instructions.

### Activity 2 Play “What’s this?” 10 min

#### Objective: to recycle the animals and their actions

Ask the pupils to remember wild animals, and then begin sticking the flashcards with animals on the board. As soon as you stick the flashcard of an animal, for example, a crocodile, ask “What’s this?” The pupils answer. Then have the class repeat the sentence “This is a crocodile”. Thus, they will repeat all the animals.

Then tell the pupils that you will ask the animals the things they can do. Because the animals cannot speak in the pupils’ mother tongue, ask the pupils to help you and respond instead of animals. “What can you do?” The pupils answer “I can walk. I can swim”, and so on. So they will say about all the other animals.

### Activity 3 Look and do. 5 min

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

Ask the pupils to remember the poem they practised last lesson (in Activity 4).

*I can walk like a bear.*

*I can hop like a hare.*

*I can run like a dog.*

*I can swim like a dog.*

Ask the pupils to repeat its lines together with you and, at the same time, show the actions. First, walk, then jump; show the action of running and then swimming.

### Activity 4a Look, listen and say. 10 min

#### Objectives: to introduce new words in structures in the plural; to practise the pronunciation of the sound [z]

Ask why parrots and other birds fly. The pupils are sure to give a correct answer: because they have wings. So suggest the pupils learn the word “wings”. Stick the flashcard of a parrot, a duck and a rooster. Then ask the

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pupils to imagine themselves as different birds and introduce the sentence: *I have two wings.*

Have the class repeat the sentence and then the sound [z] in the words “wings” and “legs” after you in chorus and individually. Then ask the pupils to say two sentences.

*Men ho 'rozman. Mening 2 ta qanotim bor. / Я – петух. У меня есть 2 крылья.*

*I'm a rooster. I have two wings.*

Then ask them to make two sentences about each of the other birds:

*I'm a parrot. I have two wings.*

*I'm a duck. I have two wings.*

*I'm a chick. I have two wings.*

### Activity 4b Play “I have four legs”. 10 min

**Objective: to introduce new words in structures in the plural**

Ask the pupils if they have paid attention to the fact that some animals have two legs and some others have four. Therefore, ask the pupils to divide the animals into 2 groups.

2 legs	4 legs	dog
duck	hare	cat
rooster	bear	tiger
chick	crocodile	elephant
parrot		

When you talk about a monkey, explain that monkeys, like humans, have two arms and two legs: *I have two hands and two legs.*

Then ask the pupils to look at the two columns with the animals and talk about the animals with 2 and 4 legs. After that, have the pupils practise the pronunciation of the following sentences.

1

*I'm a duck. I have two legs.*

*I'm a rooster. I have two legs.*

*I'm a chick. I have two legs.*

*I'm a parrot. I have two legs.*

2

*I'm a hare. I have four legs.*

*I'm a bear. I have four legs.*

*I'm a crocodile. I have four legs.*

*I'm a dog. I have four legs. etc.*

### Optional Activity 5 Play “I'm a tiger”.

**Objective: to consolidate the animal vocabulary**

Tell the pupils that they can imagine themselves to be wild animals in the jungle and speak a lot about themselves. However, it is necessary for them to speak according to a plan.

- 1 Identifying oneself.
- 2 Saying how many legs, arms or wings one has.
- 3 What can one do.

For example: *I'm a tiger. I have four legs. I can run.*

*I'm a parrot. I have two legs. I have two wings. I can fly, etc.*

You may offer the stronger pupils to add the colour and size from the first lesson for describing the animals. For example, *I'm a tiger. I'm big. I'm orange and black. I have four legs. I can run.*

### Homework 5 min

Explain to the pupils that at home they should colour the pictures on the right hand page. Ask them to remember and say sentences about birds as they did in the class. For example: *I'm a parrot. I have two legs. I have two wings. I can fly.*

## Lesson 3 In the zoo

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>– to learn how to say wild animals, their colours, sizes, body parts and the things that they can do;</li> <li>– to learn how two say the nouns in the plural</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>– to enable pupils to speak about colours, sizes, animals, their body parts and the things they can do;</li> <li>– to enable pupils to say connected sentences</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>– to raise awareness of wild animals, their colours, sizes.</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>– talk about wild animals, their sizes, colours;</li> <li>– talk about what the animals can do;</li> <li>– use plural nouns in sentences;</li> <li>– say connected sentences.</li> </ul>	<p><i>zoo, a duck, a rooster, a lion, a zebra, a giraffe, bite</i></p>	<p>Textbook; the DVD of the book; flashcards: numbers, a crocodile, a frog, a duck, a parrot, a bear, a hare, a monkey, a tiger, a rooster, an elephant</p>

### Activity 1 Listen and say. 5 min

#### Objective: to warm up

Look at Unit 10, Lesson 1, Activity 1 for instructions.



### Activity 2 Play “Look and guess”. 10 min

**Objective: to recycle the animals, their size, colour, parts of the body and the things they can do**

Before the game, repeat the animals, parts of the body of animals and the things they can do. All of them must be on behalf of the first person, i.e. about oneself in the role of an animal.

Explain to the pupils the rules of the game. Select a leader. S/he thinks of an animal, but keeps it a secret. Then s/he speaks about himself/herself. The other pupils listen and guess the animal.

It is desirable for the leader to speak according to a plan. If a pupil feels difficulty remembering a word or the order of saying sentences, you must help him/her. Tell the pupils that s/he should try to speak according to the plan and say at least three sentences.

1 size; 2 colour; 3 parts of the body; 4 what it can do

For example: *I'm small. I'm green. I have four legs. I can swim. (A frog)*

The pupils guess what animal it is: *Crocodile? Duck? A frog?*

The leader answers: *Yes / No.*

### Activity 3 Look and do. 5 min

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

Look at Unit 10, Lesson 2, Activity 3 for instructions.

### Activity 4a Look, listen and repeat. 10 min

**Objectives: to practise interviewing;  
to introduce new vocabulary (lion, zebra, giraffe)**

*STEP 1:* Tell the pupils to imagine that they are at the zoo, where all the animals can talk. This will be our zoo. Then ask the pupils to listen to what you will ask from the animals and what their answers will be to your questions. They need to listen and guess the two new words they hear. Play a kind of comic scene before the pupils.

Stick the flashcard of a tiger on the board and act out the following dialogue:

- What's your name?
- I'm a tiger.
- Can you play football? (*Answer for the tiger in an angry voice.*)
- No. I can bite. (*Show how it “bites”*)

Then stick the flashcard with a crocodile on the board and ask it the same questions:

- What's your name?
- I'm a crocodile.
- Can you fly a kite? (*Answer imitating the voice of the crocodile*)
- No. I can bite. (*Show how it "bites"*)

Then stick the flashcard with a lion on the board and again ask:

- What's your name?
- I'm a lion.
- Can you play snowballs? (*Answer for the lion in an angry voice.*)
- No. I can bite. (*Show how it "bites"*)

Then ask the pupils what they have understood and what the word "bite" means, and say that it means "tishlamog / кусаться". After that, introduce the new word "lion". Point to the flashcard of a lion on the board and have the pupils practise its pronunciation in chorus and individually.

**STEP 2:** Further, say that the lion is the king of beasts, and the lions can be seen almost in all zoos. However, the giraffe is an unusual animal and it is not often seen in our zoos. Therefore, offer the pupils to take the giraffe to our zoo. Stick the flashcard of a giraffe on the board and practise its pronunciation with the pupils. Also stick the flashcard of a zebra on the board and say that it is an interesting animal, and it is easy to learn. Then practise its pronunciation with the pupils.

**STEP 3:** Then offer the pupils to be the new animals and speak about themselves. Ask who wants to be a lion, zebra and giraffe. When the volunteers are selected, help them talk about "themselves" as follows:

*I'm a lion. I'm big, I'm yellow. I have four legs. I can jump. (Shows).*

*I'm a zebra. I'm big. I'm black and white. I have four legs. I can run. (Shows)*

*I'm a giraffe. I'm big. I'm yellow and brown. I have four legs. I can walk. (Shows)*

#### **Activity 4b Play "I'm big. I have four legs." 10 min**

**Objectives: to reinforce the new vocabulary**

To reinforce the new vocabulary, ask the pupils to mime these animals. They can also colour their pictures on the right side of the textbook.

#### **Optional Activity 5 Play "I'm a crocodile."**

**Objective: to reinforce the new vocabulary**

If you have free time, you can have the pupils replay the game they played in the previous lesson (in Activity 5) with the new animals.

**Homework 5 min**

Explain to the pupils that at home they should finish colouring the pictures on the right hand page. Ask them to remember and say sentences about animals as they did in the class. For example: *I'm a zebra. I'm big. I'm black and white. I have four legs. I can run.*

**Lesson 4 Let's play!**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>– to learn how to say domestic and wild animals, their colours, sizes, body parts and the things that they can do;</li> <li>– to learn how to say the nouns in the plural</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>– to enable pupils to speak about colours, sizes, animals, their body parts and the things they can do;</li> <li>– to enable pupils to say connected sentences</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>– to raise awareness of domestic and wild animals, insects, their colours, sizes and parts of body.</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>– talk about domestic and wild animals, their sizes, colours, parts of body;</li> <li>– talk about what the animals can do;</li> <li>– use plural nouns in sentences;</li> <li>– say connected sentences.</li> </ul>	<p><i>Revising the vocabulary and structures learnt in the previous units; spider</i></p>	<p>Textbook; the DVD of the book; a spider toy</p>

**Activity 1 Look, listen and sing. 8 min****Objective: to warm up**

*STEP 1:* Repeat all the animals. Ask the pupils to speak about each animal, all the things they remember and can say.

Further say that there are animals with 8 legs, and ask if they know any animal that has 8 legs. If no one knows, you can say that insects can have eight legs. However, they also belong to the family of animals. For example, a spider. And introduce the pupils the word “spider”. Then have the pupils repeat it in chorus and individually.

*STEP 2:* Next, ask the pupils to listen to the song “Ency-Weency spider”.

While reading the poem, show the movements with your fingers and hands.

**DVD script:**

The eency weency spider went up the water spout

Down came the rain and washed the spider out

Out came the sun, and dried up all the rain

And the eency weency spider went up the spout again.

*The song is repeated two times but faster. The last time it is repeated slowly.*

Then translate the song by showing fingers and hands. Once again play the song, and the pupils also show the movement of fingers and hands together with you.

**Activity 2 Look and say. 10 min**

**Objectives: to recycle the domestic animals;**

**to teach the pupils how to use the tables**

Say that we must talk about the animals the boy and the girl have on the farm. We have the pictures of the girl and the boy but no pictures of their farm. Instead, we have here a table. What shall we do? Let's see what we have in the table: the animal pictures and ticks. Next, show the table and explain that the ticks say the boy has a rooster. However, the girl does not have a tick which means that she does not have a rooster. Let's see who has a sheep and who does not. That is right, the girl has a sheep but the boy does not.

Then ask the pupils to look at the remaining animals and say what animals they have and do not. After taking some answers, ask them to say why they think so. Thus, the pupils must learn the technique of using tables.

	Picture of a rooster	Picture of a cow	Picture of a duck	Picture of a sheep	Picture of a chick	Picture of a horse
Picture of a boy	✓				✓	✓
Picture of a girl		✓	✓	✓		

Then ask the pupils to remember how we say the fact that the girl or the boy has something.

*She has ...*

*He has ...*

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After that, ask the pupils to speak about the girl and what animals she has on the farm.

*This is a girl. She has a cow. She has a duck. She has a sheep.*

Then ask the pupils to speak about the boy and what animals he has on the farm.

