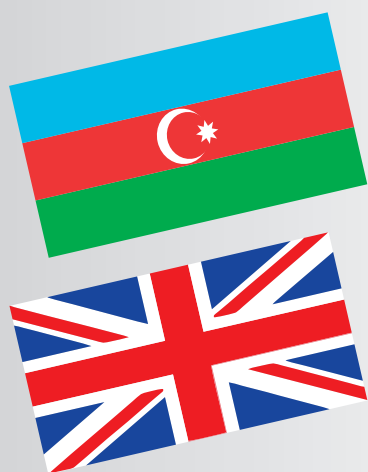


English

teacher's book



4

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Teacher's
Book

English **4**th
as a foreign language for the grade of the general
education schools

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Thank you for your cooperation.



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Introduction

Welcome to English 4

Dear teachers,

English 4 set consist of Student's book (SB) and Teacher's book (TB) to teach English in accordance with the national curriculum requirements based on communicative approach to develop oral speech skills in the junior stage to the pupils of the fourth grade. It has been designed to provide the initial conversational models of the English language through stimulating and enjoyable practice. The authors have compiled the materials in order to achieve practical language skills. Modern Teaching Technology and Methodology have been considered in the course to achieve effective results. According to the newly developed curriculum there are four content lines in teaching English: listening, speaking, reading and writing. And the fourth grade SB has been designed on these four content lines.

English 4 set SB consists of 8 Units. It is considered to be taught once a week within 34 weeks. (By the end of each unit there is a language review. All summative tests are given in Teacher's book. There are 4 small summative tests and 2 big summative tests. Small summative test is planned to be held within 4-6 weeks. Big summative test is planned to be held after each half year. We planned 1 hour for each small summative and big summative tests and it is included in the total hour of the Unit.

All reading, listening, speaking and writing activities are related to the main topic of each unit. Language material is distributed to the units in the following way:

Unit 1. There is /There are; the Simple Present tense; Yes/No questions

Unit 2. Simple Present tense Wh questions;

Unit 3. like + verb + ing;

Unit 5. Prepositions; Irregular nouns

Unit 6. What time is it? Alternative questions

Unit 7. Can

Phonetic rules in the curriculum are worked out through all the Units while teaching vocabulary. The authors used the opportunity and developed the fourth grade SB in accordance with the third grade SB. We thought it would be better for students to read more on the familiar topics. Therefore we mostly followed the content of the third grade using the same topics. And surely they are all chosen in accordance with the requirements of modern foreign language teaching and pupils' psychological features at this level.

By the end of the academic year pupils will have already learnt and performed everyday dialogues using language material taught and achieve practical oral communicative skills as well as reading and writing skills.

STUDENT'S BOOK

Each unit in English 4 Student's book contains some or all of the following:

Reading and/or listening and/or vocabulary-an introduction to the topic of the unit, and incorporates speaking.

Grammar – input/revision grammar box section with practice activities and integrated pronunciation work.

Vocabulary – includes pictures in situations which focus on the explanation of the words.

Task preparation – model of the task (often listening or reading) and example for the task.

Majority of the exercises serve to develop speaking often with writing component.

Remember section develops study skills, with practice activities.

At the back of the Student's Book you will find:

A dictionary which contains translation, pronunciations of key words and phrases from the Student's Book.

Each lesson is developed on the basis of content lines (listening, speaking, reading, writing) grammar.

The subdivision of the hours for the activities and lesson planning for each lesson are up to teachers. But it is very necessary to know that the hours can't only be divided according to reading, writing, speaking or grammar. A modern approach to teaching the language demands the integration of all the skills.

English 4 is text based book. The texts given in each unit serve to teaching language skills (listening, speaking, reading and writing). Reading passages are also the key on the way of teaching grammar and language materials. The reading passages keep the balance of different styles of reading. They deal with everyday life and school issues, countries and nationalities,

stories, tales, animals, food, hobbies, time, holidays and sport and games.

The Student's book is considered to be used throughout 4 years. The authors were very careful when developing the tasks and activities. We have mostly chosen the activities which don't demand writing on the book. On the other hand the students are warned beforehand about not writing tasks on the book but in the notebook.

To make the work easy for students and teachers some designing elements have been used.

The texts in the Student's book have their own design. After each text there are different kinds of related questions and tasks. The instructions of the tasks are in different colours.

TEACHER'S BOOK

English 4 Teacher's Book provides teachers with suggestions for each Unit and lesson of the Student's book. It helps teachers to identify standards and realize them. Aims and objectives of for each unit, integration within four skills and with other subjects and resources are introduced in the manual. The objectives are followed by a complete lesson for each stage of the lesson of the Student's book. Teachers can find recommendations on classroom management, lesson planning, approaches to ELT and specific language skills through curriculum requirements. The manual helps teachers to develop lesson procedures with communicative language learning components:

1. Motivation
2. Research questions
3. Researching
4. Discussing and exchanging
5. Presenting
6. Output, summarizing
7. Evaluation and extension stage.

All the above mentioned procedures serve to develop 4 basic skills: listening, speaking, reading and writing through different activities.

Important elements in English 4

English 4 Teacher's Book has a task-based syllabus which includes thorough and comprehensive work on grammar, vocabulary, pronunciation and the skills of listening, reading, speaking and writing. Structured speaking tasks form a central part of each unit. The book gives special emphasis to:

- Communication:
- The use of vocabulary and grammar.
- Active learning and study skills.
- Revision and recycling.

Topics and content

We aim to motivate learners by up-to-date topics of their interest. Students are encouraged to learn more about the world and other cultures through the medium of English, and personalization is strongly emphasized.

Teaching grammar

Learners are encouraged to take an active, systematic approach to developing their knowledge of grammar and the opportunity to use new language is provided in a natural, communicative way. There is a Remember section in each Unit, in which grammar is presented using reading or listening texts. Grammar in the textbook focuses on the main language points, in which learners are encouraged to work out rules for themselves. This is followed up thoroughly through:

- wide range of communicative and written practice exercises in Students' Book;
- the opportunity to use new grammar naturally in the speaking task;
- the Language review sections, in which learners are encouraged to assess their progress and work on any remaining problems;
- there is a Language summary section at the back of the Student's Book to remember the rules better.

Teaching vocabulary

A wide vocabulary is vital to communication so new lexis is introduced and practiced at every stage in the lessons. Vocabulary input is closely related to the topics and tasks in the units, allowing for plenty of natural recycling. Further practice is provided in the summative section at the end of each unit. All of the units consist of some lessons. The vocabulary of the lessons are relevant to the topics. Learner independence should be encouraged to refer to the dictionary throughout the SB.

The speaking tasks

English 4 aims to integrate elements of a task-based approach into its overall methodology. There are structured speaking tasks in each unit which include dialogues, problem-solving and story-telling. Here the primary focus is on achieving a particular outcome or product, rather than practicing a specific language. Learners are encouraged to find the language they need in order to express their own ideas.

Much of the grammar and vocabulary input is integrated around the tasks, which in its turn provide a valuable opportunity for the teacher to revise the material and recycle what has been studied.

In order to make the tasks work effectively in the classroom:

- they are graded carefully in terms of difficulty;
- a model/stimulus is provided to help students to express themselves;
- There is also a strong emphasis on speaking, as follows:
- the tasks provide a regular opportunity for speaking based around realistic topics and situations;
- much of the grammar practice and lexis is through oral exercises and activities;
- the topics and reading texts in each unit provide opportunities for follow up discussion;
- there is regular integrated work on pronunciation while teaching new vocabulary.

Listening

English 4 places strong emphasis on listening. The script of listening material is in teacher's book which is considered to be read by the teacher. It mostly consists of the texts which are read by the teacher while the students find and fill in the blanks with missing words.

Writing

Systematic work on writing skills is developed in English 4 through:

- regular types of tasks in the Students' Book, which focus on writing short compositions, letters, notices, etc.

Dealing with correction

It is important to correct pronunciation errors in class. However, don't discourage students by overcorrecting every pronunciation error you hear, when you do correct students, try to help them understand what the problem is - word stress, sentence stress, the wrong sound, etc. - before asking them to try again. Remember also that being corrected in front of the class can be stressful for less confident students, so consider waiting till the class are working in pairs or groups before helping these students with their individual problems.

Integrate pronunciation work whenever students have a problem. "Little and often" is a particularly good principle with pronunciation. Don't make them get embarrassed. Build a confidence as your students need it a lot.

Learning skills

English 4 develops learning skills in a number of ways as follows:

- The discovery approach to grammar encourages learners to experiment with language and to work out rules for themselves.
- The task-based approach encourages learners to take a proactive role in their learning.
- Looking up words and phrases in the dictionary gives students constant practice of developing skills of working with a dictionary.
- Summative focuses on useful learning strategies, such as keeping notes and revision techniques. Learners are encouraged to share ideas about the most effective ways for learning.

Small Summative and Big Summative

Recycling is a key feature of English 4. New language is explicitly recycled through Summative 1-4. This is designed to cover all the main grammar and vocabulary areas in the Unit. After trying the exercises, learners are encouraged to return to any parts of the Unit that they have (and have not) remembered from the Unit.

Drilling

Choral and/or individual repetition is the simplest pronunciation drill to set up and possibly the most effective. It can help to build confidence, and is often popular with a low-level students as long as you don't overdo it.

Pay particular attention to the words with irregular spelling. One of the biggest problems for learners of English is the relationship between sounds and spelling. Highlight and drill problematic words on a consistent basis. Think about teaching students the phonemic alphabet – this gives them a valuable means for dealing with problematic pronunciation by themselves, and for recording it.

Making tasks work

Pay attention to seating arrangements. Whether you have fixed desks or more portable furniture, when working in groups or pairs always make sure that students are sitting so that they can hear and speak to each other comfortably. Groups should be in a small circle or a square rather than a line, for example. Empty desks between students may not mean that they have to raise their voices to a level at which they feel self-conscious when speaking English – this can have a negative effect on any pair work or a group work activity.

Give students time to think and plan

Planning time is very important if low-level students are to produce the best language that they are capable of. It is particularly useful for building up the confidence of the students who are normally reluctant to speak in class. The amount of time will vary from task to task, but normally about five minutes will be enough.

This planning time will sometimes mean a period of silence in class. (Something that teachers used to, noisy, communicative classrooms can find it discouraging). Remember that just because of your not hearing anything, this does not mean that nothing is happening! With storytelling and other activities, it may be useful to get students to go over what they are going to say, silently in their heads.

Give your feedback at the end and make it positive!

Students at this level are bound to make a lot of errors in any kind of extended communication, and you may feel that you need to deal with these. It is usually best not to interrupt, but to make a note of any important points to deal with at the end. Keep these brief though, and remember that at low levels any kind of extended speaking is a considerable challenge. Keep the emphasis on praise and positive feedback, and hopefully your students will be eager to do this kind of speaking task again!

The table of realization of the content standards.

1. The integration table consists of subject standards and their integration within the subject intrasubject and with other subjects-intersubject.

The standards of listening integrate to speaking standards and they integrate to reading and writing standards. At the same time they integrate to the standards of different subjects, mostly the Azerbaijani language as a Native language, Computer Studies, Music, and Physical Training.

There are four content lines for the fourth grade:

1. listening;
2. speaking;
3. reading;
4. writing.

The standards related to listening are noted by 1.1., speaking 2.1., reading 3.1., writing 4.1.

The number of the content line	The number of the standard	The number of the benchmark	Grade 4
1	1	1	Follows the instructions. N.L.:1.1.1 S.s.:3.1 Tech.: 1.3.5. CS.: 3.2.2.;
1	1	2	Does simple tasks concerning the texts listened. N.L.:1.1.1. Tech.:2.1.4; Math.:1.1.2; Arts.:2.2.4. Inf.:3.2.4.
1	1	3	Differentiates speech etiquettes in the listened text. N.L.:1.2.5; 4.1.6; CS.:1.2.3;
2	1	1	Pronounces small speech patterns correctly. N.L.: 1.2.1. Mus.:3.1.1;

2	1	2	Pronounces the sentences learned with the correct intonation. N.L.: 2.2.1.
2	2	1	Names objects, events and situations (flat, the place he/she lives in). CS.: 3.1.1; A.: 2.2.1.
2	2	2	Counts features (quality, form) of the named objects, mentions their places. CS.: 1.1.1.; L.K.: 1.1.1; 2.3.1; 4.1.1.; N.L: 2.2.1; 4.1.6; S.s.: 1.3.1; Arts: 1.2.1; 3.1.4;
2	2	3	Describes objects, events and situations with the words that have already been learned. CS.: 2.2.3; 1.1.1.; 1.3.2; 2.3.2; 4.1.1; Arts.: 2.2.2; S.s.: 2.3.1; N.L.: -2.3.2.
2	2	4	Communicates using the taught language material. N.L.: 1.2.4; 2.1.2;
3	1	1	Reads letters and letter combinations and words correctly.
3	1	2	Reads word combinations and sentences correctly.
3	1	3	Reads short texts with the correct intonation and demonstrates understanding of their contents. N.L.: 2.2.1.
4	1	1	Writes the learned word combinations and sentences correctly.
4	1	2	Writes short paragraphs.

The abbreviations mean the following:

SB student's book
WB workbook
Ex exercise
PW Pair Work
P. page
GW Group Work
HOs Handouts

TPR Total Physical Response
S-S Social Studies
T teacher
P pupil
Ps pupils
NL Native Language
Ph T Physical Training

Math Mathematics
FL Foreign Language
A Art
Az L Azerbaijani language
Tech Technology
Mus. Music
CS Computer Studies

Intersubject and Intrasubject integration

In foreign language teaching, the integration gives ground to study of a language as a social-communicative means, and expansion of applied areas of languages.

Foreign language teaching includes two types of integration:

- Intrasubject
- Intersubject

Intrasubject integration, in much broader sense, means the relation among the content lines of the subject, and the intraclass and interclass connection of the subject-related outcomes. The relations among the content lines of the subject are reflected in all aspects and go together. The integration among the content lines of listening comprehension, reading and writing can be an example of the intrasubject integration. The consideration and realization of intrasubject integration leads to complex development of students' speech activity during a short period of time.

Intersubject integration encompasses the relation among various subjects. The intersubject integration provides interconnection between the foreign languages with the other subjects, which also creates opportunity to acquire necessary general skills (competences).

The purpose of any task set forth in the books is to realize certain content line on the relevant subject. However, in order to implement this objective sometimes the content standard of other subject can act as a tool and then, intrasubject integration occurs. With the assistance of teacher the pupils remember and sing the lyrics and music of the song. Therefore, the integration with the music subject is established.

INTRASUBJECT INTEGRATION

Grade 4

Listening and comprehension	Speaking	Reading	Writing
1.1.2. Develops questions on the content of the text	2.2.3. Demonstrates the ability of asking questions connected to the things, events and situations	3.1.2. Asks questions to the text and demonstrates comprehension 3.1.1. Reads and writes short texts	4.1.2. Writes short passages
1.1.3. Identifies new vocabulary in the given text	2.2.1. Recognizes tense form and the place of event		

(To know more about integration look at the book “Subject Curricula for 1-4 grades of secondary schools” Baku, 2008)

Exercises

The realization of the standards demands implementation of different kinds of exercises. The majority of these exercises are developed for working on the reading and listening passages.

Fill in the blanks

1. One word or phrase removed from the passage. It is required to fill in the blanks with the appropriate word or phrase using multiple choice test tasks.

2. There are some words (sentences, paragraphs) removed from the passage. Jumbled words (sentences, paragraphs) are given and the students are asked to place (write or read) sentences in the appropriate place.

3. There are some words or phrases removed from the passage. It is asked to fill in the blanks with appropriate words or phrases.

Following the coherency

1. The text is coherent, but illustrations given are jumbled. It is required to put illustrations in the right order.
2. Words in sentences are jumbled. It is required to put the words in the right order.
3. Some pictures reflecting the content of the text are given in the task. Students should find the coherency according to the content of the text.
4. Some words are wrong either in listening or reading. Students listen /read and find them according to the content.

True or False

1. There are some sentences in the exercise. Some of them reflect the content of the text and some don't. Students find out the **true** and **false** statements.

Find the matches

The words and phrases are given in two columns. Every word (phrase) in the first column has got its own matching word (phrase) in the second column. *For instance:* There are names given in the first column and their characteristics are given in the second column. The students match the halves.

Training techniques

To choose the right method in the organization of the lesson is an important issue. The coordination of the separate pupils and group's independent activity is essential here. The main goal in the modern training is not only to adopt training material, give current knowledge and skills to the pupils, but also to have the students' skills work. It is necessary to let students work independently with the facts and sources, develop the abilities of analyzing and making decision.

Evaluation concept is also different. Here, we take into account the ability of thinking logically and creatively, generalization, working independently as an essential evaluation criterion. Besides this, it is important to say that, an interactive method is the tool of realization of the content standards in the Curriculum. That is why a teacher should choose the most effective way of realization of these standards. The experience shows that, it is possible to achieve the aim more effectively with interactive methods. In order to achieve the goal it is important to use some activity models and methods within the lesson. The explanations of some methods spread widely in the interactive teaching. Textbook authors have given some of them below.

The Cube

The method is used when the teacher wants the students to explore a topic, a situation, etc. from several perspectives. Students have thus the possibility to develop competencies required for complex and integrative approaches.

Steps in using the cube:

1. Build a cube. Write on its sides the commands: describe, compare, analyze, associate, apply and argue.
2. Announce the topic to be discussed.
3. Divide the class in six groups. Each group will examine the topic from one of the perspectives featured on the cube, as follows:
 - a) Describe: colours, shapes, sizes, etc.
 - b) Compare: What is similar? What is different?
 - c) Associate: What does it make you think of?
 - d) Analyze: Describe what it is made of.
 - e) Apply: What can you do with it? How can you use it?
 - f) Stand for or against it.
4. The final work can be displayed on the classroom board.

KWL reading method

KWL is intended to be an exercise for a study group or class that can guide you in reading and understanding a text. You can adapt it to working alone, but discussions definitely help. It is composed of three stages that reflect a worksheet of three columns with the three letters: K W L

K – stands for Know, W – What to know, L – Learned.

This first stage may surprise you: First think about, then list, what you know about the topic before reading!

This advanced organizer provides you with a background to the new material, building a scaffold to support it.

Think of it as a pre-reading inventory.

- Brainstorm!
- Before looking at the text, think of keywords, terms, or phrases about the topic, either in pairs or groups.
- Record these in the K column of your chart until you cannot think of more.
- Engage the groups in a discussion about what you wrote in the K column.
- Organize the entries into general categories.

W stands for Will or Want

The second stage is to list a series of questions of what you want to know more of the subject, based upon what you listed in K.

- Preview the text's table of contents, headings, pictures, charts etc.
- Discuss what you want to learn
- List some thoughts on what you want, or expect to learn, generally or specifically.
- Think about what you will learn, or what you want to learn about this.
- Turn all sentences into questions before writing them down.
- They will help you focus your attention on the material during reading.
- List the questions by importance.

L stands for Learned

The final stage is to answer your questions, as well as to list what new information you have learned either while reading or after you have finished.

- Check it against the W column, what you wanted to learn. Create symbols to indicate main ideas, surprising ideas, questionable ideas, and those you don't understand!

Brainstorming is also implemented to draw attention and carry out diagnostic evaluation. Its literal meaning is "brain thinking". The question is written on the board. The pupils express their opinions on the questions. All ideas are noted without any discussion and right ideas are found out, summarized and analyzed in the end.

Word association plays as a diagnostic evaluation role testing the pupils' associative thinking ability during the motivation. The main word relating with the content that is going to be learned is written on the board. Pupils give their suggestions around this word.

Group Work and **Pair WORK** are the main forms of work in using interactive methods. They offer opportunity to the development of pupils' critical thinking in the process of receiving information and responding to it. Here the activity occurs according to the following scheme:

1. Research questions covering the content are asked by the teacher.
2. Pupils carry out research sharing ideas in groups (each group researches one problem related to the content).
3. The presentations of the groups are listened to.
4. Information exchange is carried out.
5. Research questions are discussed together and resulted out.

Before starting group work make sure each individual in the group has their own responsibility.

Group leader: requests help from the teacher when group members agree that they do not have the enough resources to solve problem.

Time keeper: encourages the group to stay on task announces when time is nearly up.

Recorder: compiles group members' ideas and writes on the board for the whole class
the review ... during the presentation.

Presenter: presents the group's product to the class.

Classroom Language

- Listen to the teacher.
- Listen to the others.
- Listen and follow.
- Look at the picture/books.
- Choose and discuss.
- Be friendly.
- Ask your partner.
- Good job!
- Well done!
- Perfect!
- Listen and compare.
- Work in groups.
- Work in pairs
- Put your hand up if you want to speak / answer.
- Respect each other.
- Concentrate.
- Finish your work on time.
- Be a good friend to everyone.
- Follow directions.
- Enjoy your learning.
- Show manners at all times.
- Be polite.
- Be on time.
- Share with others.
- Keep the classroom tidy.
- Tidy the classroom when you have finished working.
- Line up quietly and smartly.
- Always work hard.
- Smile!

The role of ICT in modern teaching is great. Using computer technologies is possible to enrich training purposes in a more quick and effective way.

Interactive board. Sometimes it is recommended to use also 'smart board' or 'Mimio construction' in order to organize a lesson based on interactive teaching methods. The interactive board constructed with a Mimio studio programme allows using materials developed by a teacher. After switching on the projector the teacher chooses position of an observer and can interrupt students' independent work in essential conditions.

Projector. It is recommended to introduce students with some rules related to preparation of presentations in electronic format:

- The information given during presentation must be short, concise and clear.
- Too large text pieces must not be placed on a slide, as it visually tires eye and makes the presentation boring.

It is relevant to use mostly photos, tables, graphics, diagrams. But all of them must be done on purpose. During the presentation the comments of slides must be read for the students.

Assessment and evaluation

In modern education assessment should not be considered as the assessment of the student. Assessment is core inside of teaching and education. It informs both teacher and student about steps toward the purpose. Assessment has to be organized in a way which will enable teachers to take measures by analyzing the ways of reaching purposes. There are three types of evaluations in curriculum.

The assessment of first level (diagnostic assessment). Do students have basic knowledge and skills in some level? What section of educated material students know?

The means used for diagnostic assessment:

- Observation
- Talks
- Interview
- Tasks
- Cooperation with parents and other subject teachers, monitoring of progress (formative assessment).
Can students progress toward adopted standards?
- Means for formative assessment:
- Observation
- Students' oral answers
- Analyzing students' written work
- Test results
- The schemes for formative assessment

Formative assessment gives a chance to a teacher always control the students' progress. This assessment helps the teacher to identify training strategy for the next stage. The criteria of assessment depend on purposes standing at the beginning of proper stage. Assessment has to happen as joint action of both teachers and students. The student has to deeply acquire the criteria and purposes of assessment. He/She must know that assessment plays information and guidance role in order to plan next steps in education. Assessment requires a special professionalism from a teacher. The main indicators of this professionalism are given below:

- The planning of assessment;
- Observation of the learning process;
- Analyzing the results of assessment;
- Encouraging students to self-assessment.

Self-assessment skill develops perception and self-management features in students. Students have to know that assessment is not dizziness from success or falling to pessimism, it is for identifying next steps in education. Assessment must impulse all students never reject efforts on achieving the best result. It must be used to enlarge the learning opportunities of students in all areas of education. Enough materials have been given for assessing students on each topic and section in SB and TB.

The schemes for holistic assessment

Knowledge and skills (criteria)	1	2	3	4	5
Usage of words learned in his/her speech					
Using logically correct sentences					
Reading and writing sentences on the topic correctly					
Cooperation					

The final (summative) assessment. Have the students reached identified purposes in given standard and standard groups? It is the assessment of students' achievements at any stage of teaching (at the end of the unit, half year and at the end of the year) Summative assessment is the reliable indicator of content standard assimilation. Means of summative assessment:

- Presentations
- Tests
- Demonstration of achievement

The table below can be used as a self-assessment on doing group work.

A sample of Self-evaluation

Criteria	Always	Sometimes	Rarely	Never
I can:				
answer the questions				
find and fill in the blanks with new words easily				
say my opinion				
take part in discussions				
choose....				
identify....				
fill.....				
speak on the topic.....				
reply				
match....				
write about.....				
listen and find the general meaning.....				
listen and find specific info.....				
work in groups....				
work in pairs...				
speak about.....				
read the topic on				
understand the meaning of new words in the context				
write short passages				
recognize tense forms and places the event happened				

Self-assessment table on group work

Name of the group	Yes	Partially	No
Criteria			
Established a research plan			
Made a segregation of duties			
Fulfilled a task together			
Expressed the ideas independently			
Listened to each other with respect and attention			
Encouraged each other			
Each member fulfilled their own duty			
Submitted the task properly			
Pleased with the work of the leader			

A sample of Teacher's evaluation

Criteria	Excellent	Good	Satisfactory	Weak
The student can:				
choose....				
identify....				
fill....				
speak on the topic.....				
reply				
match....				
write about.....				
listen and find the general meaning.....				
listen and find specific info.....				
work in groups....				
work in pairs...				
speak about.....				
read the topic on				
understand the meaning of new words in the context				
develop questions on the content of the text.....				
write short passages				
recognize tense forms				

The summative assessment tests given in the Teacher's Book are just examples. Teachers can create their own.

SYLLABUS

	Standards	Unit	Topic	Hour	Integration	Resources	Evaluation
1. Diagnostic assessment				1h			
2.	1.1.1; 1.1.2; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.4; 3.1.1; 3.1.2; 4.1.1; 4.1.2.	UNIT 1 SCHOOL AGAIN	Lesson 1. Welcome to school There is/are Is there/ Are there	1h	NL 1.1.1 Ss 3.1 Tech 1.3.5 CS 3.2.2	Pictures. Text book, electronic slides	Checklists Self evaluation
3.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.2; 4.1.1; 4.1.2.		Lesson 2. At my uncle's How many....? Singular and plural form of Irregular nouns	1h	NL 1.1.1 Math 1.1.2 Arts 2.2.4 Tech 1.3.5 CS 3.2.2	Pictures. Text book, electronic slides HOs	Self-assessment
4.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3;2.2.4; 3.1.1;3.1.2; 4.1.1; 4.1.2.		Lesson 3. At the picnic Simple Present Tense	1h	NL 1.2.5 4.1.6 CS 1.2.3 Math 1.1.2 Arts 2.2.4 Tech 1.3.5	Pictures. Text book, electronic slides	Peer assessment
5.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1;3.1.2; 4.1.1; 4.1.2.		Lesson 4. At the summer house Simple Present Tense 3rd person singular Yes/No questions	2h	NL 1.1.1 Math 1.1.2 Arts 2.2.4 Tech 1.3.5 Mus 3.1.1 S.S 3.1.1	Pictures. Text book, electronic slides HOs	Self assessment Presentation
6. Small Summative Assessment 1				1h			
7.	1.1.1; 1.1.2; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.2; 4.1.2.	UNIT 2. COUNTRIES AND NATIONALITIES	Lesson 1. My pen-friend Simple Present Tense WH questions	2h	NL 2.2.1 Math 1.1.2 Arts 2.2.4 Tech 1.3.5 CS 3.1.1	Pictures. Text book, electronic slides HOs	Self-assessment
8.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.2; 4.1.1; 4.1.2.		Lesson 2. The United Kingdom	2h	CS 1.1.1; NL 2.2.1; 4.1.6 Ss 1.3.1 Arts 1.2.1; 3.1.4	Pictures. Text Book pictures, electronic slides Flash cards	Self-assessment Presentations
9. Small Summative Assessment 2				1h			
10.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.2; 4.1.1.	UNIT 3. FOOD	Lesson 1. My favourite food Like + verb + ing	1h	CS 2.2.3; 1.1.1; 1.3.2; 2.3.2; 4.1.1; Arts 2.2.2. Ss 2.3.1 NL 2.3.2	Pictures. Text Book pictures, electronic slides Flash cards	Self-assessment
11.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.2; 4.1.1.		Lesson 2. The Green Boy's food	1h	NL 1.2.4 2.1.2	Pictures. Text Book pictures, electronic slides Flash cards	Self-assessment Peer assessment
12.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3;		Lesson 3. Cookies, cookies, cookies	1h	NL 2.2.1 Math 1.1.2 Arts 2.2.4 Tech 1.3.5 CS 3.1.1	Pictures. Text Book pictures, electronic slides	Self-assessment Questionnaire
13. Small Summative Assessment 3				1h			
14. Big Summative Assessment 1				1h			
15.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.2; 4.1.1.	UNIT 4. HOBBIES	Lesson 1. My hobby	1h	NL 1.1.1 Math 1.1.2 Arts 2.2.4 Tech 1.3.5 Mus 3.1.1	Pictures. Text Book pictures, electronic slides Flash cards	Self-assessment Presentations
16.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.2; 4.1.1; 4.1.2.		Lesson 2. Computer games	1h	NL 1.1.1 Math 1.1.2 Arts 2.2.4 Tech 1.3.5 Mus 3.1.1 CS 1.1.1	Pictures. Text Book pictures, electronic slides Flash cards Hos	Self-assessment

	Standards	Unit	Topic	Hour	Integration	Resources	Evaluation
17.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.2; 4.1.1; 4.1.2;		Lesson 3. My favourite TV programme	1h	NL 1.1.1 Math 1.1.2 Arts 2.2.4 Tech 1.3.5 CS 3.2.2	Pictures. Text Book pictures, electronic slides Flash cards	Self-assessment Presentations
18. Small Summative Assessment 1				1h			
19.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.2; 4.1.1; 4.1.2;	UNIT 5. HOLIDAYS	Lesson 1. Happy New Year	1h	NL 1.1.1 Math 1.1.2 Arts 2.2.4 Tech 1.3.5 Mus 3.1.1	Pictures. Text Book pictures, electronic slides Flash cards	Self-assessment
20.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.2; 4.1.1; 4.1.2;		Lesson 2. Hello spring	1h	NL 1.1.1 Math 1.1.2 Arts 2.2.4 Tech 1.3.5 Mus 3.1.1 CS 1.1.1	Pictures. Text Book pictures, electronic slides Flash cards HOs	Self-assessment Presentations
21.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.2; 4.1.1; 4.1.2.		Lesson 3. Nowruz holiday	1h	NL 1.1.1 Math 1.1.2 Arts 2.2.4 Tech 1.3.5 Mus 3.1.1	Pictures. Text Book pictures, electronic slides Flash cards HOs	Self-assessment Presentations
22. Small Summative Assessment 2				1h			
23.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.2; 4.1.1.	UNIT 6 TIME	Lesson 1. What time is it?	1h	NL 2.2.1 Math 1.1.2 Arts 2.2.4 Tech 1.3.5 CS 3.1.1.	Pictures. Text Book pictures, electronic slides Flash cards HOs	Self-assessment Presentations
24.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3 2.2.4; 3.1.1; 3.1.2; 4.1.1; 4.1.2.		Lesson 2. My day	1h	NL 2.2.1 Math 1.1.2 Arts 2.2.4 Tech 1.3.5 CS 3.1	Pictures. Text Book pictures, electronic slides Flash cards	Self-assessment
25.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3 2.2.4; 3.1.1; 3.1.2; 4.1.1; 4.1.2.		Lesson 3. Months and dates	1h	NL 1.1.1 Math 1.1.2 Arts 2.2.4 Tech 1.3.5 Mus 3.1.1	Pictures. Text Book pictures, electronic slides Flash cards HOs	Self-assessment Presentations
26.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3 2.2.4; 3.1.1; 3.1.2; 4.1.1; 4.1.2.	UNIT 7. ANIMALS	Lesson 1. At the Zoo	1h	NL 1.1.1 Math 1.1.2 Arts 2.2.4 Tech 1.3.5 Mus 3.1.1	Pictures. Text Book pictures, electronic slides Flash cards	Self-assessment
27.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.2; 4.1.1; 4.1.2.		Lesson 2. Funny animals	1h	NL 2.2.1 Math 1.1.2 Arts 2.2.4 Tech 1.3.5 CS 3.1.1.	Pictures. Text Book pictures, electronic slides Flash cards	Self-assessment Presentations
28. Small Summative Assessment 3				1h			
29.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.2; 4.1.1; 4.1.2.	UNIT 8. SPORT	Lesson 1 . In the playground	1h	NL 2.2.1 Math 1.1.2 Arts 2.2.4 Tech 1.3.5 Ph s 1.1.1	Pictures. Text Book pictures, electronic slides Flash cards HOs	Self-assessment Checklist
30.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.2; 4.1.1; 4.1.2.		Lesson 2. Outdoor games	1h	NL 2.2.1 Math 1.1.2 Arts 2.2.4 Tech 1.3.5 Ph s 1.1.1	Pictures. Text Book pictures, electronic slides Flash cards HOs	Self-assessment Checklist
31. Big Summative Assessment 2				1h			

UNIT 1 School again

Lesson 1



Lesson 1 must be taught within 1 hour.

Warm up

Play the chant with the Ss. This is their first lesson after long summer holidays. The Ss might forget school rules. So this chant is very useful to practise the language and remind them the classroom rules.

*Hands up! Yes! Yes! Yes!
Shout! No! No! No!
Help! Yes! Yes! Yes!
Sleep! No! No! No!
Eat! No! No! No!
Speak in English
Yes! Yes! Yes!*

One, two.

One, two, three.

Speak in English,

Speak with me!

Practice the chant with the Ss again encouraging them all to join in with the words. You may like to repeat it a third time with the class.

Motivation. Problem situation.

Collective work.

1. What day is it today?
2. Are you happy today? Why?
3. How do you welcome your teachers and friends?

Unit 1. School Again

By the end of the unit the Ss will be able to:

- ♦ react on the classroom language
- ♦ develop questions on the topic "School again"
- ♦ identify new words in the given text
- ♦ demonstrate the ability of pronunciation skills in speech
- ♦ pronounce the sentences and speech etiquettes correctly
- ♦ describe school objects, situations and comment on them
- ♦ demonstrate the ability of asking questions related to things, events and situations about school
- ♦ communicate on the topic "School"
- ♦ read short texts correctly and fast
- ♦ demonstrate the ability of understanding the content of the text answering the questions
- ♦ listen to the words and write them correctly
- ♦ write short texts on school, friends, summer holidays, a summer house

Lesson 1. Welcome to School

Standards: 1.1.1; 1.1.2; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.4; 3.1.1; 3.1.3; 4.1.1; 4.1.2

Aim: Ss speak about school and classroom objects using There is /are.

Objectives: By the end of the lesson the Ss will be able to:

- ♦ react on the classroom language (1.1.1.)
- ♦ develop questions on the picture "Welcome to school" (1.1.2.)
- ♦ pronounce the sentences and speech etiquettes correctly using "Can I", "There is/are" (2.1.1.)
- ♦ demonstrate the ability of pronunciation skills in speech using rising tone in question sentences (2.1.2.)
- ♦ name the issues related to classroom objects using There is/are (2.2.1.)
- ♦ describe school objects, and comments on them (2.2.2.)
- ♦ demonstrate the ability of asking questions related to school and classroom situations (2.2.3.)
- ♦ communicate on the topic "School" (2.2.4.)
- ♦ create a short dialogue in pairs correctly (3.1.1.)
- ♦ demonstrate the ability of understanding the content of the dialogue read answering questions (3.1.3)
- ♦ write the words and sentences based on the dialogue correctly (4.1.1.)
- ♦ write a short paragraph using There is/are in questions and affirmative sentences (4.1.2.)

Lesson 1

UNIT 1 School again

Ask your Ss to open their SB on page 6-7. Draw their attention to the picture of school and ask them to describe the picture. For sure this won't be so easy for the Ss to describe the picture in a very short time. There might be some difficulties. Therefore the authors thought to develop some helpful questions above the picture. With the help of the questions the Ss can describe the picture and also this will lead them to develop their own sentences as well. When the Ss are describing the picture add some flavor to their description by asking your own questions using *there is/are*. And help them to begin the answers with the construction *there is/there are*.

After having practiced the description of the picture of school immediately you can start the presentation of new grammar material. Explain to the Ss the construction *there is/are* by showing them one book on the table. Tell the Ss: "Look! *There is a book on the table.*" And then showing two books on the table use *there are*. "*There are two books on the table.*" Ask the Ss: "*Why there is / Why there are.*" Let them find the answer themselves. At least one will be found there who will guess the singularity and plurality of the objects. Provide other examples. Then draw the Ss' attention to the grammar rule on page 9 of the SB. Depending on the level of your Ss and the time left, you can explain *Yes/No* question form of *there is/there are*. Or you can continue at the next lesson. The question form will be easy for your Ss as they already know the forms of "to be" come before the noun in question sentences. The same rule is appropriate for "there is/are." We can say just the same for the negative form of *to be* in "*there is/are*" construction. Practise the pronunciation of *there is/there are*. Let the Ss listen to [track 1](#) and repeat [ðeəɪz][ðeəə:]. Ask the Ss to read the sentences with *there is*, *there are* and practise them with their partner in ex.3 p.8. Draw Ss' attention to ex.4 p.9. The Ss have to look at the picture and say sentences with *there is/there are*. You can ask the Ss to work in pairs and ask each other questions on the picture like: Is there a book on the table? etc. Have the Ss look at ex 5. on p.9. The Ss have to read the

sentences and say whether the sentences are T or F about him/her. In ex.6 p.10 Ss have to make dialogue using *there is/there are* in groups. Ask the Ss to listen to [track 2](#). Have your Ss practise the dialogue between a teacher and a student on p. 11 ex.7 in SB. Let them work in pairs and create their own dialogues. In ex.8 p.11. the Ss have to describe the picture using *there is/there are* and write the sentences in their notebooks.

Research question:

When do you use *There is / There are*?

Draw the Ss' attention to the pictures on page 9 and 10 in the SB.

The Ss see the differences in the number of items in the pictures. Guide them to develop the rule themselves.

Interaction: Collective, Pair and Group work, Individual work

Strategy: Describing, Role play.

Integration: NL 1.1.1

Summarizing.

Output: Ss find out the differences between

There is/ There are and their usage.

UNIT 1
School again

LESSON 1

Welcome to School

Grammar

There **is** a pen on the table.

There **are** two pens on the table.