*This is a boy. He has a rooster. He has a chick. He has a horse.*

Next, offer the pupils to add the things they can to each animal. This may be the sounds of animals or colours. At first, check how well the pupils can cope with the task, and then help them.

### Activity 3 Look and do. 5 min

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

Look at Unit 10, Lesson 2, Activity 3 for instructions.

### Activity 4 Play “True/False”. 7 min

**Objective: to develop the pupils’ listening and thinking abilities**

Offer the pupils to play a game that requires their attention. Explain that you will be saying sentences. If the thing you say is correct, the pupils should just sit. If the thing you say is wrong, they should raise their hands. For example, say ‘A frog is purple’, and ask the pupils whether it is true what you have just said. No. Frogs are not purple. It is necessary for them to raise their hands. However, if you say ‘A frog is green’, the pupils should sit still. So check once again, and ask the pupils when they have to raise their hands. Confirm their answers saying ‘Yes, you’re right’ or refuse ‘No, you’re wrong’. Then summarise. The hands should be raised when the answer is wrong.

The sentences you need to say can be as follows, or you can make your own sentences depending on the interests and abilities of your pupils.

I’m a giraffe. I have two legs. *No*

I’m a chick. I have two legs. *Yes*

I’m a bear. I have two wings. *No*

I’m a crocodile. I can climb. *No*

A lion’s orange and black. *No*

A zebra’s brown. *No*

An elephant’s grey. *Yes*

Spring’s yellow. *No*

A duck has four legs. *No*

A parrot has two legs. *Yes*  
 Summer's green. *No*  
 A crocodile can swim. *Yes*  
 Autumn's white. *No*  
 Winter's red. *No*  
 This my head. (*show your head*) *Yes*  
 This my nose. (*show your eyes*) *No*  
 This my mouth. (*show your mouth*) *Yes*

### Activity 5 Play "I have a spider on my head". 10 min

**Objective: to reinforce the vocabulary for parts of the body and the structure "I have..."**

*STEP 1:* Ask the pupils to remember the Eency-Weency spider, and then show a spider made of yarn. You can take a plastic spider toy. Say that this spider can sit anywhere: on the head (put the spider on a pupil head) or on the hand. Then offer the pupils to play the game. However, remind them that they must first recall the words used for the parts of the body, and help the class recall the words: *head, hair, eyes, ears, mouth, nose, hand, leg*. Then have the pupils practise saying the sentences: *I have a spider on my head (hair, eyes, ears, mouth, nose, hand, leg)*.

*STEP 2:* Then start the game. Put the spider on a pupil's head. S/he should say: *I have a spider on my head*. If s/he said the sentence correctly, give him/her the spider. Now s/he is a leader. As a leader s/he selects another pupil and puts the spider on a different part of his/her body from the list, etc.

### Optional Activity 6 Look and say.

**Objective: to reinforce the structures for saying names, sizes, colours, parts of the body and the things one can do**

As an individual task, you can offer the pupils to speak about the spider everything that they can. They can speak about its name, size, colour, parts of the body and the things it can do.

### Homework 5 min

Explain to the pupils that at home they should draw and colour the pictures on the right hand page. Ask them to remember and say sentences about animals as they did in the class. For example: *I'm a bear. I'm big. I'm brown. I have four legs. I can run.*

## Unit 11 Vegetables

### Lesson 1 It's a carrot.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>– to learn how to say vegetables and their colours;</li> <li>– to learn how count from 1 to 12</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>– to enable pupils to speak about vegetables and their colours;</li> <li>– to enable pupils to count numbers 1-12</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>– to raise awareness of vegetables and their colours;</li> <li>– to raise awareness of the pronunciation of the sounds [æ], [ə] and [əʊ]</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>– talk about vegetables and their colours;</li> <li>– count from 1 to 12;</li> <li>– pronounce the sounds [æ], [ə] and [əʊ].</li> </ul>	<p><i>tomato, potato, onion, carrot, cabbage, eggplant, eleven, twelve</i></p>	<p>Textbook; the DVD of the book; flashcards: tomato, potato, onion, carrot, cabbage, eggplant</p>

#### Activity 1 Look, listen and repeat. 10 min

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

##### to practise the pronunciation of the sounds [æ], [ə] and [əʊ]

Put the individual flashcards of vegetables (tomato, onion, potato, carrot, cabbage, eggplant) on the board in two rows or play the DVD. Each vegetable has a number above it.

Have the pupils repeat both the phrases and vegetables separately in chorus and individually, especially the sound [æ] in the words “carrot” and cabbage, and the sounds [ə] and [əʊ] in the words “tomato” and “potato”.

*What's number 1? It's a tomato.*

*What's number 2? It's an onion.*

*What's number 3? It's a potato.*

*What's number 4? It's a carrot.*

*What's number 5? It's a cabbage.*

*What's number 6? It's an eggplant. It's a vegetable.*

#### Activity 2 Play “What’s this? Tomato.” 10 min

##### Objective: to consolidate the new vocabulary

Divide the class into two teams. Explain that you will show the first team a picture (for example, a tomato) and ask “What’s this?” They should say

only one word as an answer: "Tomato". If they answer incorrectly or think too much, you will command: "Throw rotten vegetables". The second team show how they "throw their rotten vegetables" as snowballs. The first team has no right to respond back. They only cover their heads with their hands. If the first team quickly say the vegetable, they "throw their rotten vegetables" to the second team. Then the second team play in the same manner.

**Activity 3 Play "Number 4. It's a carrot." 5 min**

**Objective: to consolidate the new vocabulary**

Divide the class into small groups. Explain that a pupil must ask other pupils in his/her group the questions as they did in Activity 1. The rest will answer. Then another pupil asks, etc.

For example: – (What is number) 4?  
– It's a carrot/A carrot.

**Activity 4 Look and count. 5 min**

**Objectives: to recycle the numbers 1-10;  
to introduce the numbers 11 and 12**

At first, you are recommended to revise the numbers 1-10 in the same way as you did in earlier units.

Then ask the pupils to look at the pictures in Activity 4 and count in the mother tongue how many cabbages the goat has. After getting the right answer "11", ask how many carrots the hare has. The pupils should answer 12.

After that, have the pupils practise the pronunciation of the numbers 11 and 12 after you/the DVD in chorus and individually.

**Activity 5 Play "More. Less." 10 min**

**Objective: to consolidate the numbers 1-12**

Say that the pupils will now play a game. Choose a leader. Explain that the leader thinks of a number among 1 to 12. The rest of the class will guess the number. The leader says "more" (if the number s/he thought of is greater than the guessed number) or "less" (if the number s/he thought of is lower than the guessed number) in his/her mother tongue.

For example:

The leader: *thinks of the number 9.*

The class: 7.

The leader: *More.*

The class: 10.

The leader: *Less.*

The class: 9.

The leader: *Yes.*



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The pupils can play the game several times. You can also play the DVD to give the pupils better understanding of the game.

### Optional Activity 6 Look, listen and number.

#### Objective: to consolidate the numbers 1-12

Ask the pupils to look at the vegetables on the right side of the book. Explain that you will say the vegetables in order, and the pupils will write the number next to a vegetable.

1) eggplant; 2) cabbage; 3) onion; 4) potato; 5) carrot; 6) tomato

#### Homework 5 min

Explain to the pupils that at home they should draw and colour the pictures on the right hand page. Ask them to remember and say sentences about the vegetables and their colours. For example: *This is a tomato. It's red.*

## Lesson 2 Is it a cucumber?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"><li>– to learn how to ask and answer about vegetables and their colours;</li><li>– to learn how to say 10, 20, 30, 40, 50</li></ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"><li>– to enable pupils to speak, ask and answer about vegetables and their colours;</li><li>– to enable pupils to say the tens: 10, 20, 30, 40, 50</li></ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"><li>– to raise awareness of vegetables and their colours;</li><li>– to raise awareness of the pronunciation of the sound [ju].</li></ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"><li>– talk, ask and answer about more vegetables and their colours;</li><li>– count from 1 to 12;</li><li>– say tens: 10, 20, 30, 40, 50;</li><li>– pronounce the sound [ju].</li></ul>	<p>pumpkin, cucumber, pepper, tens: 10, 20, 30, 40, 50</p>	<p>Textbook; the DVD of the book; flashcard: tomato, potato, onion, carrot, cabbage, eggplant, pumpkin, cucumber, pepper</p>

### Activity 1 Look and say. 5 min

#### Objective: to consolidate the learnt vocabulary for vegetables

For revising the vocabulary of the previous lesson you are recommended to use the chant from Unit 5, Lesson 3, Activity 4. However, you should change toy names to vegetable words there.

In strong groups you can use the negative answers as well:

*No, I don't. No, I don't like*

*No, I don't. Tomato.*

**Activity 2 Look, listen and say.** 10 min

**Objectives:** to introduce the new vocabulary for vegetables;  
to practise the pronunciation of the sound [ju]

Add three more individual flashcards of pumpkin, cucumber and pepper on the board. Have the pupils repeat the new vocabulary after you in chorus and individually, especially the sound [ju] in “cucumber”.

Then ask different questions about all the vegetables as follows:

*What's this?*

*Is it a cucumber?*

*What colour is a pumpkin?*

*Is a tomato yellow?*

**Activity 3 Play “Guess”.** 10 min

**Objective:** to consolidate the vocabulary for vegetables

Say that the pupils will now play a game. Choose a leader. Explain that the leader thinks of a vegetable. The rest of the class will guess the vegetable by asking questions at first about its colour and then the vegetable itself. The leader says “Yes.” or “No.” until the vegetable is found.

For example:

The leader: *thinks of a vegetable.*

The class: *Is it red?*

The leader: *No.*

The class: *Is it green?*

The leader: *Yes.*

The class: *Is it a cabbage?*

The leader: *No.*

The class: *Is it a cucumber?*

The leader: *Yes.*

The pupils can play the game several times.

**Activity 4 Play “Count”.** 5 min

**Objective:** to consolidate the numbers 1-12

Explain that now you will say a number, the pupils must add 1 and say the number.

For example, if you say 5, the pupils say 6 as in the DVD.

**Activity 5 Look, listen and repeat.** 10 min

**Objective:** to introduce the tens: 10, 20, 30, 40, 50

*STEP 1:* Have the pupils practise the pronunciation of the tens: 10, 20, 30, 40, 50 after you several times in chorus, rows and individually.

You can also divide the class into two teams. You will invite the representatives from each group one by one to the board. You will say one

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of the tens, they write it on the board. The team that have written the most correct numbers will be the winner.

**STEP 2:** Then ask the pupils to look at boxes of vegetables. Explain that you will say a vegetable and ask "How many?" The pupils say the number.

For example:

You: *Eggplant. How many?*

The pupils: *Ten.*

You: *Pepper. How many?*

The pupils: *Fifty.*

*Remember: The question "How many?" is only for the teacher to ask. It is not introduced as a structure yet.*

### Optional Activity 6 Listen and number.

**Objective: to consolidate the tens: 10, 20, 30, 40, 50**

Ask the pupils to look at the right side of the book. There are the pictures of open sacks with vegetables. Explain that first you will say a vegetable and then a number. The pupils will write the number you say on the appropriate sack.

- 1) onions: 10
- 2) potatoes: 20
- 3) eggplants: 30
- 4) cucumbers: 40
- 5) carrots: 50

### Homework 5 min

Explain to the pupils that at home they should colour the pictures on the right hand page. Ask them to remember and say the vegetables and tens. For example: *Onion. Ten, etc.*

## Lesson 3 I have pumpkins.

Aims	Learning out-comes	Vocabu-lary and structure	Required equip-ment
<i>Educational:</i> – to learn how to ask and answer about vegetables; – to learn how to say 10, 20, 30, 40, 50; – to learn how to say plurals <i>Developing:</i> – to enable pupils to speak, ask and	By the end of the lesson, pupils will be able to: – talk, ask and answer about vegetables; – count from 1	How much? <i>Recyc-ling the learnt voca-bulary</i>	Textbook; the DVD of the book; flashcards: tomato, potato,

<p>answer about vegetables, their plurals;          – to enable pupils to say the tens: 10, 20, 30, 40, 50  <i>Socio-cultural:</i>          – to raise awareness of the conversation while selling and buying the vegetables;          – to raise awareness of the pronunciation of the sound [z].</p>	<p>to 12;          – say the tens: 10, 20, 30, 40, 50;          – say the vegetables in the plural;          – pronounce the sound [z].</p>	<p>onion,          carrot,          cabbage,          eggplant,          pumpkin,          cucumber,          pepper</p>
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### Activity 1 Look and say. 5 min

**Objective:** to consolidate the learnt vocabulary for vegetables

Look at Unit 11, Lesson 2, Activity 1 for instructions.

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

**Objectives:** to introduce the plural of vegetables;

to practise the pronunciation of the sound [z]

*STEP 1:* Explain that now the pupils will learn how to say the plural of vegetables. In order to raise the pupils' awareness of the plural of vegetables, you can show a flashcard of a vegetable, for example, a cucumber and say "a cucumber". Then show a flashcard with a number of cucumbers and say "cucumbers". Then ask the pupils what "a cucumber" and "cucumbers" mean. Elicit some answers and accept the correct one. Ask the pupil who gave the correct answer to stand up and repeat his/her answer for the class. Further, explain that they can say the plural of the other vegetables in the same way. As an example, you can ask a pupil to stand up. You say a vegetable in the singular, s/he says it in the plural. If necessary help him/her say the plural. Once the pupils have understood how to say the plural of the vegetables, you can do the same with the other vegetables.

*STEP 2:* Now you can have the pupils practise the pronunciation of the following plural vegetables and the sound [z]: 1) eggplants; 2) cabbages; 3) onions; 4) potatoes; 5) carrots; 6) tomatoes; 7) pumpkins; 8) cucumbers; 9) peppers.

### Activity 3 Play "Tic Tac Toe". 10 min

**Objective:** to consolidate the vocabulary for vegetables

Prepare 9 vegetable flashcards beforehand. Make the following Tic Tac Toe grid on the board that is enough for 9 answers.


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Divide the class into 2 teams. Explain that one pupil from each team comes to the front and when you show a flashcard and ask the question "What's it?", they must answer "It's ...". Whoever answers more quickly and correctly may put a mark (a nought or a cross) on the grid for his/her team only if you agree with his/her answer. Then invite the other pupils to the front and show them another vegetable flashcard, etc. until a team succeeds to put three continuous noughts or crosses vertically, horizontally or diagonally. Such a team will be the winner. Therefore, a team should not allow the other team to put three continuous marks by being quick and answering correctly, and at the same time should try to put their own three continuous marks. If the game is finished quickly, you can repeat it once more.

### **Activity 4 Look, listen and repeat. 10 min**

#### **Objective: to introduce the question "How much?"**

*STEP 1:* Play the DVD. Ask the pupils to listen to the dialogue and guess what they are talking about. Elicit several answers, and then summarise that they are bargaining. Then translate the dialogue into the mother tongue:

- *Do you have pumpkins?*                      - *Yes.*
- *How much?*                                      - *10 (Coins).*

After that, have the pupils practise the dialogue after you in chorus and individually. Then you can ask two of your pupils to act out the dialogue.

*STEP 2:* Then you can invite the other pairs to the board and have them act out dialogues with the other vegetables. Explain that they can use any tens in their dialogue.

For example:

- *Do you have tomatoes?*                      - *Yes.*
- *How much?*                                      - *50 (Coins).*

### **Activity 5 Look and do. 5 min**

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

Ask the pupils to remember and do the energising exercise from the previous unit.

- I can walk like a bear.                      I can hop like a hare.*
- I can run like a dog.                        I can swim like a frog.*

Ask the pupils to repeat the lines and the actions after you. First, jump, then waddle, show the action of running and swimming.

### **Optional Activity 6 Play "How much?"**

#### **Objective: to consolidate the vocabulary for vegetables and tens**

*STEP 1:* Put on the table three flashcards with vegetables face down. Then choose a leader. Explain to the pupils that the leader will play the

role of a seller. The other pupils will be the customers. So, a customer will come to the seller and ask “Do you have onions?” The leader will look at (open) the flashcards and respond “Yes” if there is a flashcard with onions or “No” if there is not such a vegetable among the flashcards. Receiving an affirmative answer, the customer will ask “How much?” The leader will say only the tens. You can introduce the word “coins” for strong teams. After each purchase, the leader changes.

*STEP 2:* Then you can organise the same game in groups. For this, you should allot a set of flashcards with vegetables in each group.

### Homework 5 min

Explain to the pupils that at home they should draw the missing parts and colour the pictures on the right hand page. Ask them to remember and say the vegetables.

## Lesson 4 Let's play!

Aims	Learning out-comes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>– to learn how to ask and answer about vegetables;</li> <li>– to learn to count 1-12;</li> <li>– to learn how to say plurals</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>– to enable pupils to speak about vegetables and their plurals;</li> <li>– to enable pupils to understand and perform commands</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>– to raise awareness of the vegetables</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>– talk, ask and answer about vegetables;</li> <li>– count from 1 to 12;</li> <li>– say the nouns in the plural;</li> <li>– understand and perform commands.</li> </ul>	<p><i>Recycling the learnt vocabulary</i></p>	<p>Textbook; the DVD of the book; flashcards: tomato, potato, onion, carrot, cabbage, eggplant, pumpkin, cucumber, pepper</p>

### Activity 1 Look and say. 10 min

#### Objective: to consolidate the learnt vocabulary for vegetables

Look at Unit 11, Lesson 2, Activity 1 for instructions. Divide the class into small groups and suggest them to think of their own chant with vegetables. After that the groups should recite their chant in turn.

### Activity 2 Play “Funny race”. 15 min

#### Objective: to reinforce the vocabulary for vegetables

## Unit 11

Put the flashcards of all the vegetables learnt on the board. Divide the class into two teams. Explain that you will say a vegetable. One pupil from each team runs and touches with palms on the flashcard. If they say a sentence, they will get an extra score. For example:

*It's an eggplant. It's purple. I have eggplants, etc.*

**Activity 3 Look and say. 10 min**

**Objective: to reinforce the vocabulary for vegetables**

Ask the pupils to listen to you and say what are in the first bag. If necessary, you can say them twice: *I have eggplants. I have peppers. I have cucumbers. I have potatoes. I have onions.*

**Answer key:** onions.

**Activity 4 Look and do. 5 min**

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

Give different commands. The pupils perform the commands by miming the actions.

**Commands:**

Ski! Skate! Play hockey! Play snowballs!

Go! Jump! Run! Swim! Sleep! Climb! Fly! Dance! Stand up! Sit down!

Fly a kite! Play football! Jump a rope!

Walk like a bear. Hop like a hare.

Run like a dog. Swim like a frog.

**Optional Activity 5 Play "Look and count".**

**Objective: to recycle the vocabulary for toys**

**STEP 1:** Ask the pupils to look at the picture of the upper shelf where there are different toys. Check whether the pupils still remember the vocabulary for these toys. If not, have the pupils repeat them after you in chorus and individually.

After that, the pupils say what box of toys they choose.

*I have dolls/balls/cars/planes/trains/kites.*

**STEP 2:** Then ask the pupils to look at the picture of the lower shelf where the toys are scattered and count how many toys there are on the lower shelf in total.

The pupils can say the number of toys as follows:

*One doll. One ball. Three cars. Two planes. One train. One Teddy bear.*

Then the pupils count how many of them in total: 9.

**Homework 5 min**

Explain to the pupils that at home they should revise all the previous lessons to get prepared to the revision lesson.

## Revision 6

Aims	Learning out-comes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> – to learn how to do listening tests</p> <p><i>Developing:</i> – to develop the pupils' listening and cognitive abilities</p> <p><i>Socio-cultural:</i> – to raise awareness of the ways of doing listening tests</p>	<p>By the end of the lesson, pupils will be able to understand texts about animals/vegetables and do tasks accordingly.</p>	<p><i>Recycling the materials about wild animals and vegetables</i></p>	<p>Textbook; the DVD of the book</p>

**Activity 1 Sing a song. 5 min****Objective: to warm up**

You can repeat any warm up song you want.

**Activity 2 Look, listen and put number. 20 min**

**Objectives: to recycle the vocabulary for wild animals;  
to develop the pupils' listening and cognitive abilities**

First repeat the material about the animals and then go on doing the tasks.

**Task 1.** Say that an animal has run away from the zoo. Therefore, ask the children to listen to the description of this animal and guess which of the 3 animals among the top pictures (a bear, a monkey and a giraffe) it can be. The first task is to find the animal that has run away.

**Read text 1.**

I'm small. I'm brown. I have 2 hands and 2 legs. I can climb. (*Read 3 times*)

Then ask the pupils to put a tick near the animal which they think has just been described. Ask them not to speak aloud when they put a tick.

**Task 2.** Say that the task is not finished yet. Draw the pupils' attention to the animals in the zoo and ask whether all the animals are clear to them. It appears that there should be a monkey in an empty cage. It has already told about itself. Therefore, they have already put number 1 in a small square near the monkey. Further, read the texts about the other animals from the zoo that spoke about themselves. The children need to listen attentively,



## revision 6

guess which of the animals of the zoo is speaking and put a number near this animal.

### Text 2

I'm big. I'm brown. I can walk. **Answer key:** bear

### Text 3

I'm big. I'm yellow and brown. I have four legs. **Answer key:** giraffe

**Text 4** (*it is necessary for the children to guess this animal and put number 4 near its cage*)

I'm big. I'm green. I can swim. **Answer key:** crocodile

**Text 5** (*children guess this animal and put number 5 near its cage*)

I'm big. I'm black and white. I can run. **Answer key:** zebra

**Text 6** (*children guess this animal and put number 6 near its cage*)

I'm big. I'm grey. I can walk. **Answer key:** elephant

### Activity 3 Look and do. 5 min

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

You can repeat any energising activity here you want.

### Activity 4 Look, listen and match. 15 min

**Objectives:** to recycle the vocabulary for vegetables;  
to do a test

First repeat the material about the vegetables and then do the tasks.

**Task 1:** Draw the pupils' attention to the pictures and numbers. Then ask them to listen to you and match the numbers and vegetables by drawing lines between them.

1 I have 50 carrots.

2 I have 30 potatoes.

3 I have 40 cucumbers.

4 I have 20 tomatoes.

5 I have 10 eggplants.

**Task 2:** (This can also be homework) Ask the pupils to look at the pictures and speak about each of them. For example: *I have 50 carrots.*

## Unit 12 Fruits

## Lesson 1 I like apples.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> – to learn how to say fruits and their colours; – to learn how to say the plurals</p> <p><i>Developing:</i> – to enable pupils to speak about fruits and their colours; – to enable pupils to say the plurals</p> <p><i>Socio-cultural:</i> – to raise awareness of fruits, their colours and plurals; – to raise awareness of the pronunciation of the sounds [æ], [ʌ], [eɪ] and [ɔ:].</p>	<p>By the end of the lesson, pupils will be able to:</p> <p>– talk about fruits and their colours; – say the plurals of the fruits; – pronounce the sounds [æ], [ʌ], [eɪ] and [ɔ:].</p>	<p><i>apple,</i> <i>banana,</i> <i>plum,</i> <i>apricot,</i> <i>strawberry,</i> <i>watermelon,</i> <i>peach</i></p>	<p>Textbook; the DVD of the book; flashcards: apple, banana, plum, apricot, strawberry, watermelon, peach</p>

**Activity 1a Look, listen and say. 5 min****Objective: to introduce a song about apples**

Ask the pupils to listen to a song about apples. Translate “yummy” (mazali/вкусный) and “tummy” (qorincha/животик).