2. Listen and repeat:

There is (isn't) a pen on the table.

There are (aren't) two pens on the table.

3. Read the sentences with *There is/ There are* and practise them with your partner.

There is a book on the desk.

There are three books on the desk.

There is a mouse on the desk.

There are two mice on the desk.

There are five oranges on the desk.

There is a pencil on the desk.

UNIT 1
School again

LESSON 1

Welcome to School

Grammar

Is there a star on the wall?
Yes, there is. No, there isn't.
There isn't a star on the wall.

Are there stars on the wall?
Yes, there are. No, there aren't.
There aren't stars on the wall.

4. Look at the pictures and say sentences with *There is/ There are*.

Example: There is a pen on the brown desk.
There are four pens on the yellow desk.

5. Read the sentences. Are the sentences true (T) or false (F) for you?

- Sometimes there is little time to finish my exercise in the classroom.
- There is often much noise in your classroom.
- I like to work at a table.
- I like to work with my friends.
- I like to do the exercise till the end.
- It is always quiet in my room and I like it.
- I like to play games in class.

EVALUATION TASK:**1 Write *There is* / *There are*.**

1. *There is* a map on the wall.
2. _____ chairs in the classroom.
3. _____ students in the classroom.
4. _____ books on the shelf.
5. _____ a board on the wall.
6. _____ tables in the classroom.
7. _____ a boy at the board.
8. _____ books and note-books on the tables.
9. _____ a teacher and eight students
in the classroom.

2 Open the brackets and write the words in the correct form.

1. There is _____ (picture) on the wall.
2. There are _____ (chair) in the classroom.
3. There is _____ (board) on the wall.
4. There are _____ (map) on the wall.
5. There are _____ (book) on the bookshelf.
6. There is _____ (table) in the classroom.

3 Circle *is/are* in the following sentences.

Example:

1. Is/are there many students in the schoolyard?
2. Is/are there desks in the classroom?
3. Is/are there a blackboard on the wall?
4. Is/are there fifteen students in your class?
5. Is/are there a shelf in the classroom?
6. Is/are there an eraser on the desk?

Lesson 1

UNIT 1 School again

A sample of Self-evaluation

Criteria	Always	Sometimes	Rarely	Never
I can:				
understand the classroom language.				
use <i>How many....?</i>				
describe the picture of a school.				
ask questions about things.				

A sample of teacher's evaluation

Criteria	Excellent	Good	Satisfactory	Weak
The student can:				
use <i>How many...?</i> in question sentences.				
identify singular and plural forms of irregular nouns.				
identify singular and plural irregular nouns.				
fill in the blanks with words.				
react on the classroom language.				
speak on the topic "Welcome to school".				
reply to the questions <i>How many....?</i>				
write a short paragraph.				
work effectively in groups.				
work effectively in pairs.				
develop questions on the content of the dialogue.				
pronounce the sentences and speech etiquettes correctly with "Can I...."				



Lesson 2 must be taught within 1 hour.

Warm up

You can use TPR activities for arranging the class. Because using TPR activities from the very beginning gets children used to directions. Begin this lesson with “A pointing rhyme”.

*Point to the ceiling.
Point to the floor.
Point to the window.
Point to the door.
Clap your hands together.
One, two, three.
Now sit down and look at me.*

Ask the Ss a very quick question. “*What is there in the classroom?*” The Ss can tell you: “*There is a ceiling, a floor, a window, a door in the classroom.*” Because the vocabulary was used in the chant.

Motivation. Problem situation.

Collective work.

Why do you like summer?

Lesson 2. At My Uncle's

Standards: 1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.3; 4.1.1; 4.1.2

Aim: Ss speak about the places they were during summer holidays using There is /are

Objectives: By the end of the lesson the Ss will be able to:

- react on the classroom language (1.1.1.)
- develop questions how many? what is there ?(1.1.2.)
- identify new words in the given text. (1.1.3.)
- pronounce the sentences and speech etiquettes correctly using "there is/are" (2.1.1.)
- demonstrate the ability of pronunciation skills in speech using rising tone in question sentences is/ are there? (2.1.2.)
- name the places they visited using there is/are (2.2.1.)
- describe the village, house in the village and comment on them (2.2.2.)
- demonstrate the ability of asking questions related where they were during summer holidays (2.2.3.)
- communicate based on the topic " At my uncle's"(2.2.4.)
- read a short text correctly and fast (3.1.1.)
- demonstrate the ability of understanding the content of the text read answering questions (3.1.3)
- write the words and sentences correctly based on the picture and the short text (4.1.1.)
- write a short paragraph using there is/are and vocabulary (4.1.2.)

Collect the Ss' ideas and direct their attention to page 12 in the Student's book.

Input: Stick some pictures of a village on the wall. Lead the Ss' attention towards the question sentence “*What is there in the picture?*” Show some pictures of the animals and ask questions: “How many hens are there? How many cows are there? How many sheep are there?” Show a picture of *one sheep* and then show a picture of two *sheep*. Don't tell them the rule yourself. Let your Ss make a rule for an irregular noun *a sheep- sheep*. Have the Ss listen to [track 3](#) and find the missing words in ex.1 p.12. Ex2 is a PW. Ss read the dialogue and practise it with their partner. Draw Ss' attention to ex3.p.13. The Ss have to choose *there is* or *there are* in the given sentences. Ex. 4 on p.13 have the Ss write a short paragraph about their *village/house* using *there is/there are*.

Research questions:

1. Why do many people go to the village in summer?
2. How many of you go to the village in summer?

Lesson 2

UNIT 1 School again

Interaction: Collective, Pair and Group work

Strategy: Describing, Role play.

Integration: NL 1.1.1

Summarizing.

Output: Ss find out the reasons why people go to the village in summer. They also find out how many of them were in the village in summer.

EVALUATION TASK:

1 Open the brackets and write the words in the correct form.

1. There is _____ (picture of the village) on the wall.
2. There are _____ (3 sheep) in the picture.
3. There is _____ (horse) in the picture.
4. There are _____ (tree) in the picture.
5. There are _____ (hen) in the picture.
6. There is _____ (house) in the picture.

2 Circle the correct form.

Example: A sheep – sheeps

1. 2 sheeps – 2 sheep
2. 3 chickens – 3 chicken
3. Dog – a dog
4. A hens – hens
5. A big dog – big dog

3 Write about your village. Use There is / There are.

Our village is very beautiful. There ...

A sample of Self evaluation

Criteria	Always	Sometimes	Rarely	Never
I can:				
answer all the questions.				
use There is/are.				
describe our village.				
act the dialogue.				

A sample of teacher's evaluation

Criteria	Excellent	Good	Satisfactory	Weak
The student can:				
react on the classroom language.				
choose appropriate form of <i>There is/are</i> .				
identify singular and plural of irregular nouns.				
fill the blanks with <i>There is/are</i> .				
name the places using <i>There is/are</i> .				
speak on the topic "At my uncle's".				
reply to the questions with <i>There is/are</i> .				
write a short dialogue.				
read a short text correctly.				
work in groups.				
work in pairs.				
develop questions on the content of "At my uncle's".				

Lesson 3

UNIT 1 School again

LESSON 3

UNIT 1
School again

At the Picnic

The Present Simple Tense
I You We They
go to a village.
We use *always, often, usually, every day, sometimes* in the Present Simple Tense.
Example: I usually go to school at eight o'clock.

1. Listen and repeat:

chese	chicken	hgn	potato
egg	river	egg	animal
tree	village	bread	often

2. Point to the words in the picture and read them. Write the words in your notebook.

Lesson 3 must be taught within 1 hour.

Warm up

Before the lesson, the teacher needs to set out items of food (or picture of food) like hamburgers, pizza, apples, biscuits, milk, etc. At the beginning of the lesson the Ss are told that they are going to have a picnic and they need some food in case they get hungry.

Motivation. Problem situation.

Collective work.

Why do you go to picnic?

Interaction: Collective, Pair and Group work, Individual work

Strategy: Role play, answering the questions

Integration: CS 1.2.3

Ex. 1. On page 14 in the SB. Listen and repeat. Ss listen to **track 4** and repeat the words in the chart.

Ex. 2. On page 14 in the SB. Ss are asked to point to the words in the picture and read them.

Track 5. Ex. 3. Listen and complete the sentences.

The children are at the picnic in the forest. It is always very hot in summer in the village. But forests are good places on hot summer days. There is a forest near my uncle's house. There is a river in the forest. We often go to the forest for a picnic with my uncle and cousins. Now we are at the picnic. We have a very good time in the forest. We eat bread and cheese. My cousins like chicken and potatoes.

I love green trees and beautiful flowers. My cousins usually play different games in the forest. We love the forest and the river in our village.

The teacher starts the lesson with a sentence "I go to picnic" and raises his/her hand. Children one by one raise their hand and say "I go for a picnic." Then the teacher uses other personal pronouns pointing to Ss say "You go for a picnic." By and by the many Ss join telling each other "You go for a picnic." "We go for a picnic."

Lesson 3. At the picnic

Standards: 1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.3; 4.1.1; 4.1.2

Aim: Have the Ss speak about the places they were during summer holidays using *There is /are*.

Objectives: By the end of the lesson the Ss will be able to:

- ♦ react on the classroom language (1.1.1.)
- ♦ develop questions on the topic "At the picnic" (1.1.2.)
- ♦ identify new words in the given text (1.1.3.)
- ♦ pronounce the sentences and speech etiquettes correctly (2.1.1.)
- ♦ demonstrate the ability of pronunciation skills in speech (2.1.2.)
- ♦ name the issues related to Present Simple and place (2.2.1.)
- ♦ describe things, events and situations according to its different characteristics and comments on them (2.2.2.)
- ♦ demonstrate the ability of asking questions related to things, events and situations (2.2.3)
- ♦ communicate based on the topics "At the picnic" (2.2.4)
- ♦ read the short text "At the picnic" correctly and fast (3.1.1.)
- ♦ demonstrate the ability of understanding the content of the text "At the picnic" (3.1.3.)
- ♦ write the words and sentences heard correctly (4.1.1.)
- ♦ write a short paragraph (4.1.2.)

The teacher writes personal pronouns on the board and pointing to all persons (except he/she/it) asks the Ss to join personal pronouns with the verb “go”.

Ask your Ss to call out the verbs they know (speak, write, read, run, jump, draw, learn, wear etc.). Then ask them to say a pronoun and a verb. Let the Ss see it is just a bare verb. Practice it for 5 to 10 minutes. Then ask your Ss to open their SB on page 14. Draw their attention to the picture of a picnic in the forest and ask them to describe the picture. For sure this won't be that easy for the Ss to describe the picture in a very short time.

It is important to present the words in the picture. Let the Ss read the words and remember them. Start with the verbs that they know. Lead them to use Simple Present Tense. For ex. *They eat bread, cheese, ..., ...* . *Cousins eat chicken and potatoes.* On page 15 there is a short listening passage about a picnic in the forest. Ask the Ss the questions: Have your got a house in the village? What have you got in the yard? Are there many trees and animals? and then ask them to listen to the passage and fill in the gaps. Have your Ss put the words in the right order. Ask them first do the task individually, then compare answers with their partners.

Divide the Ss into groups. Ask them to work in groups and do exercise 5 on page 15. Your Ss work in groups and describe the picture using the verbs *go, play, like, eat, love, have a good time* in the Simple Present Tense.

Summarizing.

Output: Ss find out the reasons why people go to picnics in summer. They also find out how many of them went to the picnic in summer and what they like.

EVALUATION TASK:

1 Open the brackets and write the verbs in the Simple Present Tense.

1. Every summer we _____ (to go) to the Caspian Sea.
2. We _____ (to like) hot weather.
3. My uncle and his children _____ (to drink) tea under the umbrella.
4. We _____ (to love) The Caspian Sea.

2 Use *often, usually, always, every day*, in the following sentences.

1. I go home _____ school.
2. We go to school by bus _____.
3. We _____ speak English at the lessons.
4. They _____ go to the park.
5. My mother _____ takes us to the picnic.



3 Fill in the blanks with the verbs *like, go, have a very good time, love, eat (x2)* in the Simple Present Tense.

The children have a picnic in the forest. It is always very hot in summer in the village. But forests are good places on hot summer days. There is a forest near my uncle's house. We often (a) _____ to the forest for picnic with my uncle and cousins. We (b) _____ in the forest. We (c) _____ bread and cheese. My cousins usually (d) _____ chicken and potatoes. I (e) _____ to play different games in the forest.

Lesson 3

UNIT 1 School again

A sample of Self-evaluation

Criteria	Always	Sometimes	Rarely	Never
I can:				
answer all the questions.				
use Simple Present tense.				
describe the picture “At the picnic”.				

A sample of a Teacher’s evaluation

Criteria	Excellent	Good	Satisfactory	Weak
The student can:				
choose appropriate form of the Simple Present Tense.				
identify form of the verb for I, you, we, they.				
fill the blanks with correct form of the verb.				
speak on the topic “At the picnic”.				
reply to the questions with <i>There is/are</i> .				
write a short passage.				
work in groups.				
work in pairs.				
develop questions on the content of “At the picnic”.				
react on the classroom language.				
pronounce the sentences and speech etiquettes correctly.				
name the issues related to Present Simple and place.				

UNIT 1 School again

Lesson 4

UNIT 1
School again

At the Summer House

Remember!
Grammar!

The Present Simple Tense
He / She / It swims in the sea.

1. Read and complete the text with the words in the picture. What is the text about?

We have got a ... in Novdham. It is near the ... Every summer we go there. My mother often takes us to the sea. We always see ... on the water. My little sister Narmin swims in the sea. My little brother Tofig lies in the sun. My cousin Amil builds a ... Sometimes we drink tea under the ... We love the Caspian Sea.

6. Listen and check.

7. Listen and repeat:

A	Ø	OU	ET
love	sand	cow	day
under	have	house	take
summer	Caspian	flower	place

Lesson 4 must be taught within 2 hours.

Warm up

You can write a large "S" on the board. You can print out "S" on some papers and stick them on the wall which will draw the Ss attention. Or you can ask your Ss to write a large "S" on a piece of paper and keep it. Call out the verbs and ask the Ss too add "S" and repeat them.

The teacher says a sentence "He drink" and waits for the Ss to add "s" to the verb. "She swim" and asks the Ss to add "s" to the end of the verb. Then the teacher asks the Ss to make a rule for the Simple Present Tense third person singular.

Motivation. Problem situation.

Collective work.

Why do people go to summer house?

Integration: Collective, Pair and Group work, Individual work.

Strategy: Describing, Role play, filling in the gaps, matching, True/False

Integration: S.S 3.1.1

Ask your Ss to say the verbs they know (*speak, write, read, run, jump, draw, learn, wear etc.*). Then ask them to say a pronoun and a verb. Let the Ss practice it for 5 to 10 minutes. Then ask your Ss to open their SB page 16. Draw their attention to the picture and ask them to describe it. For sure this won't be easy for the Ss to describe the picture in a very short time. It is important to present the words in the picture. Let

Lesson 4 At the summer house

Standards: 1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.3; 4.1.1; 4.1.2.

Aim: Have the Ss speak about their summer house using Simple Present Tense

Objectives: By the end of the lesson the Ss will be able to :

- ♦ react on the classroom language (1.1.1)
- ♦ develop questions on the topic "At the summer house" (1.1.2)
- ♦ identify new words in the given text (1.1.3)
- ♦ pronounce the sentences and speech etiquettes correctly (2.1.1)
- ♦ speak about events using Present Simple (2.2.1)
- ♦ describe things, events and situations according to their different characteristics and comments on them (2.2.3)
- ♦ demonstrate the ability of asking questions related to things, events and situations (2.2.2)
- ♦ communicate based on the topics "At the summer house" (2.2.4)
- ♦ read the short text "At the summer house" correctly and fast (3.1.1)
- ♦ demonstrate the ability of understanding the content of the text "At the summer house" (3.1.3)
- ♦ write the words and sentences heard correctly (4.1.1)
- ♦ write a short paragraph (4.1.2)

the Ss read the words and remember them. Start with the verbs that they know. Lead them to use Simple Present Tense. For ex. "Narmin swims. Tofig lies in the Sun. Amil builds a sand castle." On page 16 there is a short passage about the summer house. Ask the students guided questions and then tell them to read the passage and choose the verbs in Simple Present Tense and write them in their notebooks.

As it is mentioned above this lesson must be taught within 2 hours. At the next lesson there is a presentation of Simple Present Tense, Yes/No questions with short answers and negative form of Simple Present. It is advisable to start lesson dividing the students into two groups. Call group 1 "Do" and group 2 "Does". Tell them if the sentence begins with I/you/we/they group 1 will shout "Do", if the sentence begins with He/she/it group 2 will shout "Does". In this way your students will remember the word order and usage of "Do/Does" better. Show the students different flashcards and ask them questions in Simple Present Tense. Explain Yes/No short answers to the students. Have the Ss look at ex1.p.16 read and complete the text with the words in the picture. Then the Ss listen to [track 6](#) and check. Have the Ss listen to [track 7](#) and repeat the words in ex.2 on p. 16. Draw the students' attention to ex.3

Lesson 4

UNIT 1 School again

in SB page 17. Students listen to 🔊 **track 8** and complete the sentences. It is very important to practise new vocabulary. Tell the Ss to do ex. 4, 5 by doing **true (t)** **false (f)** and matching exercises. Ex.6 on p. 17. is very important for Ss to know the place of adverbs of frequency in sentences. Ask your Ss to look at the picture in exercise 7 on page 18. Practice the Present Simple asking questions about the picture. Then put the Ss in pairs. Tell them to ask and answer the questions in the Simple Present Tense.

Draw your Ss attention to ex.8-9 on p.18. Ask the Ss to match the questions to the answers and make the sentences interrogative. Have the Ss make a short presentation about **her/his** summer holidays.

🔊 Ex. 3. Listen and complete the sentences.

I live in the village. My friend Habil lives in Baku. He usually comes to the village during summer. He likes our village. This summer I

have my summer holidays in Baku with my friend's family. They have a nice summer house in Bilgah. You can see many flowers in the garden. There are many fruit trees in the garden. On hot summer days we sit under the trees and eat a lot of fruit. Sometimes we go to the Caspian sea. We swim in the sea and play games.

Summarizing.

Output: Ss find out the reasons why people go to summer house in summer. They also find out how many of them went to the summer house in summer.

EVALUATION TASK:

1 Write answers to the following questions.

1. Do you have a summer house?
2. Where do you go in summer?
3. Do you like hot weather?
4. Does your brother like the sea?
5. Does your mother often take you to the seaside in summer?
6. Does your little sister usually swim in the sea?

2 Write Yes/No questions to the following sentences.

1. I love my mother very much.
2. She loves her brother very much.
3. We go to the park every evening.
4. I read story books every week.
5. My teacher gives me homework.



A sample of Self-evaluation

Criteria	Always	Sometimes	Rarely	Never
I can:				
answer all the questions.				
use Simple Present tense for <i>He/she/it</i> .				
describe the picture "At the summer house".				

A sample of a Teacher's evaluation

Criteria	Excellent	Good	Satisfactory	Weak
The student can:				
choose appropriate form of the Simple Present Tense <i>He/she/it</i> .				
identify form of the verb for <i>He/she/it</i> .				
fill the blanks with correct form of the verb.				
speak on the topic "At the summer house".				
reply to the questions with "Where is/are... ?"				
write a short paragraph.				
work in groups.				
work in pairs.				
develop questions on the content of "At the summer house".				
react on the classroom language.				
pronounce the sentences and speech etiquettes correctly.				
describe things, events and situations.				

Lesson 1

UNIT 2 Countries and nationalities

Unit 2. Countries and Nationalities

By the end of unit 2 the Ss will be able to:

- react on the classroom language
- develop questions on the topic "Countries and nationalities"
- identify new words in the given text
- pronounce the sentences and speech etiquettes correctly
- demonstrate the ability of pronunciation skills in speech
- name the issues related to Countries and nationalities
- describe countries, people, clothes, flags
- demonstrate the ability of asking questions related to countries and nationalities
- communicate based on the topic "My pen-friend" "United Kingdom" "Countries and nationalities"
- read short texts correctly and fast
- demonstrate the ability of understanding the content of the text read
- write the words and sentences correctly heard
- write short passages on the topic "My pen-friend"

Lesson 1. My pen-friend

Standards: 1.1.1; 1.1.2; 2.1.1.; 2.1.2.; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.3; 4.1.2

Aim: Have the Ss speak about their pen-friends using the Simple Present Tense in questions.

Objectives: By the end of the lesson the Ss will be able to :

- react on the classroom language (1.1.1)
- develop questions on the topic "My pen-friend" (1.1.2)
- pronounce the sentences and speech etiquettes correctly (2.1.1)
- demonstrate the ability of pronunciation skills in speech (2.1.2)
- speak about events using Present Simple (2.2.1)
- describe things, events and situations according to its different characteristics and comments on them (2.2.2.)
- demonstrate the ability of asking questions related to things, events and situations (2.2.3)
- communicate based on the topic "My pen-friend" (2.2.4)
- read the short text "My pen-friend" correctly and fast (3.1.1)
- demonstrate the ability of understanding the content of the text "My pen-friend" (3.1.3)
- write a short paragraph about their pen-friend (4.1.2)

Lesson 1 must be taught within 2 hours.

Warm up

Stick messages from different countries on the walls. At the beginning of the lesson ask the Ss to go around the classroom and read the messages. After they read the messages write two questions on the board: "Where do you come from? Where does he/she come from?"

Stick the photos or pictures of places of interest in London and in Baku. Take a role of being a guide in London and ask for a volunteer guide in Baku. After you take your Ss to a guided tour

UNIT 2
Countries and Nationalities

LESSON 1

My Pen-Friend

Pen-friends open the world, keep friends close and bring joy.

Remember!

Grammar!


The Present Simple Tense


Wh Questions


Where do you come from?


Where does he/she come from?


1. Ask and answer questions about the students from different countries.



 Nicole, Canada
12 years old



 Jane, England
10 years old



 Jimmy, Wales
10 years old


 Jimmy, The USA
10 years old


 Brian, Scotland
9 years old


 Ulvi, Azerbaijan
10 years old


 Eddie Kruger, Northern
Ireland 12 years old


 Emma, Australia
11 years old

2. Put the dialogue in the correct order. Act it out with your partner.

☐ Ulvi: Hi, Jane. Who is this?

☐ Ulvi: Where do you come from?

☐ Ulvi: Where does she come from?

☐ Ulvi: Do you come from Canada, too?

☐ Jane: Canada? I don't come from Canada.

☐ Jane: Hi, Ulvi. That's Nicole. She's my sister's pen-friend. She's twelve.

☐ Jane: She comes from Canada.

☐ Jane: I come from England.

🔊 9. Listen and check.

in London, a volunteer student starts to introduce the places of interest in Baku.

Motivation. Problem situation.

Collective work.

Why do you need a pen friend?

Interaction: Collective, Pair and Group work, Individual work.

Strategy: Describing, Role play.

Note: Lots of children around the world are learning English. So your pupils could write to other children anywhere in the world, not just to children whose mother tongue is English. Writing to pen friends is a very practical way to use English.

Integration: CS 3.1.1

It gives the Ss an opportunity to see the real value of learning another language, communicate and find out about other people. When children do this they are learning about other attitudes and ways of doing things. They are not just practising English. They are opening their minds to the rest of the world. Lots of teachers are interested in finding pen friends for their pupils. You may be able to contact to a penpal agency or contact other schools through teachers'

magazines or organizations, or by using the Internet. In the past children only wrote letters by hand. But today you can be in contact with other schools and children all over the world through email.

The teacher introduces herself “*I come from Azerbaijan. Where do you come from?*” and asks the Ss to answer the question. Then the teacher draws the Ss’ attention to messages on the walls. Using the names in the messages the teacher asks questions. For ex: “*Where does Paula come from?*”, “*Where does Tim come from?*”, “*Where does Pablo come from?*” etc. After questioning the teacher introduces the two questions again asking the Ss to make a rule for “**Wh questions**” in the Simple Present Tense.

There is a very good task in the SB on page 19. The teacher can begin with questions

- Do you have friends in other countries?
- Where do they come from?

These two questions are very helpful to do other exercise in the SB. The teacher asks the Ss to look at the exercise 1 on page 19, where Ss ask and answer the questions about the children in the picture. they can see different Ss from different countries. GW. Teacher divides the Ss into small groups under the name of the country in the book. They ask and answer the questions about the people in the picture.

There is a dialogue in ex.2 on p.19 in the SB. The Ss have to put the dialogue in the correct order. Act it out with your partner. The teacher asks the Ss to work in pairs and practice the dialogue. Then the Ss listen to [track 9](#) and check their answers. This dialogue is very good for practising the questions in the Simple Present form. After your Ss practice the dialogue draw Ss’ attention to exercise 3 on

p.20 in the SB. Ask the Ss to read the ideas about how to write an e-mail and create a short passage about themselves. PW. In ex.4 p.20 Ss are invited to complete the dialogue with the sentences given. After completing it ask them to listen to [track 10](#) and check if they have done the task correctly. Many Ss have pen-friends in other countries. This page will help them to be able to write messages to their friends. You can start with general questioning. Ask your Ss about messaging. Then ask them to read the message in the book and learn how to write an e-mail to their pen friends. Draw the Ss attention to ex 5.p.21. Ask the Ss to read the e-mail and find the answers to the questions.

In ex6.p.21 invite your Ss to write an e-mail to their friends.

The Ss act the dialogue out on page 20.

Emma: My name is Emma. What is your name?

Mike: *My name is Mike.*

Emma: Nice to meet you, Mike.

Mike: *Nice to meet you, too.*

Emma: How old are you, Mike?

Mike: I am ten years old. *And how old are you?*

Emma: I am ten years old, too.

Where do you live?

Mike: I live in the USA. *And where do you live?*

Emma: I live in Australia. Do you have a pen-friend?

Mike: Yes, I do. But not in Australia.

Emma: *Do you want a pen-friend from Australia?*

Mike: Yes, with pleasure.

EVALUATION TASK:

1 Read about Mike and Jane. Write 4 questions about them.

My name is Mike. I am ten years old. I live in the USA. I like green!

1. _____?
2. _____?
3. _____?
4. _____?

My name is Jane. I am ten years old. I live in Mexico. I like yellow!

1. _____?
2. _____?
3. _____?
4. _____?

Lesson 1

UNIT 2 Countries and nationalities

2 Write answers about you.

1. What is your name? _____.
2. How old are you? _____.
3. Where do you live? _____.
4. What colour do you like? _____.

A sample of Self evaluation

Criteria	Always	Sometimes	Rarely	Never
I can:				
answer all the questions.				
use Simple Present tense Wh questions.				
describe the picture "My pen-friend".				

A sample of teacher's evaluation

Criteria	Excellent	Good	Satisfactory	Weak
The student can:				
choose appropriate form of Simple Present Tense <i>He/she/it</i> .				
identify form of the verb for <i>He/she/it</i> .				
fill the blanks with correct form of the verb.				
speak on the topic "My pen-friend".				
reply to Wh questions.				
write a short passage.				
work in groups.				
work in pairs.				
develop questions on the content of "My pen-friend".				
react on the classroom language.				
communicate based on the topic "My pen-friend".				

UNIT 2 Countries and nationalities


Lesson 2

UNIT 2
Countries and Nationalities

LESSON 2

The United Kingdom

8. Describe the picture using the words in it.



9. Read and find the missing words.

My name is Bill. I live in England. It is a big country. There are many cities in England. The capital city is ... There are many beautiful places there. You can see many tourists in London. They visit ... Trafalgar Square, London Bridge and the British Museum. Queen Elizabeth lives in Buckingham Palace. It is big and beautiful. You can also see black ... and red ... in the streets. I write letters to my pen-friends and ... them into those letter boxes. I love London.

10. Are these sentences true (T) or false (F)? Correct the false sentences.

1. The Queen lives in Buckingham Palace.
2. The capital of England is Belfast.
3. Buckingham Palace is small.
4. Tourists visit Trafalgar Square, London Bridge and the British museum.
5. The colour of taxis is blue.
6. The colour of letter boxes is red.

11. Write about the places you would like to visit in London.

24

Lesson 2 must be taught within 1 hour.

Warm up

Stick maps, flags and pictures of different national costumes of different countries on the walls. At the beginning of the lesson ask the Ss to go around the classroom and look at the maps of different countries. After they read the map, ask them to find a flag of a country they found on the map. Ask them to look at the pictures of different national costumes and match them to a country in the map.

Motivation. Problem situation.

Collective work.

What countries speak English?

Interaction: Collective, Pair and Group work, Individual work.

Strategy: Describing, Role play, filling in the gaps, answering questions

Integration: S.S 1.3.1

Ex.1. Listen and point to the places you hear. (page 22 SB)

There are four countries in the United Kingdom: England, Scotland, Wales and Northern Ireland. London is the capital of England. Edinburgh is the capital of Scotland. Cardiff is the capital of Wales. Belfast is the capital of Northern Ireland. The English live in England. The Scottish live in Scotland. The Welsh live in Wales. The Irish live in Ireland.

Lesson 2. The United Kingdom

Standards: 1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.3; 4.1.1; 4.1.2

Aim: Students will be able to get to know the countries in the UK, their capitals and nationalities as well. They will also be able to show the countries and their capitals on the map and speak about them.

Objectives: By the end of the lesson the students will be able to:

- react on the classroom language (1.1.1.)
- develop questions How many? Where do..? (1.1.2.)
- identify new words in the given text (1.1.3)
- pronounce the sentences and speech etiquettes correctly using "What, Where, Who" (2.1.1.)
- demonstrate the ability of pronunciation skills in speech using rising tone in **Wh** question sentences? (2.1.2.)
- name the countries and nationalities looking at the map (2.2.1.)
- describe the countries, their flag, clothes and people and comment on them (2.2.2.)
- demonstrate the ability of asking questions related to countries and nationalities, (2.2.3.)
- communicate based on the topic "The United Kingdom" (2.2.4.)
- read the short text correctly and fast (3.1.1.)
- demonstrate the ability of understanding the content of the text read answering questions (3.1.3)
- write the words and sentences correctly based on the picture and the short text (4.1.1.)

Then the teacher draws the Ss' attention to the SB Exercise 1 on page 22. They look at the map of the UK and point to the places they hear in [track 11](#). Tell the Ss about The United Kingdom. Tell them how many countries there are in Great Britain. Tell them about Northern Ireland in The United Kingdom. Present them the country, its capital, nationality and the language. Show them the flags and national costumes of the countries. Let the Ss listen to [track 12](#): pronunciations of sounds /nɪ/ and /f/ in the words in exercise 2 on page 22 and repeat the words. Ask your Ss to work in pairs and do exercise 3 and 4 on page 22. These exercises will help them to practice the names of the countries and nationalities correctly. Ex.5 on p.23 will help your Ss to practice asking and answering questions on the topic. Organize a group work for exercise 6 on page 23. Ss ask and answer questions by looking at the pictures on page 23.

For practice stage there is a very good task in SB ex.6 on p.23. The Ss look at the picture of children from different countries. They have the flag of the country in their hands. Ask the Ss to work in the groups and write answers to the questions beside the

Lesson 2

UNIT 2 Countries and nationalities

picture. Monitor the class when the Ss are working in groups. Make sure the Ss have a discussion in English. Go around the classroom. Give help when the Ss need. In order to practice names of the countries and their capitals ask your Ss do exercise 7 on page 23. There is a text about England on p.24 ex.8 in the SB. Before reading the passage ask your Ss to look at the picture. Introduce the text to the Ss. Show them the pictures of the places of interest in London. Tell the Ss to open SB page 24 and get acquainted with the places in London. It is very important to pay attention to the Ss' pronunciation of new vocabulary *a yellow taxi, a red letter box* and the names of places of interest. Read the passage in a clear, loud voice. Make pauses after each name of interest in London. There is ex. 9 on p.24 in the SB where Ss have to read the text about London and guess the missing words. After the Ss complete the text they have to listen to [track 13](#) and check their answers. Check your Ss' understanding by doing a T/F task in ex.10 on p.24. Ask your Ss to write about the places they would like to visit in London (ex. 11 on p.24).

The Ss do group presentations.

The UK consists of 4 countries, England, Wales, Scotland and Northern Ireland. The official name of the UK is The United Kingdom of Great Britain and Northern Ireland. Great Britain does not include Northern Ireland.

Note

Facts about the UK

Population - 60.2 million (2005)
Official language - English
Capital - London
Area - 242,514 sq km
Main religion - Christianity
Currency - Pound Sterling (£1.00 equals 100 pence)
Life expectancy - 76 (men) 81 (women)
Main exports - Chemicals, foodstuffs and manufactured goods
Head of State - Queen Elizabeth II



Note

England

England is the largest country in the UK, and covers about two thirds of the land. England is home to more



than 84% of the population of the UK.
National Day- St George's Day (23rd April)
National Emblem - The Rose
National Flag - The St George's Cross, a red cross on a white background
Capital - London

Note

Wales

Wales is called Cymru in Welsh. It is located to the west of the UK. Welsh people are often fiercely patriotic, and all signs in Wales are printed in both English and Welsh.
National Day - St David's Day (1st March)
National Emblem - The Leek and the Daffodil
National Flag - The Welsh Dragon, a red dragon on a background of white over green
Capital - Cardiff



Note

Scotland

Scotland is to the north of the UK, and has the lowest population density of the UK. Scotland also has its own language, Celtic, although it is more common to hear English being spoken. Scotland is distinct from the rest of the UK, in that they have their own education and legal system.
National Day – St Andrew's Day (30th November)
National Emblem – The Thistle
National Flag – St Andrew's Cross, also known as the Saltire, a white diagonal cross on a blue background.
Capital – Edinburgh



Note

Northern Ireland

Northern Ireland is a part of the United Kingdom of Great Britain and Northern Ireland in the north-east of the island of Ireland. The capital and the largest city is Belfast. Northern Ireland has no official language. The use of English has been established through precedent. Irish and Ulster Scots are officially recognised by the British Government as minority languages.
National Days - 17 March St. Patrick's Day;
26 December St. Stephen's Day.



13. Listen to track and guess the missing words. (page 24 SB)

My name is Bill. I live in England. England is a big country. There are many cities in England. London is the capital of England. There are many beautiful places in London. Queen Elizabeth lives in Buckingham Palace. It is a big and beautiful palace. You can see many tourists in London. They visit Big Ben, Trafalgar square, London Bridge, the British museum. They go to different places in the tourists' bus. You can see black taxis and red letter boxes in the streets. I write letters to my pen-friend and put them into a red letter box in the street. I love London.









Summarizing.

Output:

Students know the countries in the UK, their capitals and nationalities as well. They can show the countries and their capitals on the map and can speak about them.

EVALUATION TASK:

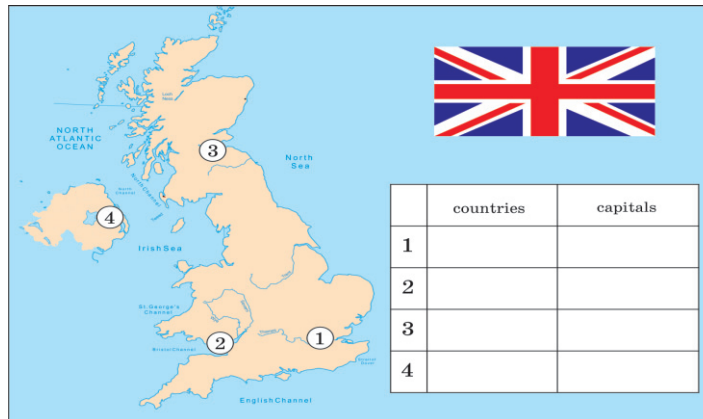
1 Look at the flag and write the country, capital and nationality.

Flag	Country	Capital	Nationality
			
			
			
			
			
			
			
			

Lesson 2

UNIT 2 Countries and nationalities

2 Look at the map and write the names of the countries and the capitals.



A sample of Self-evaluation

Criteria	Always	Sometimes	Rarely	Never
I can:				
react on the classroom language.				
describe the countries, their flag, clothes and people and comment on them.				
communicate on the topic the “United Kingdom”.				

A sample of a Teacher’s evaluation

Criteria	Excellent	Good	Satisfactory	Weak
The student can:				
choose appropriate form of the Simple Present Tense <i>He/she/it</i> .				
identify form of the verb for all persons In Present Simple Tense.				
fill the blanks with correct form of the verb.				
speak on the topic “The United Kingdom”.				
reply to Wh questions.				
write a short passage.				
work in groups.				
work in pairs.				
develop questions on the content of “The United Kingdom”.				
react on the classroom language.				
name the countries and nationalities looking at the map.				
read the short text correctly and fast.				

Unit 3. Food

By the end of the unit 3 the students will be able to:

- react on the classroom language
- develop questions on the topic “Food”
- identify new words in the given text
- pronounce the sentences and speech etiquettes correctly
- demonstrate the ability of pronunciation skills in speech
- name the issues related to food
- describe their favourite food, food at their school canteen, different kinds of cookies
- demonstrate the ability of asking questions related to favourite food
- communicate based on the topic “My favourite food”, “At the school canteen”, “The Green Boy's food”, “Cookies”
- read short texts correctly and fast
- demonstrate the ability of understanding the content of the text read
- write the words and sentences correctly heard
- write short passages on the topic “Food”

Lesson 1. My favourite food

Standards: 1.1.1; 1.1.2; 1.1.3; 2.1.1.; 2.1.2.; 2.2.1; 2.2.3; 2.2.4; 3.1.1; 3.1.3; 4.1.1

Aim: Have the students speak about their favourite food using like +verb+ing

Objectives: By the end of the lesson the students will be able to :

- react on the classroom language (1.1.1)
- develop questions on the topic "My favourite food" (1.1.2)
- identify new words in the given text (1.1.3)
- pronounce the sentences and speech etiquettes correctly (2.1.1)
- demonstrate the ability of pronunciation skills in speech (2.1.2)
- speak about their favourite food using like +verb+ing(2.2.1)
- describe food, school canteen and their favourite food according to its different characteristics and comments on them (2.2.3.)
- demonstrate the ability of asking questions related to the food they like (2.2.3)
- communicate based on the topics "My favourite food" (2.2.4)
- read the short text “At the school canteen” correctly and fast (3.1.1)
- demonstrate the ability of understanding the content of the text “My favourite food” (3.1.3)
- write the words and sentences correctly based on the picture and short text (4.1.1.)