**DVD script:**

It's a yummy, yummy, yummy

To my tummy, tummy, tummy.

Yummy, yummy, yummy

To my tummy, tummy, tummy. Alright

Apples, apples,

I like apples.

Bananas, bananas,

I like bananas.

'Cause they're yummy, yummy, yummy

To my tummy, tummy, tummy.

Yummy, yummy, yummy

To my tummy, tummy, tummy. Alright

## Unit 12

The second and the third verses of the song are about oranges, strawberries, grapes and watermelon. To save the time, you can stop listening to the song after the first verse. After that ask the pupils to translate "I like apples", and stick a picture with the description of an apple on the board.

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

**Objectives: to introduce and consolidate the new vocabulary;  
to practise the pronunciation of the sounds [æ], [ʌ], [eɪ]  
and [ɔ:]**

*STEP 1:* Further, say that we love not only apples but the other fruits as well, and introduce the words described on the flashcards: apple, banana, plum, apricot, strawberry, watermelon, peach.

Then have the pupils practise the pronunciation of the words in chorus and individually, especially the sounds [æ] in "apple", [ʌ] in "plum", [eɪ] in "apricot" and [ɔ:] in "watermelon" and "strawberry". After that ask questions for consolidation as follows:

*What's this?*

*Is it a banana?*

*Is it brown?*

*What colour is a peach?*

*Is a plum yellow? etc.*

*STEP 2:* After having sufficient answers, you can play a game about colours. According to the rule of the game, the teacher (or a pupil) says a fruit, the rest of the pupils say its colour. Then vice versa.

**Activity 2 Play "Miming".** 10 min

**Objective: to consolidate the new vocabulary**

Invite a leader to come to the board. Explain that s/he must show by miming how s/he eats a kind of fruit. The rest of the class guess the fruit asking the questions as follows. Then the leader changes.

The class: *Is it a watermelon?*

The leader: *Yes. / No.*

**Activity 3 Play "Ask and answer".** 5 min

**Objective: to consolidate the new vocabulary and plurals**

Work on the plural of all the fruits.

After that you can have the pupils play chain drill with the plural of all the fruits.

Pupil 1: *I like apples. And you?*

Pupil 2: *I like strawberries. And you? etc.*

**Activity 4 Look and do. 5 min****Objective: to do physical exercise and energise the pupils**

New warm-up activity. You should explain to the pupils that they should not move after the command "Stop". If there is no DVD, you should ask the pupils to do any warm-up activity.

**DVD script:**

Stand up! Sit down!	And dance!
Dance! Dance!	Sleep! Sleep!
Eat! Eat!	Sing! Sing!
Drink! Drink!	Read! Read!
Read! Read!	And stop!
And stop!	5, 4, 3, 2, 1.
5, 4, 3, 2, 1	And dance! Dance!

**Activity 5 Look, listen and number. 10 min****Objective: to consolidate the vocabulary for fruits**

**STEP 1:** Ask the pupils to look at the right hand page of the book. Explain that you will say the sentences with today's new vocabulary for fruits as follows, and the pupils should listen to the order you say them and put numbers next to them.

1 I have peaches. I like peaches. (*The pupils put the number 1 next to the peaches*)

2 I have strawberries. I like strawberries.

3 I have apples. I like apples.

4 I have watermelons. I like watermelons.

5 I have bananas. I like bananas.

6 I have apricots. I like apricots.

7 I have plums. I like plums.

When you finish, check if the pupils have done the task correctly.

**STEP 2:** Divide the class into five small groups. In groups, they take turns talking about them.

1 I have peaches. I like peaches.

2 I have strawberries. I like strawberries, etc.

**Homework 5 min**

Explain to the pupils that at home they should colour the pictures on the right hand page. Ask them to remember and say the fruits as they did in class. For example: *I have plums. I like plums, etc.*

## Lesson 2 Is it a fruit?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i>            – to learn how to say fruits and their colours;            – to learn to count from 1 to 20</p> <p><i>Developing:</i>            – to enable pupils to speak about fruits and their colours;            – to enable pupils to say the plurals;            – to enable pupils to say numbers 1-20</p> <p><i>Socio-cultural:</i>            – to raise awareness of fruits, vegetables, their colours and plurals;            – to raise awareness of numbers 13-20.</p>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>– talk about fruits (vegetables) and their colours;</li> <li>– say the plurals of the fruits;</li> <li>– say the numbers 1-20.</li> </ul>	<p><i>orange, grapes, cherry, pear; numbers from 13 to 20</i></p>	<p>Textbook; the DVD of the book; flashcards: apple, banana, plum, apricot, strawberry, watermelon, peach, orange, grapes, cherry, pear, vegetables; a plateful of red apples numbered 10 under it and other 3 green apples</p>

**Activity 1 Look, listen and repeat. 10 min****Objective: to introduce a song about apples**

(You can listen to the whole song and attract the pupils' attention to the new vocabulary "oranges".)

*STEP 1:* Introduce 4 more fruits: orange, grapes, cherry and pear with the help of flashcards. Then have the pupils practise the pronunciation of the words. After that ask questions for consolidation as follows:

*Is it a pear?*

*Is it brown?*

*What colour is cherry?*

*Are grapes yellow? etc.*

After having sufficient answers, say a fruit, the class say its colour.

*STEP 2:* Say that we have a magic tree which grows a variety of fruits and berries. Draw a tree on the board and stick on it the flashcards describing the old and new vocabulary for fruits: apple, apricot, banana, plum, orange, strawberry, watermelons, peach, grapes, cherry, pear.

After that, have the pupils repeat them after you in chorus and individually

**Activity 2 Listen and say. 10 min****Objective: to consolidate all the vocabulary for fruits**

*STEP 1:* Play the DVD. The pupils listen to and repeat after the DVD:

**DVD script:**

*Apples, apples*  
*Yummy, yummy*  
*I like apples*  
*m-m-m.*

*Cherries, cherries*  
*Yummy, yummy*  
*I like cherries*  
*m-m-m*

*STEP 2:* Ask the pupils to work in pairs. Explain that instead of apples and cherries in the verse, in turns they must say all the other fruits.

**Activity 3 Look, listen and repeat. 10 min****Objective: to introduce the numbers 13-19**

*STEP 1:* Show the pupils the flashcard describing a plateful of red apples numbered 10 under it and other 3 green apples. Say that the apples will be red, green and yellow but all of them are sweet and delicious. And ask them to count the number of apples in mother tongue. After having the correct answer, say that it will be “thirteen” in English. Then have the pupils repeat “thirteen” after you in chorus and individually.

*STEP 2:* Play the DVD. Practise the pronunciation of numbers 13-19 with the pupils in chorus and individually. Then ask the pupils to look at the right hand page of the book. Ask questions as follows to which the pupils answer accordingly:

*How many apples?*

*How many cherries? etc.*

**Activity 4 Play “What number is missing?” 5 min****Objective: to consolidate the numbers 13-20**

Explain that you will say the numbers from 1 to 20 but miss a one or two numbers. The pupils find the missed numbers.

**Activity 5a Play “Fruit. Vegetables.” 5 min****Objective: to recycle the vocabulary for vegetables and fruits together**

First repeat the vegetables. Then explain that the boys will be “vegetables” and the girls “fruits”. Further explain that you will shuffle the flashcards. Then say them one by one, but you will not show them. If the flashcard is a fruit, the girls must get up. If it is a vegetable, the boys must get up.

**Optional Activity 5b Play “Is it a fruit?”****Objective: to recycle the vocabulary for vegetables and fruits together**

Choose a leader. Explain that the leader thinks of a vegetable or a fruit. The rest of the class guess it asking questions. For example:

The leader: *thinks of a vegetable.*

The class: *Is it a fruit?*

The leader: *No.*

The class: *Is it a vegetable?*

The leader: *Yes.*

The class: *Is it red?, etc.*

### Homework 5 min

Explain to the pupils that at home they should colour the pictures on the right hand page. Ask them to remember and say the numbers as they did in class. For example: *Thirteen apples, etc.*

## Lesson 3 At the market

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>- to learn how to say fruits/vegetables and their colours;</li> <li>- to learn to count from 1 to 20;</li> <li>- to learn how to be polite</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>- to enable pupils to speak about fruits/vegetables and their colours;</li> <li>- to enable pupils to say the plurals;</li> <li>- to enable pupils to say numbers 1-20</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>- to raise awareness of fruits, vegetables, their colours and plurals;</li> <li>- to raise awareness of being polite while speaking to other people.</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- talk about fruits (vegetables) and their colours;</li> <li>- say the plurals of the fruits;</li> <li>- say the numbers 1-20;</li> <li>- say polite phrases.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>No, sorry.</i></li> <li>- <i>Yes.</i></li> <li>- <i>Here you are.</i></li> <li>- <i>Thank you.</i></li> </ul>	<p>Textbook; the DVD of the book; flashcards: fruits and vegetables, a happy face and a sad face</p>

### Activity 1 Listen and say. 5 min

#### Objective: to recycle numbers 1-20

First, have the pupils count the numbers 1-20 in chorus, then one by one in turns. Then say that instead of 5, 10, 15 and 20 they need to clap but not pronounce. First, rehears in chorus, and then one by one in turns.

### Activity 2 Look and count. 10 min

#### Objective: to recycle the vocabulary for fruits and numbers up to 20

*STEP 1:* Have the pupils repeat the fruits after you in chorus and individually. Ask the pupils to look at the right hand page. Explain that there are pictures of the fruits. Next to each fruit, there is an empty box.

They should listen to sentences about fruits carefully in order to find out how many fruits there are in each box. For example, after listening to the sentence “I have 15 cherries”, they should write the number 15 on the box next to the cherries.

*I have 15 cherries.*

*I have 6 oranges.*

*I have 3 watermelons.*

*I have 19 plums.*

*I have 8 bananas.*

**STEP 2:** Check how the pupils have done the task. Then the pupils themselves say sentences according to the pictures. For example: *I have 19 plums, etc.*

### **Activity 3 Play “Listen, Run and Touch.” 10 min**

**Objective: to reinforce the vocabulary learnt in previous lessons**

Stick on the board two flashcards: one with a happy face and the other with a sad face. Then divide the class into 2 teams.

Explain that you will say about fruits and their colours. If the colour of the fruit is correct, the first leaders from both teams run to the board and tap on the flashcard with a happy face. If not, then they run and tap on the sad face. For example, you say the phrase “purple apricots” and ask the pupils what they have understood, if they agree with the colour of the fruit or not. If they do not, it means that the leaders must go and tap on the flashcard with a sad face.

Once they understood the rule, you can say similar phrases like “yellow bananas”, etc.

### **Activity 4a Look, listen and repeat. 5 min**

**Objective: to introduce the new phrases**

Explain to the pupils that we must be polite while talking to other people we know or do not know. There are a lot of such polite phrases. Some of them are:

– *No, sorry.*

– *Yes. Here you are.*

– *Thank you.*

Tell them the meaning of these phrases and then have them repeat after you in chorus and individually.

### **Activity 4b Play “At the market”. 10 min**

**Objective: to consolidate the new phrases and recycle vocabulary for fruits and vegetables**

Divide the class into 2 teams: “buyers” and “sellers”.



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The “sellers” have 3-5 flashcards with fruits (you are free to use the flashcards with vegetables as well). The sellers lay their flashcards on the desk.

The rest are “buyers”, they go from one “seller” to another and ask:

– *Do you have plums?*

If this seller has not such a fruit (or a vegetable), s/he answers:

– *No, sorry.*

And the buyer moves on to another seller and asks:

– *Do you have plums?*

If there is, s/he answers:

– *Yes. Here you are.*

The buyer says:

– *Thank you.*

When all the fruits/vegetables are sold, all the pupils sit down. Or you can set a time limit, i.e. when the time is up, you say ‘Time is up!’

### Optional Activity 4c Look and say.

**Objective: to consolidate the vocabulary for fruits and vegetables**

Then the buyers speak about their purchases like “I have strawberries. I like strawberries.” If the sellers still have unsold fruits, they also speak.

### Homework 5 min

Explain to the pupils that at home they should colour the pictures on the right hand page. Ask them to remember and say the number of the fruits as they did in class. For example: *I have 6 oranges, etc.*

## Lesson 4 Let’s play!

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"><li>– to learn how to say fruits/vegetables;</li><li>– to learn to count from 1 to 20;</li><li>– to learn how to be polite</li></ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"><li>– to enable pupils to speak about fruits/vegetables;</li><li>– to enable pupils to say the plurals;</li><li>– to enable pupils to say numbers 1-20</li></ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"><li>– talk about fruits/vegetables;</li><li>– say the plurals of the fruits/vegetables;</li><li>– say the numbers 1-20;</li><li>– say polite phrases.</li></ul>	<p><i>Recycling the vocabulary learnt in previous lessons</i></p>	<p>Textbook; the DVD of the book; flashcards: fruits and vegetables</p>

*Socio-cultural:*

- to raise awareness of fruits, vegetables and their plurals;
- to raise awareness of being polite while speaking to other people.

**Activity 1a Listen and repeat. 5 min****Objectives: to warm up;  
to introduce a poem**

First read the following poem for the pupils to listen and then have them repeat it after you in chorus and individually.

Apples, apples,  
One, two, three,  
Apples for you,  
Apples for me.

**Activity 1b Choose and say. 5 min****Objective: to have the pupils practise composing a poem**

Ask the pupils to compose their poems as in Activity 1a with other fruits or vegetables.

For example:

*Strawberries, strawberries*  
*One, two, three,*  
*Strawberries for you,*  
*Strawberries for me.*

**Activity 2 Play "Count". 5 min****Objective: to recycle the numbers 1-20**

First, have the pupils count the numbers 1-20 in chorus, then one by one in turns. (You can also use the optional activity in the DVD where there is a telephone, which pronounces the numbers 11-20.) Then say that instead of 5, 10, 15 and 20 they need to clap but not pronounce. Ask all the pupils to stand up and begin counting in turns. The one who makes a mistake sits down. The others start counting from 1 again. The last pupil to remain will be the winner.

**Activity 3 Play "Look, listen and do." 5 min****Objective: to reinforce the vocabulary for vegetables and fruits**

Explain that you will again shuffle the flashcards with vegetables and fruits. You will take them one by one and say without showing them to

pupils. If it is a fruit, the children should clap their hands. If it is a vegetable, they should stamp their feet. You will start slowly at first, then faster.

**Activity 4 Play “Shopping”. 15 min**

**Objective: to reinforce the polite phrases and vocabulary for vegetables and fruits**

*STEP 1:* Tell your class they will be going to the market today. Divide your class into shoppers and stall owners. Give each stall owner a set of flashcards of fruits or vegetables. Give them enough time to go around and shop for fruits and vegetables.

– *Do you have plums?*

– *No, sorry.*

– *Do you have plums?*

– *Yes. Here you are.*

– *Thank you.*

*STEP 2:* Then call out the name of one of the items, say “apples” and tell them they are rotten. All of the pupils who bought apples must place them in a separate container – the “trash”. Allow them to continue shopping and then call out the name of another “rotten” item. At the end of the game, the pupil who has the most items – the one who relinquished the fewest “rotten” items – wins.

**Activity 5 Play “What’s this?” 5 min**

**Objective: to reinforce the vocabulary for vegetables and fruits**

The pupils play a guessing game. Explain that in pairs, the pupils draw parts of some fruits and vegetables, and then ask each other questions like “What’s this?”

**Homework 5 min**

Explain to the pupils that at home they should revise all the previous lessons and get prepared to the revision lesson.

**Revision 7**

Aims	Learning out-comes	Vocabulary and structure	Required equipment
<i>Educational:</i> – to learn how to work in teams <i>Development:</i>	By the end of the lesson, pupils will be able to make	<i>Recycling the materials</i>	Textbook; the DVD of the book

– to enable pupils to work in teams and produce texts <i>Socio-cultural:</i> – to raise awareness of the importance of teamwork	sentences about animals, school things and friends.	<i>about school things, friends and animals</i>	
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### Activity 1 Sing a song. 5 min

#### Objective: to warm up

You can repeat any warm up song you want.

### Activity 2 Play “Team Game”. 35 min

#### Objective: to recycle the vocabulary and structures for animals, friends and school things

Teams of 4-5 pupils will play in this game. Each team choose a name and a leader for their team. The game is played 3 rounds.

#### Warm-up.

Hold an auction of animals. Each pupil names an animal in turns. If anybody does not speak any more, begin counting off 1-2-3. If you have not said 3 before someone has remembered an animal, the auction proceeds. It proceeds until the last player says a word after which nobody adds. Then you will count off 1-2-3. As soon as you say 3, the auction comes to an end. The one who names the last word becomes the winner.

#### Round 1

Explain that the pupils will play the game “Who will prepare his bag well?”

Each team prepare a bag. They choose their speaker, i.e. the one who will speak.

The other members of a team will help the speaker. The pupils name the objects and show them. Each team show their bags and their contents. It is necessary for them to:

- 1) name the objects;
- 2) name the colour of each object;
- 3) use the structures: This is a ...; I have ...; It's red.

The use of plurals like “I have two pens” is welcomed.

#### Energising Activity

Song Hockey Pokey. Look at Unit 6, Lesson 4, Activity 4 for instructions.

#### Round 2

Each team must speak on the theme of friends. The team decide who they will speak about. They also decide who will speak: one speaker or several pupils one by one. Then they make the story plan.

## Revision 7

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5 sentences:

I have a friend.

He's a boy.

His name's Amir.

He's seven.

He's OK.

### Round 3

The teams should prepare performances. They confer and choose what they will show. It can be a song or a rhyme in English which they have learnt so far. Each team must show one piece of performance.

### Homework *5 min*

Ask the pupils to remember any song or poem they have learnt in class 1 and get ready to recite it by heart.

## Unit 13 Things we can do.

### Lesson 1 I can draw a cat.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>– to learn how to say what one can do and see</li> </ul> <p><i>Development:</i></p> <ul style="list-style-type: none"> <li>– to enable the pupils to use the modal verb “can”;</li> <li>– to enable the pupils to use colours with objects</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>– to raise awareness of how to say about one’s abilities;</li> <li>– to enable pupils to work in groups.</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>– talk about parts of body, animals and their colours;</li> <li>– say the things they can draw and see.</li> </ul>	<p><i>I can draw</i> a ... <i>I can see</i> a ...</p>	<p>Textbook; the DVD of the book</p>

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

##### Objective: to warm up

*STEP 1:* Together with the pupils listen to the song “I can”.

##### DVD script:

I can dance. Yes, I can.	I can draw. Yes, I can.
I can dance. I can dance.	I can draw. I can draw.
I can dance. Yes, I can.	I can draw. Yes, I can.
I can dance. Look at me.	I can draw. Look at me.

*STEP 2:* After listening to the song, draw the pupils’ attention to the phrases “I can jump. I can swim.” Ask the children to remember the sentences from Unit 8, Lesson 2, Activity 4 and translate them into mother tongue. After that practise the phrases in chorus and individually.

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

##### Objective: to introduce a new poem

While reciting the poem, use some gestures to help the pupils understand the poem. Say “I can see” and translate the phrase into the pupils’ mother tongue.

After that, say that in spring we can see a lot of flowers in the streets, gardens and parks. And suggest them learn the following short and interesting poem about flowers with gestures.

*Flowers here, (point to this place) Flowers there. (point to over there)*  
*I can see flowers (hand above eyes) Everywhere. (point around you)*

**Activity 3 Play “I can draw a cat”. 13 min**

**Objective: to introduce the structure “I can draw a cat.”**

Explain to the pupils that you are going to draw a flower on the board. Then say, “I can draw a flower”. Then do the same procedure with a picture of a cat and again say, “I can draw a cat”. Then elicit from the pupils the meaning of the phrase “I can draw a ...”. After that ask the pupils to look at the unfinished pictures of a flower and a cat on the right page of the book. Then they should learn to say:

*I can draw a flower. I can draw a cat.*

Ask the pupils to repeat the sentences above after you/the DVD in chorus and individually.

Explain to the pupils that there is a blank space for them to draw what they want.

When they have finished, ask some pupils to show their pictures and say about them like “I can draw a kite”, etc.

**Activity 4 Look and do. 5 min**

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

Play the DVD. Ask the pupils to listen and repeat the actions after you.

**DVD script:**

Walking, walking, walking, walking.

Hop, hop, hop, hop, hop, hop.

Running, running, running, running, running, running.

Now let's stop. Up and down.

*(Place both hands out in front of you, palms facing forward.)*

Walking, walking, walking, walking.

Hop, hop, hop, hop, hop, hop.

Running, running, running, running, running, running.

Now let's stop. Up and down.

You can go on the song by yourself as follows:

Tiptoe, tiptoe, tiptoe, tiptoe. *(Walk on your toes.)*

Jump, jump, jump, jump, jump, jump.

Swimming, swimming, swimming. *(Make a swimming motion.)*

Now let's sleep. Up and down.

*(Rest your head against your hands and pretend to sleep.)*

Wake up! *(Eyes open! Look alert!)*

It's time to go! *(Look at your watch.)*

Are you ready to go fast? (*Run in place quickly.*)

Okay!

Walking, walking, walking, walking.

Hop, hop, hop, hop, hop, hop.

Running, running, running, running, running, running.

Now let's stop. Up and down.

Whew! (*Wipe your brow with your forearm.*)

**Activity 5 Play "I can see a red crocodile". 10 min**

**Objectives: to enable pupils to use the structure "I can see..."  
with wild animals;  
to revise colours**

*STEP 1:* Ask the pupils to imagine wild animals with unusual colours. For example, a crocodile but not green, but any other colour and say about it.

*I can see a red crocodile.*

Play the DVD. Then ask the pupils to look at the pictures in the book and say about them as in the DVD.

*I can see a pink elephant.*

*I can see a blue hare.*

*I can see a green tiger.*

*STEP 2:* After that, ask the pupils to look at the pictures on the right page of the book. They should choose one animal, colour and talk about it.

Explain to the pupils that they can use more than one colour if they want.

*STEP 3:* Pupils work in groups of 4 or 5. Each pupil chooses and colours an animal. Then they in turns talk about their animals. Others listen and choose the most unusual animal. When they have finished, each group should introduce their most unusual animal to the class.

**Homework 5 min**

Ask the pupils to finish colouring the rest of the animals on the right hand page, and say sentences like "I can see a green tiger", etc.