Motivation. Problem situation.

Collective work.

What is your favourite food?

Interaction: Collective, Pair and Group work, Individual work.

UNIT 3 Food

My Favourite Food

1. Read the text and complete it with the words in the picture.

At the School Canteen



I'm Aytan. We have got a good canteen at school. There are many things in our canteen. I like eating my lunch at school. I usually eat chicken, rice and drink tea. Sometimes I drink milk or water. My friend Aygun likes eating ...

and fruit. She likes apples and bananas. My friend Samir likes ... He doesn't like eating salad with tomatoes and cucumbers. Arif likes to have ... and ... very much. Lala likes cookies. Sometimes she eats ...



2. Make up a dialogue. Use the words in the picture.

Example:

A: What do you like eating for lunch at the school canteen?

B: I like eating chicken soup. What about you?

A: ...



3. Unscramble the letters and find the correct words.

Example: ickhne - chicken

puso, lowb, chmwsad, ghutory, ceiju, icre, asdia, becucmru

25

Strategy: Describing, Role play, filling in the gaps, making up a dialogue, Venn diagram

Integration: S.S 2.3.1

Lesson 1 must be taught within 1 hour.

Warm up

Take the students to the school canteen. Tell them “This is your school canteen”. Point to the menu and the food on the shop window. Ask students to name food in English. Help them if they don't know the names of food and meals in the canteen.

Start the presentation with the questions:

Have you got a canteen at school?

Do you like eating your lunch at school?

Then ask the students to open SB page 25 and look at the picture of the school canteen. You can ask the students the differences and similarities between their school canteen and the school canteen in the picture. For comparing you could use Venn diagram. Present the words on page 25 of the SB.

Lesson 1

UNIT 3 Food

Tell your students to read the text on page 25 and fill in the blanks with the words in the pictures. Put the students in pairs and ask them to make up a dialogue using the words in the pictures on page 25 in exercise 2. Students will have a good practice of memorizing new vocabulary by unscrambling the letters in exercise 3 on page 25.

The students read the text in exercise 4 on page 26 and fill in the blanks with the words in the pictures next to the exercise. Then students work in pairs ask and answer questions in exercise 5 on page 26. Ask your students to do the exercise 6 on page 26 individually. After they finish the task ask them to check their answers with their partners. Give feedback by providing students with correct answers for the task. You can help your students to practice “like + verb+ ing” by doing exercise 7 on page 27 as a pair work. Have the Ss do ex.8 on p.27 .The Ss have to draw a table in their notebook and write the names of food and drinks in the right column. The exercise will be helpful for repeating adjectives. In ex.9 on p.27 the Ss have to make up a dialogue using *I like + verb + ing*. It will be very helpful to practice a new grammar material.

Summarizing.

Output: Students can speak about their favourite food using *like +verb+ing*

EVALUATION TASK:

1 Fill in the blanks with the words in the box.

*A bowl of chicken soup, juice, cake, sandwich,
bread, rice, cucumber, tomato*

1. My brother likes eating _____ , _____ for lunch.
2. I don't eat _____ with soup.
3. My sister likes eating _____ with tea.
4. My father likes _____ and _____ salad.
5. At our school canteen I often eat _____ and drink _____.

2 Write answers about you.

1. What is your favourite food?

2. What do you like eating for breakfast?

3. What do you like eating for lunch?

4. What do you like eating for dinner?

3 Describe your favourite food.

A sample of Self-evaluation

Criteria	Always	Sometimes	Rarely	Never
I can:				
answer all the questions.				
use <i>like +verb+ing</i> .				
describe the picture “At the school canteen”.				

A sample of a Teacher’s evaluation

Criteria	Excellent	Good	Satisfactory	Weak
The student can:				
use like +verb+ing.				
perform a dialogue on the “At the school canteen”.				
fill the blanks with correct form of the verb.				
speak on the topic “My favourite food”.				
reply to Wh questions.				
write a short passage.				
work in groups.				
work in pairs.				
develop questions on the content of “At the school canteen”.				
pronounce the sentences and speech etiquettes correctly.				
react on the classroom language.				
write the words and sentences correctly based on the picture and short text.				

Lesson 2

UNIT 3 Food

Lesson 2. The Green Boy's food

Standards: 1.1.1; 1.1.2; 1.1.3; 2.1.1.; 2.1.2.; 2.2.1; 2.2.3; 2.2.4; 3.1.1; 3.1.3; 4.1.1

Aim: Have the students speak about the “The Green Boy’s food” in the story.

Objectives: By the end of the lesson the students will be able to :

- ♦ react on the classroom language (1.1.1)
- ♦ develop questions about the Green Boy in the story “The Green Boy’s food” (1.1.2)
- ♦ identify new words in the given text (1.1.3)
- ♦ pronounce the sentences and speech etiquettes correctly (2.1.1)
- ♦ demonstrate the ability of pronunciation skills in speech (2.1.2)
- ♦ speak about their favourite food using like +verb+ing (2.2.1)
- ♦ describe food, school canteen and their favourite food according to its different characteristics and comment on them (2.2.3.)
- ♦ demonstrate the ability of asking questions related to “The Green Boy’s food” (2.2.3)
- ♦ communicate based on the topic “The Green Boy’s food” (2.2.4)
- ♦ read the story “The Green Boy’s food” correctly and fast (3.1.1)
- ♦ demonstrate the ability of understanding the content of the text “The Green Boy’s food” (3.1.3)
- ♦ write the words and sentences correctly based on the picture and short text (4.1.1.)

Lesson 2 must be taught within 1 hour.

Warm up

Hold up the Donald puppet. He greets the children, saying “Hello”. Then he says “I’m hungry!” Donald goes around the classroom, picking up items and putting them to his mouth, as if he eats them. Each time he tastes an item, he says “Yum!” The teacher then takes the object from Donald, saying e.g. “Yuck! A crayon!” Repeat this phrase, encouraging the class to join in. Continue in the same way, with Donald “eating” and children then taking from him any of the following items around the classroom: a crayon, a pen, an eraser, a book, a pencil case. Each time a child takes an object from Donald, the class call out e.g. “Yuck! A pen!”

Collective work.

What is your favourite food?

Interaction: NL 1.2.4 Collective, Pair and Group work, Individual work.

UNIT 3 Food

The Green Boy's Food

1. Match the pictures to the sentences. Act the dialogue out with a partner.
Example: Picture 1 is j.

a The Green Boy: I like eating this!
b Tom: This is chocolate.
c Do you like eating chocolate?
d Tom: This is ice-cream.
e Do you like eating ice-cream?
f The Green Boy: Blah! No, I don't like eating ice-cream.
g The Green Boy: Blah! No, I don't like eating chocolate.
h The Green Boy: What is that?
i The Green Boy: Blah! No, I don't like eating sweets.
j Tom: What do you like eating?
k Tom: These are sweets.
l Do you like eating sweets?
m The Green Boy: Hello, little boy.
n Tom: Hello, little Green Boy.

Strategy: Describing, Role play, filling in the gaps, answering questions.

Note: Young children acquire language unconsciously. The activities you do in class should help this kind of acquisition.

Stories are the most valuable resource you have. They offer children a world of supported meaning that they can relate to. Later you can use stories to help children practice listening, speaking, reading and writing.

Tell the student to open SB page 28 and match pictures to the sentences in exercise 1 on page 28. (Answer 1-j; 2-f; 3-c; 4-d; 5-b; 6-e; 7-i; 8-g; 9-h; 3-a. The students read the story and answer the questions in exercise 2 and 3 to find True/False sentences on page 29.

Check your students’ understanding by finding out T/F sentences (exercise 3 on page 29).

Summarizing.

Output:

Students can speak about their favourite food using *like +verb+ing*.

Ask the Ss to do ex.4 on p.29 using smiles beside the sentences. In exercise 5 students practice interrogative sentences.

1 Write answers to the questions.

- a) Do you like to have milk? _____
- b) What does your brother like to have for breakfast? _____
- c) What do you usually eat? _____
- d) What do you usually drink? _____

2 Your *brother/sister* has a cold. *He/She* does not go to school. Write five sentences.

A sample of Self-evaluation

Criteria	Always	Sometimes	Rarely	Never
I can:				
answer all the questions.				
use like +verb+ing.				
describe the picture the story "The Green Boy's food".				

A sample of a Teacher's evaluation

Criteria	Excellent	Good	Satisfactory	Weak
The student can:				
use like +verb+ing.				
perform a dialogue in the story "The Green Boy's food".				
fill the blanks with correct form of the verb.				
speak on the topic "The Green Boy's food".				
reply to Wh questions.				
write a short passage.				
work in groups.				
work in pairs.				
develop questions on the content of the story "The Green Boy's food".				
react on the classroom language.				
read the story correctly and fast.				
write the words and sentences correctly based on the story.				

Lesson 3

UNIT 3 Food

Lesson 3. Cookies, cookies, cookies

Standards: 1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.3; 2.2.4; 3.1.1; 3.1.3; 4.1.1; 4.1.2

Aim: Students will be able to use vocabulary of shape, find out where they can buy cookies, ask the price and answer, make polite request.

Objectives: By the end of the lesson students will be able to:

- react on the classroom language (1.1.1)
- develop questions How much? What shape of cookies? (1.1.2.)
- pronounce the sentences and speech etiquettes correctly using "Can I help you?", "Can I have...?", "You are welcome", "Here you are", "Thank you very much" (2.1.1.)
- demonstrate the ability of pronunciation skills in speech using rising tone in question sentences "Can I help you?", "Can I have...?" 2.1.2.)
- name the places where they can buy food, cookies etc. (2.2.1.)
- describe the cookie shop, village shop and comment on them (2.2.3.)
- demonstrate the ability of asking questions related where they can buy food 2.2.3.)
- communicate based on the topic "Food" (2.2.4.)
- read the short text correctly and fast (3.1.1.)
- demonstrate the ability of understanding the content of the text read answering questions (3.1.3)
- write the words and sentences based on the picture correctly (4.1.1.)
- write a short paragraph using food vocabulary (4.1.2.)

Lesson 3 must be taught within 1 hour.

Warm up

Stick the strip "Do you like....?" at the top of the board. Stick the two possible answers *Yes, I do* or *No, I don't*. Go through the food cards (*chicken, pizza, salad, fish, rice, cake, cookies*) one by one placing them at the end of the question. Encourage the children to shout *Yes, I do/No, I don't*.

Motivation. Problem situation.

Collective work.

What kind and shape of cookies do you like?

Tell the students to open their books ex.1 on p.30 the SB, look at the girl's picture there. Ask them these questions: "Why is the girl happy? Does she like cookies? Why?"

Then tell the students to look at exercise 2 where they can see different cookie shapes. Present the vocabulary *a diamond cookie, a heart cookie, a circle cookie, a star cookie, a triangle cookie, a square cookie, an oval cookie*. Say each word and have the class repeat it chorally and individually. Ask Ss' to pronounce the words after you. The Ss have to read the words. Point to them and practise the names of the shapes with your partner.

UNIT 3 Food

Cookies, Cookies, Cookies

LESSON 3

1. Look at the picture and answer the questions.



Why is the girl happy?
Does she like the cookies? Why?

2. Read the words. Point to them and practise the names of the shapes with your partner.



3. Complete the recipe for butter cookies with the correct cooking verbs from the box.



cut add
put bake mix

... together butter and sugar to a bowl. ... eggs, vanilla, and flour. Then ... them. Use different cookie cutters and ... the shapes. ... for 10-15 minutes.

30

Draw Ss' attention to exercise 3 on page 30 in the Student's book.

Ask your students to work in pairs and do exercise 3 on page 30, where they have to complete the recipe using correct words. Students need to practice verbs. Ex.4 on p.31. Have the Ss read and complete the dialogue with the sentences/phrases in the

picture. In ex.5 on p.31 the Ss have to read the dialogue and act it out. The Ss have to write 5-6 sentences about their favourite cookies in ex.7 on p.31.

Input: Practise vocabulary with the whole class, in pairs, or in small groups. Ask them to cover the word under the picture and ask his/her partner the word. Teach the students expressions *Really? Can I have.....? Can I help you? Here you are* on page 31 of the SB.

Teach the students how to react to the information when the person is speaking to you. Ask the students to read the dialogue "At the cookie shop" in pairs. Ask some comprehension questions to make sure if your students understood the content of the dialogue.

Ask your students to do exercise 6 on page 31 in pairs in order to practice "How much.....?" question sentences. Let them ask and answer questions on the topic.

Research questions:

1. What shape of cookies do people like?
2. Where can you buy cookies?

Interaction: Collective, Pair and Group work, Individual work.

Strategy: Describing, Role play, filling in the gaps, completing the dialogue.

UNIT 3 Food

Lesson 3

Integration: CS 3.1.1

Summarizing.

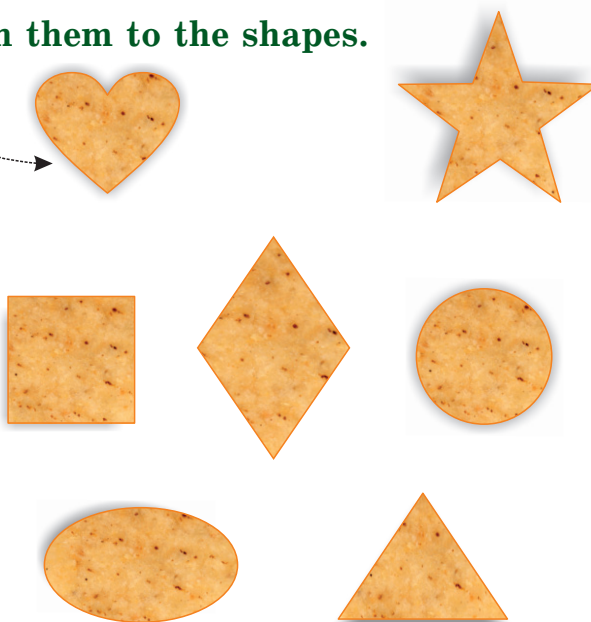
Output: Students can use vocabulary of shape. They also find out where they can buy cookies and

they can also ask the price and answer. The students can make a polite request.





EVALUATION TASK:

1 Write the words and match them to the shapes.


1. thear heart
2. madodin
3. valo
4. recicl
5. sart
6. atreglni
7. quaser





2 Read and check.


					
1. This is a circle cookie.				✓	
2. This is an oval cookie.					
3. This is a diamond cookie.					
4. This is a star cookie.					
5. This is a square cookie.					


3 Read and circle.


1.  Is this a triangle?
Yes, it is/No, it is not.

2.  Is this a star?
Yes, it is/No, it is not.

3.  Is this a diamond?
Yes, it is/No, it is not.

4.  Is this a heart?
Yes, it is/No, it is not.

5.  Is this a circle?
Yes, it is/No, it is not.

6.  Is this a square?
Yes, it is/No, it is not.

Lesson 3

UNIT 3 Food

A sample of Self-evaluation

Criteria	Always	Sometimes	Rarely	Never
I can:				
answer all the questions.				
use vocabulary of shape.				
describe different kinds of cookies.				
role play the dialogue.				

A sample of a Teacher's evaluation

Criteria	Excellent	Good	Satisfactory	Weak
The student can:				
choose appropriate request to make.				
identify shapes of cookies.				
fill the blanks with correct vocabulary.				
speak on the topic "Cookies".				
ask and reply to the questions in the shop.				
write a short dialogue.				
work in groups.				
work in pairs.				
develop questions on the content of "At the cookie shop".				
react on the classroom language.				
identify new words in the given text.				
describe their favourite food using <i>like + verb + ing</i> .				

Unit 4. Hobbies

By the end of unit 4 the students will be able to:

- react on the classroom language
- develop questions on the topic "Hobbies"
- identify new words in the given text
- pronounce the sentences and speech etiquettes correctly
- demonstrate the ability of pronunciation skills in speech
- name the issues related to hobbies, computer games, TV programmes,
- describe hobbies and comment on them
- demonstrate the ability of asking questions related to hobbies
- communicate based on the topic "Hobbies"
- read short texts correctly and fast
- demonstrate the ability of understanding the content of the text read
- write the words and sentences correctly heard
- write short texts on hobbies and favourite TV programmes

Lesson 1. My hobby

Standards: 1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.3; 2.2.4; 3.1.1; 3.1.3; 4.1.1

Aim: Students will be able to use vocabulary of free time activities and hobbies, find out what they do in their free time and speak about their hobbies.

Objectives: By the end of the lesson the Students will be able to:

- react on the classroom language (1.1.1.)
- develop questions "What do you do in your free time?" (1.1.2.)
- pronounce the sentences and speech etiquettes correctly using "Can you...?", "Can I have...?", "Whose is it?", "It is", "Thank you very much" (2.1.1.)
- demonstrate the ability of pronunciation skills in speech using rising and falling tone in question sentences "Do you like....?", "What is your favourite hobby" 2.1.2.)
- name the places where they can play games etc. (2.2.1.)
- describe a hobby and comment on them (2.2.3.)
- demonstrate the ability of asking questions related to hobbies (2.2.3.)
- communicate based on the topic "Hobbies" (2.2.4.)
- read a short text correctly and fast (3.1.1.)
- demonstrate the ability of understanding the content of the text read answering questions (3.1.3)
- write the words and sentences correctly based on the picture and short text (4.1.1.)

Lesson 1 must be taught within 1 hour.

Warm up

Draw a circle on the board and write inside "In my free time". Ask the students to come and write the things they like doing in their free time and put their names in the brackets next to them. Or you can ask your students to interview one another and take notes about their hobbies. Allow them

UNIT 4

Hobbies

My Hobby

1. Read about Ibrahim and Leyla. What are their hobbies?

Ibrahim is 9 years old. He is a schoolboy. He lives in a small house in Baku with his family. He walks to school. He likes reading books. He sometimes listens to music. He has a lot of toy cars. His favourite subject is English.

Leyla is 7 years old. She lives in a flat. She likes painting pictures. She has many picture books. She also likes sport very much. She collects pictures of popular sportsmen. Her favourite subject is Math.

2. Look at the picture. Ask and answer the questions.

Example:
- Whose toy car is it? - They're ...
- It's Ibrahim's.



CDs, toy cars, short stories, brushes, a tennis racket, Math books, pictures of sportsmen

five minutes and after five minutes ask the students to report back.

Motivation. Problem situation.

What do you do in your free time?

Collective work.

Collect the students ideas and direct their attention to page 32 in the Student's book.

Tell the students to open their books on page 32 in the SB. You can organize a pair work. One of the pairs reads about Ibrahim and the other one reads about Leyla. Then they tell each other about the person they read about. They continue working in pairs. This time they ask and answer questions in exercise 2 on page 32. The example is given so that the students could ask and answer the questions. There is a word box under the pictures. The students choose the right word for Ibrahim's and Leyla's hobbies and use them in their answers.

Practice vocabulary as a class, in pairs, or in small groups. Have them cover the word under the picture and ask his/her partner the word.

Research question: What is your hobby?

Interaction: Collective, Pair and Group work, Individual work.

Integration: Arts 2.2.4

Strategy: Describing, Role play, filling in the gaps, answering questions developing questions.

Lesson 1


UNIT 3 Food

Summarizing:

Output: Students can use free time activity vocabulary. They also find out where they can go and what they can do in their free time.


EVALUATION TASK:

1 Find the words and match them to the pictures.




1


b a s e b a l l




4




5




6




3




7




8



9



10



11

A sample of Self-evaluation

Criteria	Always	Sometimes	Rarely	Never
I can:				
answer all the questions.				
use hobby vocabulary.				
describe different kinds of hobbies.				

A sample of a Teacher's evaluation

Criteria	Excellent	Good	Satisfactory	Weak
The student can:				
choose appropriate hobby to talk.				
identify free time activities.				
speak on the topic "My hobby".				
ask and reply to the questions on the topic "Hobbies".				
write a short dialogue.				
work in groups.				
work in pairs.				
develop questions on the content of "My favourite hobby".				
name the places where they can play games.				
read a short text correctly and fast.				

Lesson 2. Computer games

Standards: 1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.3; 4.1.1; 4.1.2

Aim: Students will be able to use vocabulary of computer, find out where they can play and have a good time and make a polite request.

Objectives: By the end of the lesson the Students will be able to:

- react on the classroom language (1.1.1.)
- develop questions What do you do in your free time? (1.1.2.)
- pronounce the sentences and speech etiquettes correctly using “Can you...?”, “Can I have...?”, “Yes, of course”, “Take it easy”, “Thank you very much” (2.1.1.)
- demonstrate the ability of pronunciation skills in speech using rising tone in question sentences “Can I help you?”, “Can I have...?” 2.1.2.)
- name the places where they can play computer games etc. (2.2.1.)
- describe a computer and parts of it and comment on them (2.2.2.)
- demonstrate the ability of asking questions related to where they can play computer games (2.2.3.)
- communicate based on the topic “Computer games” (2.2.4.)
- read the short text correctly and fast (3.1.1.)
- demonstrate the ability of understanding the content of the text read answering questions (3.1.3)
- write the words and sentences correctly based on the picture and the short text (4.1.1.)

Lesson 2 must be taught within 1 hour.

Warm up

Put some game CDs on the table. Ask the students if they have ever played those games. Point to a little fragment on the computer and ask what the game is called.

Motivation. Problem situation.

Collective work.

Collect the students’ ideas and direct their attention to page 33 in the Student’s book.

Input:

Why do you need a computer?

Put some parts of the computer on your table.

Present computer vocabulary *a mouse, a laptop, a keyboard, a monitor, a CD-Rom, a printer, speakers*. Let them go around the computer room. Show one another the parts of the computer.

Before the students see the pictures in exercise 1 on page 33 in the SB ask students some questions like:

- Do you have a computer?
- What do you do on your computer?
- How long do you play on your computer?
- Is it good to play computer games for many hours?
- Who do you play computer games with?

Practice the sounds in exercise 2 on page 33 and ask

UNIT 4
Hobbies
LESSON 2

Computer Games

1. Read and remember computer vocabulary.

2. 14. Listen and repeat:

keyboard	laptop	mouse	printer
CD-Rom	monitor	speakers	

3. Unscramble the words.

CmoRD
esomu
ptopal
reodrybka
nitmoor
ntpriier
spakere

4. Put the words in the right order.

1. table/is/on/The/the/laptop.
2. keyboard/are/the/letters/near/There.
3. videos/pictures/shows/or/a monitor.
4. prints/A printer/a text/or/a picture.
5. read/A computer/a CD/and/a DVD/can/and/write.
6. sounds/Speakers/loud/make.

5. Write 4-5 sentences. Use computer words.
Example: I use speakers to listen to music.

33

your students to repeat after playing **Track 14**. Exercise 3 on page 33 is a good spelling practice task. Let your students do it and check answers with their partners. Ask your students to make up correct sentences in exercise 4 on page 33.

The vocabulary related to computer can be practiced by asking students to do the exercise 5 on page 33. Have the Ss look at ex. 6 on p.34. Get Ss’ ideas about what they can do on a computer. Ask the Ss to look at ex. 7 on p.34 and answer the questions in the exercise.

Tell the students about drawbacks of playing computer games for long hours as it is very harmful for their health and eyes.

Let your students read the text “George and computer”. Ask questions to make sure if the students understood the content of the text in ex. 8 on p.34. There is a dialogue on page 35 in ex. 9 in the SB. The text book writers decided to raise the interest of the students by creating their own dialogue in ex. 10 on page 35.

Research question:

What can a computer do for you?

Interaction: Collective, Pair and Group work, Individual work.

Strategy: Describing, Role play, filling in the gaps, using new words in sentences.

Integration: Tech 1.3.5

Summarizing.

Output: Students can use computer vocabulary. They also find out why computers are important and how long they can work on a computer.

Lesson 2

UNIT 4 Hobbies

A sample of Self-evaluation

Criteria	Always	Sometimes	Rarely	Never
I can:				
answer all the questions.				
use computer vocabulary.				
describe different parts of computer.				
role play the dialogue.				

A sample of a Teacher's evaluation

Criteria	Excellent	Good	Satisfactory	Weak
The student can:				
choose appropriate computer game to talk about.				
identify which free time activities they do.				
fill the blanks with correct computer vocabulary				
speak on the topic "Computer games".				
ask and reply to the questions on the topic "George and computer".				
write a short dialogue.				
work in groups.				
work in pairs.				
develop questions on the content of "At the doctor's".				
read the text correctly and fast.				
describe a computer and parts of it and comment on them.				

Lesson 3. My favourite TV programme

Standards: 1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.3; 2.2.4; 3.1.1; 3.1.3; 4.1.1; 4.1.2

Aim: Students will be able to speak about the TV programme they like, practice the dialogue on the topic of their favourite TV programme.

Objectives: By the end of the lesson the Students will be able to:

- react on the classroom language (1.1.1.)
- develop questions starting with What TV programme.....? Why ? (1.1.2.)
- pronounce the sentences and speech etiquettes correctly using "How nice? Really?!", "Can we talk ...?", "You are welcome", "Here you are", "Thank you very much" (2.1.1.)
- demonstrate the ability of pronunciation skills in speech using rising tone in question sentences "Can we talk.....?", "Is your TV on? (2.1.2.)
- name the programmes they often watch. (2.2.1.)
- describe the programmes and comment on them (2.2.3.)
- demonstrate the ability of asking questions related to TV programmes (2.2.3.)
- communicate based on the topic "My favourite TV programme" (2.2.4.)
- read dialogues correctly and fast (3.1.1.)
- demonstrate the ability of understanding the content of the dialogues read by answering questions (3.1.3)
- write the words and sentences correctly in the dialogue (4.1.1.)
- write a short dialogue about their favourite TV programme (4.1.2.)

Lesson 3 must be taught within 1 hour.

Warm up

Play an extract from The English programme on TV. Ask your students to guess which programme it is. Ask them if they watch it and what they learn from "English from A to Z" programme.

Motivation. Problem situation.

Collective work.

1. What is your favourite TV programme?
2. Why do you like it?

Collect the students' ideas and direct their attention to page 36 in the Student's book.

Input: Ask your students to match the names of the programmes to the pictures on page 36. After that your students will be able to say the correct TV programme in exercise 2 on page 36. Doing exercise 3 on page 36 will help your students practice the names of TV programmes. Ask the SS to do ex.4 on p.37. The Ss unscramble the letters and get the names of programme types.

UNIT 4 Hobbies

My Favourite TV Programme

1. Match the types of the programmes to the pictures.



A) comedy B) music C) cartoon D) nature E) sport

2. Read and say the correct type of TV programme.



3. Find the programme types.

cartoon music sport nature comedy

Doing this exercise help the Ss to memorise the programme names better. Ask the Ss to listen to [track 15](#) and repeat the words given in the chart in ex.5 on p.37

Ask questions to make sure if the students understood the content of the dialogue in ex.6 on p.37.

Students read the dialogue and practice it in pairs. Based on the given dialogue they create their own dialogue. In ex.7 on p.37 they discuss the reasons of watching TV programmes. Students listen to [track 16](#) and find the missing words in ex.8 on p.38. Then they choose the right answer in ex.9 on the same page. Ask your students to match the questions and answers in ex.10 on p.38 and then check their answers with their partners. Tell the students to write about their favourite TV programme at home in ex.11 on p.38.

Research question:

Do TV programmes help you to learn English? How?

Interaction: Collective, Pair and Group work, Individual work.

Strategy: Describing, role play, filling in the gaps, *True/False*.

Integration: Tech 1.3.5; CS 3.2.2

Summarizing.

Output: Students can speak about English programme on TV.

Lesson 3

UNIT 4 Hobbies

A sample of Self-evaluation

Criteria	Always	Sometimes	Rarely	Never
I can:				
answer all the questions.				
speak about my favourite TV programme.				
write about English programme on TV.				
role play the dialogue.				

A sample of a Teacher's evaluation

Criteria	Excellent	Good	Satisfactory	Weak
The student can:				
choose appropriate TV programme to talk.				
identify free time activities.				
speak on the topic "My favourite TV programme".				
ask and reply to the questions on the topic "From A to Z" .				
write a short dialogue.				
work in groups.				
work in pairs.				
develop questions on the content of "My favourite TV programme".				
demonstrate the ability of pronunciation skills in speech using rising tone in <i>Yes / No</i> questions.				
read dialogues correctly and fast.				
write the words and sentences correctly in the dialogue.				

UNIT 5 Holidays

Lesson 1

UNIT 5
Holidays

Happy New Year!
 1. Match the words to the pictures.
 Example: The New Year is "1".



1. The New Year
2. balloons
3. a party hat
4. a mask
5. promises
6. The New Year's Eve
7. fireworks

LESSON 1

2. Complete the text with the words in the picture.



My favourite day is a ... day. The 31st of December is the New Year's Eve. We have the New Year day on the 1st of January. ... comes on holiday night. He puts his ... under the New Year Tree. We have ... and don't go to bed until ... We see the new year in and the old year off. We eat delicious food.

17. Listen and check.

3. Read the students' New Year promises. Complete the gaps and write them in your notebook.

1. Andy: * I love sport. I play football. I want to be a ...
* I like eating sweets. I promise to stop ... because it makes me fat.

2. Kate: * I love English very much. I want to be an English teacher. I promise to ... hard in the new year.

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Lesson 1 must be taught within 1 hour.

Warm up

Before the lesson draw a snowman on the board. Draw a big round ball, a small round ball. Play the song "Jingle Bells". Encourage your students sing out.

Motivation. Problem situation.

Collective work.

What holidays do we have in winter?

Collect the students ideas and direct their attention to page 39 in the Student's book.

Research questions:

1. What is your favourite holiday?
2. Why do you like it?

Input: Present vocabulary: *see New Year in, see Old Year off, midnight, party, a present*. Tell the students to look at the picture in ex.1 on page 39 in the SB. Let the Ss match the pictures with the words. Tell them to fill the passage with missing words in exercise 2 on page 39. Ask the students to listen to **track 17** and check the answers. If new vocabulary is still unknown to them, explain the words using the picture

Unit 5. Holidays

By the end of unit 5 the students will be able to:

- ♦ react on the classroom language
- ♦ develop questions on the topic "Holidays"
- ♦ identify new words in the given text
- ♦ pronounce the sentences and speech etiquettes correctly
- ♦ demonstrate the ability of pronunciation skills in speech
- ♦ name the issues related to holidays
- ♦ describe holidays and comment on them
- ♦ demonstrate the ability of asking questions related to holidays
- ♦ communicate based on the topic "Holidays"
- ♦ read short texts correctly and fast
- ♦ demonstrate the ability of understanding the content of the text read
- ♦ write the heard words and sentences correctly
- ♦ write short texts on holidays

Lesson 1. Happy New Year!

Standards: 1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.3; 2.2.4; 3.1.1; 3.1.3; 4.1.1; 4.1.2

Aim: Students will be able to use vocabulary of holiday, find out what they can do on New Year holiday and congratulate each other using "Happy New Year".

Objectives: By the end of the lesson the Students will be able to:

- ♦ react on the classroom language (1.1.1.)
- ♦ develop questions "Where...?" (1.1.2.)
- ♦ pronounce the sentences and speech etiquettes correctly using "Happy New Year", "The same to you" (2.1.1.)
- ♦ demonstrate the ability of pronunciation skills in speech using rising tone in question sentences "What is your favourite holiday", "What happens on that day" 2.1.2.)
- ♦ name the places using prepositions of place etc. (2.2.1.)
- ♦ describe the holidays and comment on them (2.2.3.)
- ♦ demonstrate the ability of asking questions related to where the things and people are 2.2.3.)
- ♦ communicate based on the topic "New Year Holiday" (2.2.4.)
- ♦ read a short text correctly and fast (3.1.1.)
- ♦ demonstrate the ability of understanding the content of the text read answering questions (3.1.3)
- ♦ write the words and sentences based on the picture correctly (4.1.1.)
- ♦ write a short dialogue about their favourite holiday (4.1.2.)

Lesson 1

UNIT 5 Holidays

in the book. Ask the students to repeat the words after you. Pay attention to their pronunciation.

Ask students about their New Year promises and then tell them to complete the students' promises in exercise 3 on page 39. Ask your students to match the words in exercise 4 on page 40. In order to practice spelling the words try exercise 5 on page 40. This exercise can be done first individually and then your students can check their answers with their partners.

Present vocabulary *round snowball, put together, carrot nose, come out, melt, build* ex.6 on p.40 by doing in the SB and practice them by adding the words from the picture.

Interaction: Collective, Pair and Group work, Individual work.

Strategy: Describing, Role play, filling in the gaps, matching the words, *True/False*.

Practice vocabulary *see New Year in, see Old Year off, midnight, party, a present* as a class, in pairs, or in small groups.

Ask questions to make sure if the students understood the content of the text.

Integration: NL 1.1.1

Summarizing.

Output: Students can use New Year holiday vocabulary. They also find out where they can go and what they can do on New Year holiday.

Ask your students to do T/F in exercise 7 on page 40 and correct false sentences. Tell your students to write ex.8 on p.40 as homework. Explain that they will write a short dialogue on the topic "Happy New Year".

EVALUATION TASK:

Complete the dialogue. Use the words in the box.

Teacher: Happy New Year, children!

Children: Happy New Year, teacher!

Teacher: Oh! What is this?

Children: It is a snowman.

Teacher: Great! How do you make it?

Child 1: We make a small (a)_____ and a (b)_____ round.

Child 2: Then we (c)_____ them together.

Teacher: Ok! What do you put for nose?

Child 3: We have a carrot.

Child 4: Look! It has a (d)_____ now.

Teacher: How interesting! And what are this scarf and hat for?

Child 1: The (e)_____ is for a snowman's neck.

Child 2: And the (f)_____ is for his head.

Teacher: Wonderful!



A sample of Self-evaluation

Criteria	Always	Sometimes	Rarely	Never
I can:				
answer all the questions.				
use New Year holiday vocabulary.				
describe different kinds of holidays.				
role play Snowman and children in the dialogue.				

A sample of a Teacher's evaluation

Criteria	Excellent	Good	Satisfactory	Weak
The student can:				
choose appropriate holiday to talk.				
identify holiday activities.				
fill the blanks with correct vocabulary.				
speak on the topic "New Year holiday".				
ask and reply to the questions on the topic "New Year".				
write a short dialogue.				
work in groups.				
work in pairs.				
develop questions on the content of "New Year Holiday".				
develop questions "Where....?".				
react on the classroom language.				
write the words and sentences correctly based on the text.				

Lesson 2. Hello, spring!

Standards: 1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.3; 2.2.4; 3.1.1; 3.1.3; 4.1.1;

Aim: Students will be able to use vocabulary of spring, find out when spring comes and what happens to Snowman, use the words and expressions to say “Good bye”.

Objectives: By the end of the lesson the Students will be able to:

- react on the classroom language (1.1.1.)
- develop questions When....? Where.....? Why.....? What.....?(1.1.2.)
- pronounce words “wave, melt” and the sentences “The Sun comes out” “Build me again next year!”(2.1.1.)
- demonstrate the ability of pronunciation skills in speech using rising tone in question sentences “What is your favourite season” “Why do you like it” 2.1.2.)
- name the places using prepositions of place etc. (2.2.1.)
- describe spring coming and comment on it (2.2.3.)
- demonstrate the ability of asking questions related to where the things and people are (2.2.3.)
- communicate based on the topic “My favourite season” (2.2.4.)
- read a short text correctly and fast (3.1.1.)
- demonstrate the ability of understanding the content of the text read answering questions (3.1.3)
- write the nouns in singular and plural in sentences correctly based on the picture and a short text (4.1.1.)

This lesson must be taught within 1 hour.

Start the lesson with a warm up activity.

Motivation. Problem situation.

Collective work.

What is the weather like in spring?

Collect the students’ ideas and direct their attention to page 41 in the Student's book. Present the vocabulary: *wave, come out, melt, build*. Students do an ex.1 on p.41 in groups. They describe the picture by using the given words. After they practice the words and phrases. They work in pairs and ask and answer questions in ex.2 on p.41. Check your students’ understanding by doing T/F in exercise 3 on page 41. Ask them to correct false sentences. The teacher reads the poem with clear pronunciation in exercise 4 on page 41 and asks the students to repeat after her/him.

Research question: When does Snowman say “Good bye!” to us? Why?

It comes after winter. It is a time when the snow melts. It rains a lot. Flowers bloom during spring and there is greenery all around. In many cultures, spring is celebrated because of its importance in food production and the sowing of the crops. We wear raincoats and rain boots to protect ourselves from the rain. In sunny weather kids come outdoors to play, to ride es, to fly kites or to plant gardens. What season is it?

UNIT 5 Holidays

LESSON 2

Hello, Spring!

1. Describe the picture. Use the words: wave, come out, melt, build.



2. Ask and answer the questions about the picture.

1. Why does the snowman melt?
2. Are the children happy now?
3. What does the snowman say to the children?
4. How do the children say "Good bye" in the picture?

3. Are the sentences true (T) or false (F)? Correct false sentences.

1. Spring is a warm season.
2. Spring months are: February, March and April.
3. It is usually cold in spring.
4. There are no flowers in spring.
5. The gardeners have a lot of work to do in spring.

4. Read the poem.

Spring
Spring, spring is coming soon,
Grass is green and flowers bloom,
Birds return from the south,
Bees buzz all about,
Leaves bud everywhere,
Spring, spring is finally here!



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Input: The teacher asks the students to listen to her and find out what season she is talking about.

Interaction: Collective, Pair and Group work, Individual work.

Input: Draw the students’ attention to the picture of mice in exercise 5 on page 40 in the SB. Revise prepositions with them. Guide them by asking sample questions “Where is....? Where are?” While the students are working in pairs walk around the classroom and help them with using prepositions correctly by showing the places of mice in the picture.

Strategy: Describing, Role play, filling in the gaps, matching the words / prepositions.

Integration: CS 1.1.1

Summarizing.

Output: Students can use spring season vocabulary. They can also use the new vocabulary and communicate based on the topic “My favourite season”. Students can use the nouns in singular and plural. They can also demonstrate the ability of asking questions related to where the things and people are using prepositions. Students gain the ability of pronunciation skills in speech using rising and falling tone in question sentences.