## Lesson 2 I can count.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> – to learn how to say what one can do;	By the end of the lesson, pupils will be able to:	<i>I can draw a ...</i> <i>I can see</i>	Textbook; the DVD of the book;



<p>– to learn how to make sentences about seasons;  <i>Development:</i>  – to enable pupils to use the modal verb “can” in sentences;  – to enable pupils to say the numbers 1-20 and the tens 10, 20, 30, 40, 50  <i>Socio-cultural:</i>  – to raise awareness of how to say about one’s abilities;  – raise awareness of the pronunciation of the sound [i].</p>	<p>– count from 1 to 20 and say the tens 10, 20, 30, 40, 50;  – talk about seasons;  – say the things one can do;  – pronounce the sound [i].</p>	<p>a ...  <i>I can count</i>  ...</p>	<p>flashcards:  the numbers 10-20 and the tens 10, 20, 30, 40, 50; 2 plastic bottles; peas</p>
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### Activity 1 Listen and repeat. 5 min

#### Objective: to warm up

*STEP 1:* Play the DVD. Together with the pupils listen to the song “What can you do?”

#### DVD script:

How about you? Jump. I can jump.

How about you? Jump. I can jump.

How about you? Jump. Jump. Jump. Jump. Jump. Jump. Jump.

What can you do? I can jump.

Swim. I can swim.

Swim. I can swim.

Swim. Swim. Swim. Swim. Swim. Swim. Swim.

I can swim.

*STEP 2:* After listening to the song, draw the pupils’ attention to the phrases “I can jump. I can swim.” Ask the children to remember the sentences from Unit 8, Lesson 2, Activity 4 and translate them into mother tongue. After that practise the phrases in chorus and individually.

### Activity 2a Look and count. 5 min

#### Objective: to revise the numbers 1 to 10

First ask the pupils to look at the picture and describe what they can see in it. In the picture, there is a farm yard where ten chicks are running around. Then ask them to count the chicks with you. However, first they should learn the structure “I can count.” Tell the pupils to repeat the sentence after you.

After that, start reading the poem or play the DVD, making pauses for pupils to say numbers. You can help the pupils by showing them the number with your fingers.

#### Let’s count chicks

Two little chicks running on the farm

Meet another and that makes three.  
 Three little chicks running on the farm  
 Meet another and that makes four.  
 Four little chicks running on the farm  
 Meet another and that makes five, etc.

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

**Objective:** to enable the pupils to use the structure “I can count”  
 in a situation

Ask the pupils to look at the picture on the right hand page of the book and say what they can see. There is also a farm yard there but without any animals. Ask the pupils to describe the difference between the two pictures of farm yards.

Then explain to the pupils that they should choose and draw any animals on the farm and then count them as in the DVD.

I can count chicks. Ten.

I can count cows. Two. etc.

**Activity 3 Play “I can count”.** *5 min*

**Objective:** to revise the tens: 10, 20, 30, 40, 50

Explain to the pupils that this game is a competition between two players. They should throw a bag of sand (or other objects) to the flashcards laid on the floor describing the tens 10, 20, 30, 40, 50. They will get the score as the ten on the flashcard. They must say the tens they hit aloud. The player who hits the biggest ten wins.

**Activity 4a Look, listen and repeat.** *5 min*

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

At first count 1-10 together with the pupils in chorus. Then show the flashcards 10-20 one by one or play the DVD and have the pupils repeat them after you/the DVD. After that show the flashcards/play the DVD again but do not say them, the pupils will say them in chorus.

**Activity 4b Play “Let’s count”.** *5 min*

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

Divide the pupils into two teams. One pupil from each team comes to the board. Explain to the pupils that each team have 20 peas on the table. The representatives from each team should put them one by one into the plastic bottle. The representative who puts the most peas into the bottle wins. But the most important point is that the representatives have their hands tied across their chests. So it is not so easy for them to take and throw the peas into the bottle.

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After 1-2 minutes stop the game and count the peas the representatives have put in their bottles in chorus.

### **Activity 5 Play “Seasons”. 10 min**

**Objectives: to revise the topic on seasons;**

**to enable the pupils to talk about their favourite season;**

**to practise the pronunciation of the sound [i]**

Ask the pupils to think about their favourite season and join the group of this season. There should be four groups for four seasons. If nobody likes one of the seasons, for example, winter, it does not matter. So there will be three groups.

Ask the four groups to sit together. Explain to the pupils that they should complete the picture in their books with the details of their favourite season.

The spring group can draw green grass, leaves and flowers in the tree, and a bright sun.

The summer group can draw berries and flowers on the grass, red sun, and colour the tree dark green.

The autumn group can use a lot of yellow colour in their picture and grey for the cloudy sky.

The winter group can draw snowflakes and a snowman.

Each group can draw whatever they want.

After time limit, the groups decide what language they should use and who is the speaker or speakers.

You should help the pupils by asking the questions:

*What season is it?*

*What colour is it?*

*Is it hot/ cold/ hot/ warm/ cool?*

You should also give the pupils some help with vocabulary and the pronunciation of the words, especially the sound [i].

*It's sunny.*

*It's cloudy.*

*It's rainy.*

*It's windy.*

*It's snowy.*

### **Homework 5 min**

Ask the pupils to look on the right hand page and:

- 1) to colour the first picture and say sentences like “I can count cows”;
- 2) to finish colouring the seasons and say sentences like “It's spring. It's green. It's warm. It's rainy,” etc.

## Lesson 3 We can play.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> – to learn how to ask and answer the questions about likes</p> <p><i>Development:</i> – to enable pupils to ask and answer the questions about likes</p> <p><i>Socio-cultural:</i> – to raise awareness of how to ask and answer questions</p>	<p>By the end of the lesson, pupils will be able to:</p> <p>– talk about colours, numbers, toys, vegetables, fruits, etc.;</p> <p>– ask and answer the questions about likes.</p>	<p><i>What colour do you like?</i> <i>What number do you like?</i> <i>What toy do you like?</i> <i>I like ...</i></p>	<p>Textbook; the DVD of the book; flashcards: school, things, fruits and vegetables</p>

**Activity 1 Listen and repeat. 5 min****Objective: to revise the topic “I can”**

Choose either song from Unit 13, Lesson 1 or Lesson 2, Activity 1 and sing with your pupils to revise the topic “I can”.

**Activity 2 Look, listen and repeat. 10 min****Objective: to enable the pupils to ask and answer the question****“What colour/number/toy do you like?”**

*STEP 1:* Play the DVD. First let the pupils listen to the song “I like red”.

**DVD script:****I like red**

I like red.

I like orange.

I like yellow.

I like pink.

I like green.

I like purple.

I like blue.

I like brown.

I like red.

Touch your eyes.

I like yellow.

Touch your ears.

I like green.

Touch your mouth.

I like blue.

Touch your nose.

Touch your head.

I like black.

Touch your shoulders.

I like white.

Touch your knees.

I like light blue.

Touch your toes.

I like light green.

I like orange.

I like pink.

I like purple.

I like brown.

I like black.

I like white.

I like light blue.

I like light green.

Say Hello. Say Hello.

Wave your hands and say hello.

**STEP2:** Ask the pupils what other colours they know except those in the song. Then ask the pupils to look at the flowers of different colours. Tell them that everybody has their favourite colour, and ask them what colour they like. Explain to the pupils that first they should learn the question “What colour do you like?”

After that, ask them to repeat the question after you in chorus and then individually. Then explain to the pupils how to answer this question, for example, “I like red”.

Further ask the pupils to look at the right hand page of the book. Explain to the pupils that they should colour the flower in their favourite colour. They can colour the petals with different colours. However, if they decide to do so, they should be able to name all the colours.

Then the pupils in turn ask and answer the question “What colour do you like?” While answering the question, the pupils should point to the flower they coloured.

**STEP 3:** Tell the pupils that people have not only favourite colours but also different other things. For example, seasons, toys, fruits, vegetables and numbers. You can tell the pupils about your favourite number. For example “I like seven”. Ask the pupils what numbers they like, and introduce the question “What number do you like?” Ask the pupils to repeat the question and the answer after you: *What number do you like? I like 5.*

Then ask the pupils to write their favourite number in the middle square on the right hand page of the book. After that, the pupils ask and answer the question in turns showing their favourite number.

Explain to the pupils that the right square on the right hand page of the book is for their favourite toy to draw at home. However, ask them to repeat the question “What toy do you like?” and the answer “I like a doll” in chorus after you.

### **Activity 3 Look and do. 5 min**

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

Look at Unit 13, Lesson 1, Activity 4 for instructions.

**Activity 4 Play “Animal Race”. 20 min**

**Objectives: to revise the topics on school things, vegetables and fruits; to practise using familiar words in phrases and sentences**

Explain to the pupils that they are going to go racing in teams. And ask them to look at the picture of animals. Then divide the class into three teams and distribute the animals between them. According to the rules of race, the pupils will go forward if they know a word on the flashcard and can make a sentence with the word. In this case, they will have a point. There are three topics: school things, fruits and vegetables.

Demonstrate the pupils how to play the game. Take the flashcards with school things. Show one of the flashcards, for example “pen”. Explain to the pupils that they should say any sentence or even a phrase with this word. (This is a pen. Red pen. I have a pen, etc.) Tell the class that there are three flashcards on each category for every team.

The team which reach the finish first win.

You can draw three lines on the board to allow all the pupils to follow the competition.

**Homework 5 min**

Explain to the pupils that they must draw:

- 1) their favourite toy in the right square on the right hand page of the book. When they finish drawing and colouring, they should say the question “What toy do you like?” and the answer, for example: “I like a doll.”;
- 2) anything they like: favourite season, animal or toy at the bottom of the right hand page and say sentences about them.

**Lesson 4 Let’s play!**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> – to learn how to ask and answer the questions about likes</p> <p><i>Development:</i> – to enable pupils to ask and answer the questions about likes; – to practise story telling and acting out a little play</p> <p><i>Socio-cultural:</i> – to raise awareness of how to ask and answer questions;</p>	<p>By the end of the lesson, pupils will be able to:</p> <p>– talk about colours, numbers, toys, vegetables, fruits, etc.;</p> <p>– ask and answer the</p>	<p><i>Recycling the vocabulary learnt in previous units</i></p>	<p>Textbook; the DVD of the book; 5 sheets of paper</p>

– to raise awareness of acting out plays.	questions about likes.		
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**Activity 1 Play “I can”. 10 min****Objective: to revise the material of the first three lessons**

Divide the class into two teams. Explain to the pupils that they are going to have a competition of two rounds. In Round 1 they should ask and answer the questions from the previous lessons: “What colour do you like?”, “What number do you like?” and “What toy do you like?”

In Round 2 they should use the sentences “I can see”, “I can draw”, “I can count” in turns. After time limit, the team with the most score wins.

**Activity 2 Play “Little Frog”. 5 min****Objective: to do physical exercise and energise the pupils**

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

**Activity 3a Look and count. 3 min****Objective: to revise the numbers**

Ask the pupils to look at the picture of the pond and ask them to count the frogs. There are five frogs in the pond.

**Activity 3b Look and listen. 10 min****Objective: to prepare for the next activity**

Play the DVD. The pupils watch and listen to the story about the frog family. Then explain to the pupils that this is a story to act out.

**DVD script:**

This is a story about Daddy frog, Mummy frog, Sister frog, Brother frog and Baby frog.

It’s hot – very, very hot. *(Daddy frog wipes his forehead)*

And Daddy frog goes jump, jump, jump and sits on the leaf in the pond.

*(Pupil 1 jumps three times and sits on a paper)*

Mummy frog’s hot – very, very hot *(she wipes her forehead)*

So Daddy frog says, “Come here!” *(waves his hand)*

Mummy frog goes jump, jump, jump and sits on the leaf in the pond.