EVALUATION TASK:

Where is the mouse? Fill in the gaps with prepositions.

1



1. The mouse is . . . the box.
2. The mouse is . . . the box.
3. The mice are . . . the box.
4. The mice are . . . the box.

A sample of Self-evaluation

Criteria	Always	Sometimes	Rarely	Never
I can:				
answer all the questions.				
use spring and weather vocabulary.				
describe the places of things using prepositions.				
use nouns in singular and plural.				

A sample of a Teacher's evaluation

Criteria	Excellent	Good	Satisfactory	Weak
The student can:				
develop questions When.... ? Where.....? What.....?				
fill the blanks with correct vocabulary.				
speak on the topic "Spring".				
work in groups.				
work in pairs.				
demonstrate the ability of understanding the content of the text read and listened by answering questions.				
write the nouns in singular and plural in sentences correctly based on the picture and a short text.				
react on the classroom language.				
read a short text correctly and fast.				
pronounce the words and expressions correctly.				

Lesson 3

UNIT 5 Holidays

Lesson 3. Nowruz Holiday

Standards: 1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.3; 2.2.4; 3.1.1; 3.1.3; 4.1.1; 4.1.2

Aim: Students will be able to use vocabulary of holiday, find out what is cooked and bakes on this holiday and make polite request.

Objectives: By the end of the lesson the students will be able to:

- ♦ react on the classroom language (1.1.1.)
- ♦ develop questions Where.... ? (1.1.2.)
- ♦ pronounce the sentences and speech etiquettes correctly using “Hello spring” “Happy Nowruz” “The same to you”(2.1.1.)
- ♦ demonstrate the ability of pronunciation skills in speech using rising tone in question sentences “What is your favourite holiday” “What happens on that day” 2.1.2.)
- ♦ describe the holidays and comment on them (2.2.3.)
- ♦ demonstrate the ability of asking questions related to where the things and people are 2.2.3.)
- ♦ communicate based on the topic “My favourite holiday”, “Novruz Holiday” (2.2.4.)
- ♦ read the short text correctly and fast (3.1.1.)
- ♦ demonstrate the ability of understanding the content of the text read answering questions (3.1.3)
- ♦ write the words and sentences correctly based on the picture and a short text (4.1.1.)
- ♦ write a short dialogue about their favourite holiday (4.1.2.)

Lesson 3 must be taught within 1 hour.

Warm up

Ask one of the high school students to wear the costume of Kechal and Kosa. Translate the words into English. And as soon as you start the lesson let them knock at the door and come in singing and greeting the students with a tray in their hands. Kechal and Kosa congratulate the students on the day of Nowruz and invite them to dance with them.

Motivation. Problem situation.

Collective work.

What holidays do we have in spring?

Collect the students’ ideas and direct their attention to page 43 in the Student's book.

Research question:

What is your favourite holiday? Why?

Input: Present vocabulary: *coloured eggs, sheker-burah, pakhlava, pistachios, nuts, samani, sweet cookies, plov, tray, candle,*

unknown words in their notebooks. If new vocabulary is still unknown to them explain the words using the pictures in the book or in any best way you can do.

Students practise vocabulary by doing ex.3 on p.43. They look at the pictures and complete the sentences with the words in the pictures. In ex.4 on p.44 the Ss have to look at the pictures and guess the words.

Interaction: Collective, Pair and Group work, Individual work.

Strategy: Describing, Role play, filling in the gaps, writing a short paragraph.

Integration: Mus 3.1.1

Read and find the missing words.

Nowruz holiday

Nowruz is an old holiday in Azerbaijan. Nowruz is “A New day”. On this holiday people clean their yards, houses and clothes. On Nowruz holiday all

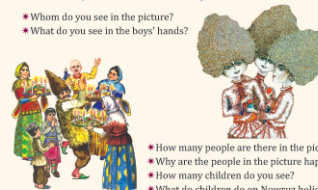
UNIT 5 Holidays

LESSON 3

Nowruz Holiday

1. Look at the pictures and answer the questions.

- ♦ Whom do you see in the picture?
- ♦ What do you see in the boys’ hands?



- ♦ How many people are there in the picture?
- ♦ Why are the people in the picture happy?
- ♦ How many children do you see?
- ♦ What do children do on Nowruz holiday?

- ♦ What is in the middle of the tray?
- ♦ How many eggs do you see?
- ♦ What colour are they?
- ♦ How many candles are there on the tray?
- ♦ What sweet cookies are there on the tray?



2. Choose the right word and write sentences in your notebook.

1. Children *like/likes* Nowruz holiday very much.
2. My brother *don't/doesn't* like to jump over bonfires.
3. Mothers *make/makes* cookies for Nowruz holiday every year.
4. People *sing/sings* songs about Nowruz.
5. Nowruz is a *new/un old* holiday.

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make a bonfire, jump over. Tell the students to look at the picture of Nowruz holiday and answer the questions on p.43 in ex.1 of the SB. Have the Ss choose the right word in ex.2 p.62. The ex. helps Ss to revise the Simple Present Tense. Tell them to read the passage silently and copy out

family are at home. They put on new clothes and begin the party. People do not work on this day. Nowruz comes on March, 21. The symbol of Nowruz is “samani”.

For many people Nowruz is a favourite holiday. Children like this holiday very much, because they get presents from their parents. People usually have Azerbaijani plov, sweet cookies and fruits on the holiday table. There are heart, star, oval, triangle, circle sweet cookies, sheker-burah, pakhlava, pistachios, nuts, candles, coloured ... and samani on the tray on the table. People make bonfires. They jump over bonfires and sing songs about Nowruz.

Practice vocabulary *coloured eggs, sheker-burah, pakhlava, pistachios, nuts, samani, sweet*

cookies, plov, tray, candle, make a bonfire, jump over as a class, in pairs, or in small groups.

Tell them to cover the word under the picture and ask his/her partner the word. Have your students look at the pictures on page 44. Let them describe the pictures. The questions next to the pictures will help them to describe the pictures.

Ask your students to do exercise 4 on page 44 and choose the right answer. Ask students to make presentation about Nowruz holiday.

Ask questions to make sure if the students understood the content of the text.

Summarizing.

Output: Students can use Nowruz holiday vocabulary. They also find out where they can go and what they can do on Nowruz holiday.

A sample of Self-evaluation

Criteria	Always	Sometimes	Rarely	Never
I can:				
answer all the questions.				
use Nowruz holiday vocabulary.				
describe different kinds of holidays.				
role play Kosa, Kechal, Spring girl in the dialogue.				

A sample of a Teacher's evaluation

Criteria	Excellent	Good	Satisfactory	Weak
The student can:				
choose an appropriate holiday to talk.				
identify holiday activities.				
fill the blanks with correct vocabulary.				
speak on the topic “My favourite spring holiday”.				
ask and reply to the questions on the topic “Holidays”.				
write a short dialogue.				
work in groups.				
work in pairs.				
develop questions on the content of “Nowruz holiday”.				
react on the classroom language.				
describe the holidays and comment on them.				

Lesson 1

UNIT 6 Time

UNIT 6
Time

LESSON 1

What time is it?

1. Listen and point.

2. Look at the pictures and greet your friends.

It's eight o'clock. It's twelve o'clock. It's five o'clock. It's ten o'clock.

3. Look and tell the time.

Example:
It's twelve o'clock.

45

Lesson 1 must be taught within 1 hour.
Warm up

HICKORY, DICKORY, DOCK.

Hickory, dickory, dock.
The mouse runs up the clock.
The clock says one.
The mouse runs down.

“**Hickory, dickory, dock**”. is an adaptation of a traditional rhyme said by British children. The language has been adapted here so that the children can say the rhyme using the present tense. It can easily be adapted to practise telling the time. Ask the class to be a clock, and to make rhythmically a ticking sound. Say the rhyme to the class with the children making the ticking sound. Draw the rhyme on the board.

Ask the children to tell you what they think is happening in the rhyme. Then encourage the children to repeat the rhyme one line at a time.

Divide the class into two groups. Encourage the first group to chant rhythmically *Tick tock, tick tock*, and the second group to say the rhyme. Swap roles and repeat.

Unit 6. Time

By the end of unit 6 the students will be able to:

- ♦ react on the classroom language
- ♦ develop questions on the topic “Time”
- ♦ identify new words in the given text
- ♦ pronounce the sentences and speech etiquettes correctly
- ♦ demonstrate possessing ability of pronunciation skills in speech
- ♦ name the issues related to time
- ♦ tell the time correctly
- ♦ demonstrate the ability of asking questions about time
- ♦ communicate based on the topic “My day”, “Time”
- ♦ read short texts correctly and fast
- ♦ demonstrate the ability of understanding the content of the text read
- ♦ write the heard words and sentences correctly.
- ♦ write short texts on daily routine

Lesson 1. What time is it?

Standards: 1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.3; 4.1.1; 4.1.2

Aim: Students will be able to ask and say time and find out what they do on different time of the day correctly.

Objectives: By the end of the lesson the Students will be able to:

- ♦ react on the classroom language (1.1.1.)
- ♦ develop questions What time is it? What is the time? (1.1.2.)
- ♦ pronounce the sentences and speech etiquettes correctly using Good morning, Good afternoon, Good evening, Good night” (2.1.1.)
- ♦ demonstrate possessing ability of pronunciation skills in speech using rising tone in question sentences " What is the time?" “What time is it?”(2.1.2.)
- ♦ tell the time and what they do at that time (2.2.2.)
- ♦ demonstrate the ability of asking questions related to different time of the day 2.2.3.)
- ♦ communicate based on the topic “My day” (2.2.4.)
- ♦ read short text correctly and fast (3.1.1.)
- ♦ demonstrate the ability of understanding the content of the text read answering questions (3.1.3)
- ♦ write the words and sentences correctly based on the time in the picture (4.1.1.)
- ♦ write a short dialogue about their daily routine (4.1.2.)

Motivation. Problem situation.

Collective work.

Why time is important?

Collect the students’ ideas and direct their attention to page 45 in the Student's book.

Research question: How do you tell time?



Input: Lesson 1 is considered to be taught within two hours. This lesson includes new vocabulary related to time and greetings. It is very important to follow the order of all the pages in this lesson. The authors decided to divide this lesson in two. At the first lesson Ss revise expressions: *Good morning, Good afternoon, Good evening, Good night*. You can show time: eight o'clock (08:00), twelve o'clock (12:00), five o'clock (17:00) and ten o'clock (22:00) which is familiar to the students from the 3rd grade. Then greetings like *Good morning, Good afternoon* are also familiar to the students. Therefore it won't create much difficulty for your students. The main thing is to encourage them to practice it as a dialogue with their partners. Time vocabulary *o' clock, past, to, a quarter*, is quite new for the students. Therefore it will take some more time to practice. On the other hand telling time in English and Azerbaijanian are quite different. For example: Telling it in English the student needs to know the words: *a quarter, past* and also instead of 12 he has to use 11. *It is a quarter past eleven*.

Present vocabulary: *o'clock, half, past, to, a quarter*, with correct pronunciation. Tell the students to look at the pictures of clocks telling the time on page 45 in the SB.

Interaction: Collective, Pair and Group work

Strategy: Describing, Role play, filling in the gaps.

Practise vocabulary *o' clock, past, half, to, a quarter*, and the sentence "It is... o'clock" as a class, in pairs, or in small groups. Have the Ss look at the pictures of clock in ex.1 on page 45. Ss listen to [track 18](#) and point to the words in the picture. Draw

the Ss' attention to ex.2 on p.45. Let the Ss to greet their friends, saying the time. In ex.3 on p.45 the Ss have to look at the picture and say the time. Working in pairs the Ss can ask each other the time and get answer.

Note: You can make the dialogues including time expressions, greetings as well. See the sample dialogue: – *Good morning! I am Tahmasib. What is your name?*

– *Good morning! I am Esmer. Nice to meet you, Tahmasib.*

– *Nice to meet you too. Esmer, what is the time now?*

– *It is half past eleven.*

– *Oh! It is time for my English test.*

– *Good luck to you.*

– *Thank you.*

Draw the Ss' attention to the box on page 46. Have them read the sentences in the box. Show the picture of the clock. Ask the students to show the face and hands of the clock. Use the gestures.

In ex.4 on p.46 the Ss have to choose the right answer. Ex.5-7 on p.46-47 the Ss have to look at the clocks and tell the time. What time is it? The Ss work in pairs ask and answer the question in turns. Ask the Ss to draw 4 clocks in their notebook and put the hands to show the time given in ex.6 on p.46. Have the SS match the time to the clocks in ex.8 on p.47. Let them work in groups.

Then compare their answers. Go to ex.9 on p.47. Play [track 19](#). Ss listen and sing the song.

Integration: Math 1.1.2

Summarizing.

Output: Students can use time vocabulary. They also can use time for different activities during the day.

Lesson 1

UNIT 6 Time

EVALUATION TASK:

1 What is the time? Write the time under the pictures.



A sample of Self-evaluation

Criteria	Always	Sometimes	Rarely	Never
I can:				
answer all the questions.				
use time vocabulary.				
describe different parts of the day.				
use time in the dialogue.				

A sample of a Teacher's evaluation

Criteria	Excellent	Good	Satisfactory	Weak
The student can:				
choose appropriate time and activity for the day.				
identify correct time for different activities.				
fill the blanks with correct time.				
speak on the topic "Time".				
ask and reply to the questions on the topic "Time".				
write a short dialogue using time of the day.				
work in groups.				
work in pairs.				
develop questions on the content of "Time".				
react on the classroom language.				
pronounce the words and speech etiquettes correctly.				

Lesson 2. My day

Standards: 1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.3; 4.1.1; 4.1.2

Aim: Students will be able to say time correctly and find out what they do on different time of the day.

Objectives: By the end of the lesson the Students will be able to:

- react on the classroom language (1.1.1.)
- develop questions What time is it? What is the time? (1.1.2.)
- pronounce the sentences and speech etiquettes correctly using Good morning, Good afternoon, Good evening, Good night" (2.1.1.)
- demonstrate the ability of pronunciation skills in speech using rising tone in question sentences "What time do you...", "When do you get up?", "When do you go to school?", "Is it 10 or 11 o'clock?", "Do you get up at 8 or 9 o'clock?" (2.1.2.)
- speak about the activities using prepositions of time etc. (2.2.1.)
- tell the time and what they do at that time (2.2.2.)
- demonstrate the ability of asking questions related to different time of the day 2.2.3.)
- communicate based on the topic "My day" (2.2.4.)
- read a short text correctly and fast (3.1.1.)
- demonstrate the ability of understanding the content of the text read answering questions (3.1.3)
- write the words and sentences correctly based on the time in the picture (4.1.1.)
- write a short dialogue "My day" 4.1.2.)

Lesson 2 must be taught within 1 hours.

Warm up

Create interest by asking students to act out the stages they go through in getting ready for school in the morning. Tell the students to go around the classroom and tell one another how they get ready for school.

Motivation. Problem situation.

Collective work.

Collect the students' ideas and direct their attention to p.49-49 in the Student's book.

Research question:

What part of the day is important for you? Why?

Input: Present new vocabulary *get up, make bed, wash hands and face, put on clothes, have breakfast* and pronounce them with clear intonation.

Tell the students to look at the pictures on page 48 in the SB. Ask them to read the sentences next to the pictures in pairs. Let the students read about Ibrahim's day and say the time of the activities which Ibrahim does. And then tell their friends about their own day.

filling in the gaps.

Practice vocabulary *get up, make bed, wash hands and face, put on clothes, have breakfast* as a class, in pairs, or in small groups.

In practice stage tell the students to work in pairs and ask and answer the alternative questions in Simple Present Tense. The students do ex.2 on p.49 in the SB in pairs. While they are working in pairs go around the classroom and give help when it is needed. Ex.3 on p.50 in the SB is better to do as a group work. Students are familiar with the pictures. They can tell the time and use alternative questions and Simple Present in positive, negative and question sentences. Put the students in groups. Tell them to write about their day at home. In ex.4 on p.50 the Ss have to write about his/her friend's day in their notebook.

Integration: NL 2.2.1; CS 3.1.1

Summarizing.

Output: Students can use time vocabulary. They can also use time for different activities during the day.

UNIT 6

Time

My Day

3. Look at the pictures. Use "or" and ask questions about Ibrahim's day.



Example:
— Does Ibrahim usually
go home or to school
at one o'clock?



4. Write about your friend's day in your notebook.

50

Lesson 2

UNIT 6 Time

EVALUATION TASK:

1 Read about Ibrahim's day and write answers to the questions.



Ibrahim
gets up.



He does
his exercises.



He has
a shower.



He has
breakfast.



He prepares
his lessons.



He puts
on his school
uniform.



He goes
to school.

1. What time does Ibrahim get up? _____
2. What time does he do exercises? _____
3. What time does he have a shower? _____
4. What time does he have breakfast? _____
5. What time does he prepare his lessons? _____
6. What time does he put on his school uniform? _____
7. What time does he go to school? _____

A sample of Self-evaluation

Criteria	Always	Sometimes	Rarely	Never
I can:				
answer all the questions.				
use time vocabulary.				
describe different parts of the day.				
use time in the dialogue.				

A sample of teacher's evaluation

Criteria	Excellent	Good	Satisfactory	Weak
The student can:				
choose appropriate time and activity for the day.				
identify correct time for different activities.				
fill the blanks with correct time.				
speak on the topic "My day".				
ask and reply to the questions on the topic "Time".				
write a short dialogue using time of the day.				
work in groups.				
work in pairs.				
develop questions on the content of "My day".				
react on the classroom language.				
speak about the activities using time expressions.				
read the words and sentences correctly and fast.				

Lesson 3. Months and dates

Standards: 1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.3; 4.1.1; 4.1.2

Aim: Students will be able to say names of months correctly, learn what holidays there are in different months and tell the date of months and use them in sentences.

Objectives: By the end of the lesson the Students will be able to:

- ♦ react on the classroom language (1.1.1.)
- ♦ develop questions What month is it? What is the date today? (1.1.2.)
- ♦ pronounce the sentences and speech etiquettes correctly using Happy birthday! Many happy returns! Happy school Year! Happy Nowruz! "Happy Mother's day!" (2.1.1.)
- ♦ demonstrate the ability of pronunciation skills in speech using falling tone in question sentences "What is the date today?" (2.1.2.)
- ♦ tell the date and ask what they do on that day (2.2.2.)
- ♦ demonstrate the ability of asking questions related to different dates of the months (2.2.3.)
- ♦ communicate based on the topic "Months and dates" (2.2.4.)
- ♦ read short text correctly and fast (3.1.1.)
- ♦ demonstrate the ability of understanding the content of the text read answering questions (3.1.3)
- ♦ write the words and sentences correctly based on the months and dates in the picture (4.1.1.)
- ♦ write a short dialogue "My birthday" 4.1.2.)

Lesson 3 must be taught within 1 hour.