*(Pupil 2 jumps 3 times and sits next to Pupil 1)*

Sister frog’s hot – very, very hot. *(she wipes her forehead)*

Mummy frog says, “Come here!” *(waves her hand)*

Sister frog goes jump, jump, jump and sits on the leaf in the pond *(Pupil 3 jumps 3 times and sits next to Pupil 2)*

Brother frog’s hot – very, very hot *(he wipes his forehead)*

Sister frog says, “Come here!” *(waves her hand)*

Brother frog goes jump, jump, jump and sits on the leaf in the pond  
(Pupil 4 jumps 3 times and sits next to Pupil 3)

Baby frog's hot – very, very hot. (he wipes his forehead)

Brother frog says, "Come here!" (waves his hand)

Baby frog goes jump, jump, jump and sits on the leaf in the pond (Pupil 5 jumps 3 times and tries to sit next to Pupil 4)

And then –SPLASH. They all fall in the pond.

**Activity 3c Look, listen and perform. 15 min**

**Objective: to have fun by acting out a story**

*Preparation: There are two ways how to act out the story. The first one is to choose the pupils who will be the frogs. They will do what the story teller (i.e. you) talks about. Daddy frog and others jump three times and sit next to each other on a paper on the floor. It is a "leaf on the pond". When there is no room for the youngest Baby frog on "the leaf", s/he pushes gently his/her "family" and all of them fall down "in the water".*

*You can also use paper frogs instead of pupils. In this case the pond will be on the teacher's table. It is up to you to decide whether to use puppets, paper frogs or your own way.*

Start telling the story. The pupils say the repeated words with you. The chosen pupils say the words of the frogs.

If time permits, you can act out the game once more with the other selected pupils.

**Homework 2 min**

Explain to the pupils that at home they should revise all the previous lessons to get prepared to the revision lesson.

## Revision 8

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>– to recycle knowledge of various themes</li> </ul> <p><i>Development:</i></p> <ul style="list-style-type: none"> <li>– to enable pupils to work as a team to reach a good result;</li> <li>– to develop listening and speaking abilities</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>– to raise awareness of the importance of teamwork to achieve good results</li> </ul>	<p>By the end of the lesson, pupils will be able to make sentences about animals, numbers, toys, etc.</p>	<p><i>Recycling the materials about animals, colours, numbers, etc.</i></p>	<p>Textbook; the DVD of the book</p>



## Revision 8

### Activity 1 Sing a song. 5 min

#### Objective: to warm up

You can repeat any warm up song you want.

### Activity 2 Look, listen and tick. 5 min

#### Objective: to develop the pupils' listening abilities

Ask the pupils to look at the pictures in their textbooks.

Explain to them that they will listen to you and put a tick near the necessary picture.

- |                              |                        |
|------------------------------|------------------------|
| 1) I see a purple crocodile. | 3) I see a pink hare.  |
| 2) I see a green elephant.   | 4) I see a blue tiger. |

### Activity 3 Look, find and count. 5 min

#### Objective: to reinforce the numbers

Draw the pupils' attention to the picture of the farmyard.

Ask them to find and count the hidden chicks and write the answer in a small square.

### Activity 4 Look, listen and circle. 5 min

#### Objective: to develop the pupils' listening abilities

Ask the pupils to listen to you attentively. Explain that you will call out numbers from 10 to 20 but you will miss two numbers. The pupils will circle the number you did not call out, for example, 15 and 16.

### Activity 5 Play "Competition". 20 min

#### Objective: to recycle the previously learnt material

*STEP 1:* Divide the class into two teams. Explain that you will hold a competition, for example, a race. The race will not be horizontal as usual but vertical. For example, "who will be the first to climb the palm tree". Draw 2 palm trees on the board. You will keep marking on them the place of each team after their answers. Ask the teams the following questions in turns. The team help the weaker pupils.

- |                            |                               |
|----------------------------|-------------------------------|
| 1 What colour do you like? | 4 What season do you like?    |
| 2 What number do you like? | 5 What vegetable do you like? |
| 3 What toy do you like?    | 6 What fruit do you like?     |

*STEP 2:* This time strong pupils ask the class questions. It is possible for the pupils to give answers with additions. For example:

- What toy do you like?
- I like a ball. It's big. It's red and blue.

### Homework 5 min

Ask the pupils to practise counting from 1 to 20 and backwards.

## Unit 14 Fairy world

### Lesson 1 I have a magic wand.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> <li>– to learn how to say connected sentences;</li> <li>– to learn how to say the things one can do</li> </ul> <p><i>Developing:</i></p> <ul style="list-style-type: none"> <li>– to enable pupils to speak about different themes saying connected sentences;</li> <li>– to enable pupils to understand the result when colours are mixed</li> </ul> <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> <li>– to raise awareness of oriental fairy tales and their positive and negative characters;</li> <li>– to raise awareness of the pronunciation of the sounds [æ], [ɒ] and [dʒ].</li> </ul>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>– talk about colours, toys, animals, fruit and vegetables;</li> <li>– perform the commands;</li> <li>– say about the things they can do;</li> <li>– pronounce the sounds [æ], [ɒ] and [dʒ].</li> </ul>	<p><i>Recycling the vocabulary learnt in previous units</i></p>	<p>Textbook; the DVD of the book; a stick (wand); flashcards: commands; three flashcards for each category of things as toys, vegetables, fruits, domestic animals and wild animals</p>

#### Activity 1 Play “Magic Colours”. 5 min

**Objective:** to raise awareness of the result when colours are mixed

Say that paints possess magic power. For example, if we mix two paints, there will appear absolutely different colour. Then ask the pupils to look at the colours in the textbook and say the results of the mixed colours.

There is also an interactive DVD game where the pupils can choose to mix any two colours by their wish and see which colour there will be.

#### Activity 2 Play “Magic Wand”. 5 min

**Objectives:** to raise awareness of the characters in oriental fairy tales;

to practise the pronunciation of the sounds [æ], [dʒ] and [ɒ]

Say that the magic wand carries out any wishes, and only fantastic characters may have magic wands (you can make a stick yourself or buy a shin-

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ing stick). Here introduce the words “magic” and “wand”. Then have the pupils practise the pronunciation of these words, especially [æ] and [dʒ] in “magic” and [ɒ] in “wand” in chorus and individually.

Suggest the children imagine themselves as wizards or magicians who have such wands. Further, explain that in oriental fairy tales, kind fairies are called pari (in Uzbek) or peri (in Russian). So, all the girls here are beautiful fairies (paris/peris) and, as regards to the boys, they can be kind genies/jinns or malicious monsters (dev in Uzbek/ див in Russian). Let’s not be malicious dev/divs. And let’s say:

*Genie/Jinn is good.*

*Pari/Peri is good.*

*Dev/Div is bad.*

Then all the girls repeat in chorus: *I’m a pari/peri. I’m good.*

And all the boys repeat: *I’m a genie/jinn. I’m good.*

### Activity 3 Look and do. 5 min

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

At first, ask the children to recollect the commands they performed during the previous units and lessons. If necessary, you can revise them with the help of flashcards.

Then paris/peris and genies/jinns take a magic wand, wave it and give different commands in turns.

Ski! Skate! Play hockey! Play snowballs!

Go! Jump! Run! Swim! Sleep! Climb! Fly! Dance! Stand up! Sit down!

Fly a kite! Play football! Jump a rope!

Walk like a bear.

Hop like a hare.

Run like a dog.

Swim like a frog.

### Activity 4 Play “I’m Jinn”. 10 min

#### Objectives: to develop the pupils’ imaginations;

#### to recycle the vocabulary and structures for animals

Further, say that it is possible to turn a person into a wild or domestic animal by means of a magic wand, and help the pupils remember the animals by showing them appropriate flashcards. Then suggest a volunteer pupil turn into a wild animal. Choose a pari/peri or genie/jinn who will turn the volunteer into an animal by means of a wand. For example, s/he will say ‘A tiger!’ (if necessary, s/he will show a flashcard) and wave the wand. Accordingly, the “tiger” should say:

*I'm a tiger.*

*I'm big.*

*I'm orange and black.*

*I have four legs.*

*I can run.*

Thus, the game is continued with other leaders.

### **Activity 5 Play "Magic lamp". 10 min**

**Objectives: to develop the pupils' imaginations;  
to recycle the structure "I can..."**

This game is a competition between genies/jinns and paris/periş. The pupils compete who will say more sentences using the structure "I can ...". For example: *I'm a good jinn/pari. I can run. I can fly. I can fly a kite, etc.*

### **Activity 6 Play "Magic Box". 8 min**

**Objective: to recycle the structure "It's a ..." with different  
vocabulary areas**

*STEP 1:* Ask the pupils to look at the magic box at the bottom of the right hand page. Explain that different things are hidden there. The task for the pupils is to find them and put ticks next to the pictures above the magic box.

*STEP 2:* In this game, you are recommended to use a beautiful box. You need to shuffle and place in it three flashcards for each category of things as toys, vegetables, fruits, domestic animals and wild animals. Then divide the class into 5 teams and title each team with a category. During the game each team collect cards of their category. You will take out the flashcards one by one and call them out. The team of this category say aloud:

*It's a toy.*

*It's a vegetable.*

*It's a fruit.*

*It's a domestic animal.*

*It's a wild animal.*

If the team say the word of their category correctly, they receive the flashcard. The game proceeds until all the cards will be handed in.

*STEP 3: (Optional)* Then the teams speak about the things they have and give more information about them. For example: *This is a Teddy bear. It's brown. I like it. This is a pumpkin. It's big. It's orange, etc.*

### **Homework 2 min**

Explain to the pupils that at home they should look at the pictures on the right hand page and speak about them. For example: *I have a kite. It's red and yellow. I like it, etc.*

## Lesson 2 Magic watermelon

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> – to learn how to say connected sentences</p> <p><i>Developing:</i> – to enable pupils to speak about different themes saying connected sentences</p> <p><i>Socio-cultural:</i> – to raise awareness of oriental fairy tales and their positive and negative characters; – to raise awareness of the pronunciation of the sound [θ].</p>	<p>By the end of the lesson, pupils will be able to:</p> <p>– talk about different themes; – pronounce the sound [θ].</p>	<p><i>Recycling the vocabulary learnt in previous units</i></p>	<p>Textbook; the DVD of the book</p>

**Activity 1a Look and say. 5 min****Objective: to revise the vocabulary learnt in previous units**

Explain that the pupils will learn about the fairy tale “Magic Watermelon”. Ask the pupils to look at the picture of a rich man and say: ‘This is a bay. His name’s Polvon’.

Further ask the children to look attentively at the picture in the book and answer the question: “What does Polvon have?”

The children say everything that they see in the picture. For example, ‘He has apples. He has two horses’, etc.

**Activity 1b Look, listen and say. 15 min****Objectives: to introduce a fairy tale;****to revise the vocabulary learnt in previous units;****to practise the pronunciation of the sound [θ]**

Ask the pupils to look at the next picture where there is Ali with his donkey and a beautiful pari/peri nearby. She is presenting Ali a magic watermelon with the help of her magic wand.

Here introduce Ali and the word “donkey” to the pupils: ‘This is a poor peasant. His name’s Ali. This is his donkey’.

Further ask the children to speak about what they see in the picture and what is occurring there. Then sums up: “Yes, kind pari/peri is asking Ali what he has”. Here suggest the children ask questions instead of pari/peri. You will answer instead of Ali. Say that Ali has nothing except his donkey. Then ask a volunteer pupil to answer instead of Ali every time the pupils ask questions: ‘No. I have a donkey’.

The pupils begin asking questions: 'Do you have a horse?', 'Do you have apples?' etc.

Volunteer Ali answers the same: 'No. I have a donkey'.

Prompt to the pupils what questions it is possible to ask from poor Ali. Ali keeps answering each question the same: 'No. I have a donkey'.

Further, ask the pupils: 'What does pari/peri have in her hands?', 'What do you think she's going to do?', 'Why does she want to give Ali a watermelon?', 'Do you think it's a simple watermelon?', etc. The pupils answer. Sum up: 'Yes, the beautiful pari/peri gave Ali the watermelon and said...' here wait for the pupils' help/prompt. Ask the pupils how to say "Mana marhamat/Вот пожалуйста" and answer: 'Here it is'. Also ask the children how to thank: 'Thank you'. Have the pupils repeat the sound [θ] in "thank" after you in chorus and individually.

After that ask the pupils to look at the next picture describing Ali sitting under a tree and the opened watermelon with gold coins in it. Ask them: 'What's occurring in the picture?' and say: 'Ali has a magic watermelon!' and then ask about the rich man: 'What's he doing?' etc.

### **Activity 2 Perform and watch. 20 min**

**Objectives: to perform a play;**

**to revise the vocabulary learnt in previous units**

After that ask the pupils to look at the next picture where the pari/peri is giving a water-melon to the rich man.

Divide the class into 2 groups. The first group ask instead of pari/peri, and the second group answer for the rich man. For example:

**Pari/peri:** Do you have a cow?

**Rich man:** Yes. I have 50 cows.

**Pari/peri:** Do you have ...?, etc.

Pupils ask and answer questions as much as they can. Explain that the rich man is not only greedy but also boastful, and he does not hide how many things he has. He thinks that the beautiful pari/peri will also give him a magic watermelon. Ask the children whether she will give him the watermelon.

Sum up: 'Yes. Pari/peri gives him a watermelon. But what kind of watermelon? Magic or not?' Here ask the children to look at the last picture describing the opened watermelon. From it huge bees are taking off. The rich man is escaping. Near a fence there is Ali on his donkey.

Ask the children: 'What's occurring in the picture? Was the watermelon magic? Why were there malicious bees instead of gold in the magic watermelon?'

## Unit 14

Then ask the children to help you choose sentences for the rich man and Ali as follows:

*He's good.                      He's bad.*

### Homework 5 min

Explain to the pupils that at home they should colour the five pictures from the tale on the right hand page and speak about them. For example: *This is a pari/peri. She's good. She has a magic wand, etc.* Then they must number the pictures according to the order of the events in the fairy tale and explain why they have numbered in such an order.

## Lesson 3 Little Mook

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> – to learn how to say connected sentences <i>Developing:</i> – to enable pupils to speak about different themes saying connected sentences <i>Socio-cultural:</i> – to raise awareness of oriental fairy tales and their positive and negative characters.	By the end of the lesson, pupils will be able to talk about different themes.	<i>Recycling the vocabulary learnt in previous units</i>	Textbook; the DVD of the book

### Activity 1 Look and count. 10 min

#### Objective: to recycle counting 1-12

Say that today the pupils will learn the fairy tale about Little Mook and ask if they have ever watched the cartoon or film of such a fairy tale. If their answer is 'Yes', it will be easy for them to do the tasks. If their answer is 'No', tell them the beginning of the story and the part which tells about Little Mook's getting into the house of a witch and her cats.

Then ask the pupils to look at the picture and help Little Mook find and count the hidden cats all about the room. The pupils must find 12 cats.

### Activity 2 Look and answer. 15 min

#### Objective: to give further information about the story

Further, ask the children to look at the picture and say what they think will happen. After getting some answers explain that Little Mook gets into a magic garden. It is guarded by dragon Adjarkhi. However, it allows Little

Mook to eat fruits from the magic garden, but warns that the fruits can be bewitched.

**Activity 3 Look, listen and match. 15 min**

**Objective: to develop the pupils' listening abilities**

Explain that you will now tell the pupils the rest of the fairy tale about Little Mook which they should listen attentively and then match the fruits and parts of the head on the right hand page of the book by drawing lines between them. Then they should write the number of the fruit they hear. For example, in the first sentence of the story, Little Mook eats the watermelon. The pupils should write number 1 in the box next to the watermelon.

**According to the story:**

Little Mook's head becomes big when he eats the watermelon.

His head becomes normal when he eats an apricot.

His nose grows long when he eats a plum.

His nose becomes normal when he eats cherries.

His ears grow long when he eats a banana.

His ears become normal when he eats a peach.

**Homework 5 min**

1 Explain to the pupils that at home they should colour the pictures on the right hand page and speak about them. For example: *Little Mook has long ears, etc.*

2 Ask the pupils to bring or make a mask of an animal. The next lesson they will play a game.

## Lesson 4 Let's play!

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> – to learn how to say connected sentences</p> <p><i>Developing:</i> – to enable pupils to speak about different themes saying connected sentences</p> <p><i>Socio-cultural:</i> – to raise awareness of animals.</p>	<p>By the end of the lesson, pupils will be able to talk about animals, colours, parts of body, etc.</p>	<p><i>Recycling the vocabulary learnt in previous units</i></p>	<p>Textbook; the DVD of the book; masks of different animals</p>



## Revision 9

### Activity 1 Look and say. 20 min

**Objective:** to recycle the vocabulary and structures for animals, colours, parts of the body, etc.

Ask the pupils to look at the pictures in the book. Ask them to speak about the animals as follows:

*This is a cow. It's big. It's black and white. It has four legs, a big head and a tail. It says 'Moo-moo', etc.*

### Activity 2 Perform and watch. 20 min

**Objective:** to recycle the vocabulary and structures for animals, colours, parts of body, etc.

Ask the pupils to wear their masks. Select a pupil who plays the role of the lion.

Explain that the lion there is the king of all the animals. It approaches to different animals and asks questions about their names, colours, abilities, etc. The animals must answer its questions.

### Homework 5 min

Explain to the pupils that at home they should revise all the previous lessons and units to get prepared to the revision lesson.

## Revision 9

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> – to recycle knowledge of various themes <i>Development:</i> – to enable pupils to make colours; – to develop listening and cognitive abilities <i>Socio-cultural:</i> – to raise awareness of the output of mixed colours.	By the end of the lesson, pupils will be able to make sentences on different themes.	<i>Recycling the materials about colours, family members, etc.</i>	Textbook; the DVD of the book

### Activity 1 Sing a song. 5 min

**Objective:** to warm up

You can repeat any warm up song you want.

**Activity 2 Look, colour and say. 10 min****Objective: to raise awareness of the result when colours are mixed**

Explain to the pupils that we can make different colours by mixing two or more colours. Say that the pupils can also be creative and make such colours themselves at home. Ask them to look at the pictures and name the results of the mixed colours.

**Answer key:**

blue + yellow = green	red + white = pink
red + yellow = orange	blue + red = purple
black + white = grey	red + green = black

**Activity 3 Look and say. 10 min****Objective: to revise family members**

Ask the pupils to look at the picture and say the family members of the robot.

*I have a family.**This is my father.**This is my mother.**This is my sister.**This is my brother.***Activity 4 Look and do. 5 min****Objective: to do physical exercise and energise the pupils**

You are free to use any energising exercise you like.

**Activity 5 Play "True/False". 10 min****Objective: to develop the pupils' listening and cognitive skills**

*STEP 1:* Explain that you will read out sentences one by one. If the pupils agree, they should say 'True'. If they do not, they must say 'False'. For example, say the statement 'Winter's green' and ask 'True or False?' The pupils' answer will be 'False', because winter is not green but white. And what if the sentence is 'Spring's green'? What shall we say? We say 'True'.

3 A chick's big. **Answer key:** False4 Crocodiles can swim. **Answer key:** True5 I can fly a kite in winter. **Answer key:** False6 A tiger's big. **Answer key:** True7 An eggplant's a vegetable. **Answer key:** True8 It's cold in summer. **Answer key:** False

## Revision 10

**STEP 2:** Divide the class into two teams. This time the pupils think out their correct and wrong statements in teams. Then in turns they will say their statements for the other team to answer ‘True’ or ‘False’.

### Homework 5 min

Ask the pupils to mix the colours as in Activity 2 and see if the received colour is the same. Say that they can try mixing other colours and see what colours they can create.

## Revision 10

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> – to learn how to say connected sentences</p> <p><i>Developing:</i> – to enable pupils to speak about different themes saying connected sentences</p> <p><i>Socio-cultural:</i> – to raise awareness of how to introduce someone.</p>	By the end of the lesson, pupils will be able to talk about animals, friends, etc.	<i>Recycling the vocabulary learnt in previous units</i>	Textbook; the DVD of the book; a stick (wand); flashcards: domestic animals and wild animals

### Activity 1 Look, colour and say. 10 min

#### Objective: to revise the colours

Ask the pupils to look at the rainbow, colour it and then say the colours.

### Activity 2 Play “Team Competition”. 15 min

#### Objective: to recycle the previously learnt material

**STEP 1:** Divide the class into two groups. Each team choose a name and a leader.

**STEP 2:** Write the teams’ names and their scores on the board. In the first step the pupils should talk about their friends. However, you should first give them examples. Help them by asking the questions:

*Do you have a friend?*

*Is it a boy/girl?*

*What’s his/her name?*

*How old is s/he?*

*How’s s/he?*

Give them a plan with five sentences.

*I have a friend.*

*He's a boy./She's a girl.*

*His name's Amir./Her name's Alisa.*

*S/he's seven.*

*She's OK.*

**STEP 3:** Give the pupils a set of cards on different topics: toys, school things, vegetables, fruits. Explain to the pupils that they should show the cards in turns. The other team should give two sentences about the object. They can use different structures. Remind to the pupils the structures they know and which they can use. For example:

1) *This is a balloon./ I have a balloon./It's a balloon.*

2) *It's red./ It's big./I like it.*

### Activity 3 Sing a song. 15 min

#### Objective: to warm up

Explain to the pupils that now you will sing a song, the pupils will repeat the song and your movements after you. If time allows, you can repeat it once more.

One banana, two bananas,  
one, two, three. (*Count to three on your fingers.*)

Three bananas for me! (*Point to yourself.*)

Four bananas, five bananas,  
four, five, six. (*Count to six on your fingers.*)

Six bananas for me! (*Point to yourself.*)

Seven, eight, nine, ten! (*Count to ten on your fingers.*)

Ten bananas for me! (*Point to yourself.*)

Eleven, twelve, thirteen. (*Pretend to pick bananas from a banana tree.*)

Thirteen bananas for me! (*Point to yourself.*)

Fourteen, fifteen, sixteen. (*Pretend to pick bananas from a banana tree.*)

Sixteen bananas for me. (*Point to yourself.*)

Seventeen, eighteen, nineteen, twenty! (*Pretend to pick bananas from a banana tree.*)

Twenty bananas for me. (*Point to yourself.*)

Bananas to the left. (*Put your hands together up high over your head and step to the left.*)

Bananas to the right. (*Put your hands together up high over your head and step to the right.*)

## **Revision 10**

Bananas turn around. (*Put your hands together up high over your head and turn around.*)

Bananas sit down. (*Everyone sit down.*)

Now peel your bananas and take a bite! (*Pretend to peel a banana and take a big bite!*)

### **Optional Activity 4 Play “Listen and guess”.**

#### **Objective: to recycle animals and their sounds**

Divide the class into groups. Give the teams a set of cards with domestic animals. The teams in turn say the sound of an animal, the other team guess the animal and name it.

– Moo-moo

– This is a cow.

– Neigh-neigh

– This is a horse.

– E-e-e

– This is a goat, etc.

### **Optional Activity 5 Play “Miming”.**

#### **Objective: to recycle animals**

Explain to the pupils that they mime a wild animal in turns. The other teams guess the animal and name it.

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