Warm up

Before the lesson draw a rainbow on the board. Hang up the poster describing months and the names of the months under them: *January, February, March, April, May, June, July, August, September, October, November, December*. When the students come ask them to tell the colours in the rainbow. They know about rainbow from the 3rd grade. Ask them questions "When is there rainbow in the sky? When can you see it?" They look at the poster of the 4 seasons and show "spring." They know about the weather and clothes. Have a jumper ready and invite a volunteer to the front. Say: *Put the jumper on*. Then say: *Phew! I'm hot!* Get the child to repeat and mime "wiping his/her forehead." Say: *"Take your jumper off*. Now say to the whole class: *Stand up. Put your jumper on*. (They pretend) *Phew! I'm hot!* (They wipe their foreheads and repeat) *"Take your jumper off!"*



You can ask questions like this: *Which season do you wear jumper?* Show the season on the poster: *Which season don't you wear jumper?* Show the season on the poster.

Motivation. Problem situation.

Collective work.

What is your favourite month? Why?

Collect the students' ideas and direct their attention to page 53 in the Student's book.

Research question:

What dates are important for you? Why?

Input: Present new vocabulary *January, February, March, April, May, June, July, August, September, October, November, December*, pronounce them with correct intonation.

Tell the students to look at the page 51 where they can see the pictures describing months and match the months with the pictures. Ask them to read about each month and remember the names of the months on pages in the SB. Tell the students to look at ex.2 on page 52 on the SB where they can ask the date and answer the questions. The example is provided. Students can practice saying dates by completing the sentences in exercise 3 on page 52. Ss look at the examples and write the dates in words in their notebook. Ss revise prepositions using *in, on* and *at* with the words in the box in ex 4 p.52.

Lesson 3

UNIT 6 Time

Students do ex.5 on p.53 and find which months are in seasons. Let the Ss read the short passages and find the seasons in ex.6 on p.53. Ex.7 on p.54 gives students another opportunity to revise grammar. The Ss make questions and then answer them. Let students do first individually and then tell them check their answers with their partners. The Ss listen to [track 20](#) and sing the song in ex.8 on p.54. In ex.9 on p.54 the Ss have to read sentences and say whether they are true or false. In ex.10 on p.54 the Ss write 3-4 sentences about her/his birthday in their notebooks.

Interaction: Collective, Pair and Group work, Individual work.

Strategy: Describing, Role play, filling in the gaps, *True/False*, guessing.

Practice new vocabulary *January, February, March, April, May, June, July, August, September, October, November, December* as a class, in pairs, or in small groups.

In practice stage tell the students to work in pairs. Tell them to ask and answer the questions in Present Simple. The students do ex.8 on p.56 in the SB in pairs. They ask and answer the questions. Ask your students to read the chant on page 56 in the SB and learn it. There is T/F ex. under the poem. The students do exercise by their own first and then check the answers with their partners. Will they are working in pairs go around the classroom and give help when it is needed.

Integration: Math 1.1.2

Summarizing.

Output: Students can use months and dates correctly. They can also describe different important dates in January, March, April, September.

Ask students to write about their birthday at home.

EVALUATION TASK:

1 Draw the time and write sentences about your day.



I get up at _____
seven o'clock. _____

2 Fill in with prepositions.

_____ the 17 th	_____ December	_____ the 14 th	_____ April
_____ the 23 rd	_____ February	_____ the 27 th	_____ May
_____ the 8 th	_____ March	_____ the 21 st	_____ June

3 Write answers to the questions.

1. How many hours are there in a day?

2. How many days are there in a month?

3. How many days are there in February?

A sample of Self-evaluation

Criteria	Always	Sometimes	Rarely	Never
I can:				
answer all the questions.				
use months and dates correctly.				
describe different holidays.				
use months and dates in the dialogue.				

A sample of a Teacher's evaluation

Criteria	Excellent	Good	Satisfactory	Weak
The student can:				
choose important date and speak about it.				
describe different dates in different months.				
fill the blanks with correct date.				
speak on the topic "My favourite date".				
ask and reply to the questions on the topic "Months and dates".				
write a short dialogue using months and dates.				
work in groups.				
work in pairs.				
develop questions on the content of "My favourite month".				
react on the classroom language.				
read a short text correctly and fast.				

Lesson 1

UNIT 7 Animals

Unit 7. Animals

By the end of unit 7 the students will be able to:

- ♦ react on the classroom language
- ♦ develop questions on the topic “Animals”
- ♦ identify new words in the given text
- ♦ pronounce the sentences and speech etiquettes correctly
- ♦ demonstrate the ability of pronunciation skills in speech
- ♦ name the issues related to animals' life correctly
- ♦ demonstrate the ability of asking questions about animals
- ♦ communicate based on the topic “Funny animals”
- ♦ read short texts correctly and fast
- ♦ demonstrate the ability of understanding the content of the text read
- ♦ write the heard words and sentences correctly
- ♦ write a short text “My favourite animals”

Lesson 1. At the Zoo

Standards: 1.1.1; 1.1.2; 1.1.3; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.3; 4.1.1; 4.1.2

Aim: Students will be able to say the names of animals correctly, find out where animals live, what they eat, ask and answer questions about their lovely animals.

Objectives: By the end of the lesson the Students will be able to:

- ♦ react on the classroom language (1.1.1.)
- ♦ develop questions Where do the animals live? What do animals eat? (1.1.2.)
- ♦ demonstrate the ability of pronunciation skills in speech using rising tone in question sentences “What is your favourite animal” (2.1.2.)
- ♦ name the places using prepositions of place etc. (2.2.1.)
- ♦ speak about their favourite animals and what they can do (2.2.2.)
- ♦ demonstrate the ability of asking questions related to different animals and their life (2.2.3.)
- ♦ communicate based on the topic “At the Zoo” (2.2.4.)
- ♦ read a short text correctly and fast (3.1.1.)
- ♦ demonstrate the ability of understanding the content of the text, read answering questions (3.1.3)
- ♦ write the words and sentences correctly based on the time in the picture (4.1.1.)
- ♦ write a short dialogue about their day “At the Zoo” (4.1.2.)

UNIT 7 Animals

LESSON 1

At the Zoo

1. 21. Listen to the animal and baby names and repeat.



2. Look at the pictures and remember the animal sounds.



3. 22. Listen and sing the song.

Hear the tigers growl, growl,
Growl, growl, growl, growl.
Hear the tigers growl, growl,
Hip, hip, hip hooray!
Let's go to the zoo, zoo, zoo!
What about you, you, you?

You can come too, too, too.
Let's go to the zoo, zoo, zoo!
Hear the snakes hiss, hiss...
Let's go to the zoo, zoo, zoo!
Hear the parrots squawk, squawk,
Let's go to the zoo, zoo, zoo!



55

Lesson 1 must be taught within 1 hour.

Warm up

The Ball

Throw the ball to a student and ask that student a question. The student answers and throws the ball to another student asking the same question. E.g. “Can a cat fly?”, “No, it can't”, “Do you like cats?”, “Yes, I do. / No, I don't.”

Present new vocabulary *a crow, a monkey, a lion, a rabbit, a deer, a duck, an elephant, an owl* pronounce them with correct pronunciation.

Tell the students to look at the picture in the student's book on page 55, read the words under the pictures. Let the students work in pairs. Ask and answer questions below the picture.

Motivation. Problem situation.

Collective work.

Why are animals important?

Collect the students' ideas and direct their attention to page 55 in the Student's book.

UNIT 7 Animals

Lesson 1

Research question:

Why do animals live at the Zoo?

For practicing the new vocabulary the students listen to the teacher in ex.1 on p.55 in the SB and repeat the words: animal and baby names. Have the Ss look at the picture in ex.2 on p.55 and read the animal sounds. Help the Ss with the pronunciation of animal sounds. Ask the Ss to listen to **track 22** and sing the song. In ex.3 on p.55 will help the Ss to remember the animal sounds better.

Ask your students to listen to **track 23** and find the missing words in ex.4 on p.56. Let them check their answers with their partners. Students first read about the animals on page 56. The teacher goes around the classroom for helping the students with unknown vocabulary. Let the students work in the same groups and answer the questions on the picture in exercise 5 on p. 56. The Ss write the answers in their notebook. There are interesting facts about animals on p.56 in the Student book. Ask the Ss to read the facts and discuss them.

Interaction: Collective, Pair and Group work, Individual work.

Strategy: Describing, Role play, True/False.

Now that your students have sufficient vocabulary to speak about animals ask them to work in pairs, ask and answer the questions about their lovely animals.

Integration: NL 1.1.1

Summarizing.

Output: Students can use animal vocabulary. They can also speak about Zoo animals.











track 23 Ss have to listen to the text in ex.4 on p.56 and find the missing words in the text.

The Zoo

Many animals live at the zoo: bears, monkeys, rabbits, lions and so on. The bear is brown. The monkeys can jump and climb the trees. The lion is very big. It is the king of all animals. The rabbits are grey and very lovely. You can see three parrots and two crows in the tree. The parrots are red, yellow, green and blue. They are very funny. The crows are black. There is a big dog there. I like going to the zoo.

EVALUATION TASK:

1 Which animal is it? Write the right letter and get the word.

rohse _ _ _ _ _		olni _ _ _ _ _		
 xfo _ _ _ _ _		raffeig _ _ _ _ _		
 myknoe _ _ _ _ _	tibrab _ _ _ _ _			
	folw _ _ _ _ _			tca _ _ _ _ _
raeb _ _ _ _ _	rezba _ _ _ _ _			

Now fill with letters and read the sentence.

_ _ _ _ _ v _ _ _ _ _
_ _ _ _ _ l _ _ _ _ _ !

Lesson 1

UNIT 7 Animals

A sample of Self-evaluation

Criteria	Always	Sometimes	Rarely	Never
I can:				
answer all the questions.				
use animals and zoo vocabulary.				
describe different animals at the zoo.				
use the names of animals in the dialogue.				

A sample of a Teacher's evaluation

Criteria
The student can:
choose their lovely animal to speak about.
identify animals when their partners describe them.
fill the blanks with correct name of the animal.
speak on the topic "At the Zoo".
ask and reply to the questions on the topic "At the Zoo".
write a short dialogue using the descriptive words about their favourite animals.
work in groups.
work in pairs.
develop questions on the content of the text.
react on the classroom language.
read the text correctly and fast.

Lesson 2. Funny animals

Standards: 1.1.1; 1.1.2; 1.1.3; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.3; 4.1.1; 4.1.2

Aim: Students will be able to speak about funny animals they know, find out where those animals live, what they eat, ask and answer questions about funny animals.

Objectives: By the end of the lesson the Students will be able to:

- react on the classroom language (1.1.1.)
- develop questions Where do the animals live? What do animals eat? (1.1.2.)
- demonstrate possessing ability of pronunciation skills in speech using rising tone in question sentences “What funny animals do you know”, “Why are they funny” (2.1.2.)
- name the places using prepositions of place the animals live etc. (2.2.1.)
- speak about the funny animals and what they can do (2.2.2.)
- demonstrate the ability of asking questions related to funny animals and their life (2.2.3.)
- communicate based on the topic “Funny animals” (2.2.4.)
- read the short text correctly and fast (3.1.1.)
- demonstrate the ability of understanding the content of the text read answering questions (3.1.3)
- write the words and sentences correctly related to animals in the picture (4.1.1.)
- write a short dialogue about the funny animals (4.1.2.)

Lesson 2 must be taught within 1 hour.

Warm up

Pass the secret

Have the students sit in a circle. Show them that they have to whisper to the person next to them. Say a sentence by whispering it to the student next to you, e.g. “I have a funny pet”. Have the students pass the sentence around the circle. The last student says the sentence out loud. Compare how close it is to the original sentence. If necessary, write the original sentence on the board.

Collective work.

Collect the students’ ideas and direct their attention to page 59 in the Student’s book.

Research question:

Why are animals funny?

Notes: Children are used to hearing stories from the very beginning of their lives. Often stories are traditional tales from their culture or stories about everyday life in the local community: they can be old stories, they can be new stories.

Stories are all around us all the time. For example, many ordinary conversations during the day are stories. Two stories in the target language introduces children to a full range of language, which are extremely central to success in the target language. There are two stories in this lesson about animals:

UNIT 7 Animals

LESSON 2

Funny Animals

1. Read the story “Three Little Bears” and act it out in your group.



“Three little bears” and “I can fly”. They are not difficult, they are easy and very interesting. Present the stories through pictures and use good practicing the Present Simple Tense. Ask the Ss to read the story and describe each picture in ex.1 on p.57.

Have the Ss do ex.2 on p.58 by asking and answering the questions. Ask your students to complete the text with the given words in ex.3 on p.58 individually, then check their answers with their partners. Divide the students into groups of three or four. Tell them to do ex.4 on p.58 asking and answering questions in groups. Tell the students to listen to you carefully when you pronounce the names of baby animals and ask the Ss to write them under the pictures in ex.4 on p.58. Draw your students’ attention to the picture on p.58 to in ex.5. Ask the Ss to say animal baby names and write them in their notebook. Correct the pronunciation mistakes if they have any. Tell the students to read the story in ex.6 on p.59 and say what the ant is doing in the story. Read the poem in ex.7 on p.59 and tell your students to follow you and repeat after you.

Interaction: Collective, Pair and Group work, Individual work.

Strategy: Describing, Role play, filling in the gaps, answering questions.

Practice stories in pairs and groups. Let the students take roles of bears in “Three little bears”. Let the students act like the ant in the story. It would be a very good practice to revise Simple Present Tense and “can”.

Integration: CS 3.1.1

Summarizing.

Output: Students take roles in the story. Students can speak about animals. They can also speak about animals at the Zoo.

EVALUATION TASK:

- 1 Look at the picture and complete the dialogue.

At the Pet Shop



- Hi. Can I help you?
- Yes, please. How much is that red parrot?
- It's (a) _____. Look! A yellow parrot is also lovely.
- Really?
- Yes. And it is also (b) _____.
- How much is that rabbit?
- It's (c) _____.
- How much is that dog?
- It is (d) _____,
- How much is that monkey?
- It is (e) _____.
- It is very funny. And how much are those fish?
- They are (f) _____.
- I want to buy those fish.
- Here you are.
- Thank you.
- You are welcome.

A sample of Self-evaluation

Criteria	Always	Sometimes	Rarely	Never
I can:				
answer all the questions.				
use animal related vocabulary.				
describe different animals at the zoo.				
use the names of funny animals in the dialogue.				

A sample of a Teacher's evaluation

Criteria	Excellent	Good	Satisfactory	Weak
The student can:				
choose funny animal to speak about.				
identify funny animals and describe them.				
fill the blanks with correct name of the animal.				
speak on the topic "Funny animals".				
ask and reply to the questions on the topic "Funny animals".				
write a short dialogue using the description of their favourite animals.				
work in groups.				
work in pairs.				
develop questions on the content of "Funny animals".				
react on the classroom language.				
read the short text correctly and fast.				

Lesson 1

UNIT 8 Sport

UNIT 8
Sport

LESSON 1

In the Playground

1. Match the games to the pictures.

















2. Look at the table and say what games you play alone/with friends.

games	with friends	alone
chess		
leap frog		
jigsaw puzzle		
hide and seek		
hopscotch		
tag		
bowling		
computer games		

Lesson 1 must be taught within

1 hour.

Warm up

Find someone who loves playing in the playground.

Students go around the classroom and find the students who love playing in the playground by asking questions.

Presentation

Present new vocabulary **swing, roundabout, slide and laughing.**

Pronounce them with correct intonation

Tell the students to do ex.1 in the Student's Book on p.60. The Ss have to match the words to the pictures. Ask the students to work in pairs. In ex. 2 the Ss have to look at the chart and say what games they play with their friends or alone.

Collective work.

Where do you go to play?

Collect the students' ideas and direct their attention to ex.1 on page 60 in the Student's book.

Research question:

What do you do in the playground?

Input: Practice new vocabulary *swings, roundabout, slide*. In practice

Unit 8. Sport

By the end of unit 8 the students will be able to:

- react on the classroom language
- develop questions on the topic "Sport"
- identify new words in the given text
- pronounce the sentences and speech etiquettes correctly
- demonstrate the ability of pronunciation skills in speech
- name the issues related to sport correctly
- demonstrate the ability of asking questions about sport
- communicate based on the topic "Sport"
- read short texts correctly and fast
- demonstrate the ability of understanding the content of the text read
- write the words and sentences correctly heard
- write short texts about "Sport"

Lesson 1. In the Playground

Standards: 1.1.1; 1.1.2; 1.1.3; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.3; 4.1.1; 4.1.2

Aim: Students will be able to speak about the playground, find out what they can do in the playground, ask and answer questions about their time in the playground.

Objectives: By the end of the lesson the Students will be able to:

- react on the classroom language (1.1.1.)
- develop questions "Do you have playground near your house? What do you do there?"(1.1.2.)
- demonstrate the ability of pronunciation skills in speech using rising tone in question sentences "What is your favourite game?"(2.1.2.)
- name the places using prepositions of place etc. (2.2.1.)
- speak about their playground near their house and what they do there (2.2.2.)
- demonstrate the ability of asking questions related to different games (2.2.3.)
- communicate based on the topic " In the playground"(2.2.4.)
- read a short text correctly and fast (3.1.1.)
- demonstrate the ability of understanding the content of the text read answering questions (3.1.3)
- write the words and sentences correctly based on the playground in the picture (4.1.1.)
- write a short dialogue about their day in the playground (4.1.2.)

stage tell the students to work in pairs and ask and answer the questions in Simple Present. Ask your students to look at the picture on p.61 ex.3 and find the words in the picture. Tell the students about the importance of the rules in playing games. Draw their attentions to the exercise 4 on p.61 and let them read and remember the rules. Play the song and ask the students to match the pictures to the words and

statements in exercise 5 on page 62. Students ask and answer questions about the activities the children do in the pictures. Ask your students to write a short dialogue: "In the playground". While they are working in pairs go around the classroom and give help when it is needed. In ex.6 on p.62 ask the Ss to look at the pictures and say what children like doing. The Ss are asked to write a short paragraph "In the playground" in ex.7 on p.62.

Interaction: Collective, Pair and Group work

Strategy: Describing, Role play, filling in the gaps

Your students have sufficient vocabulary to speak about playground, the equipment in the playground and also they know the rules in the playground. Ask them to work in pairs, ask and answer the questions about the important rules in the playground.

There is a song about playground on page 62 in the SB. One of the most common and effective ways of teaching English to children is through the use of songs. Songs provide a context within which to work on language. They give the children more listening practice, but also help them practice new structures and vocabulary in a memorable and meaningful context. Once the children have learnt a new song, it is a good idea to repeat it as an introductory or closing activity in the next few units.

Integration: NL 2.1.1

Summarizing.

Output: Students can use playground activity vocabulary. They can also speak about different activities they do in the playground.

EVALUATION TASK:

1 What is the rule? Write the words in the right order.

1. bin all Put your in rubbish the _____
2. other push Never children _____
3. front Don't or swings stand in of the run _____
4. wait for Always turn your _____

2 Look at the pictures and write what the children do.



Lesson 1

UNIT 8 Sport

A sample of Self-evaluation

Criteria	Always	Sometimes	Rarely	Never
I can:				
answer all the questions.				
use playground activity vocabulary.				
describe different activities in the playground.				
use the names of games in the dialogue.				

A sample of a Teacher's evaluation

Criteria	Excellent	Good	Satisfactory	Weak
The student can:				
choose their lovely game they play in the playground and speak about.				
identify games when their partners describe them.				
fill the blanks with correct activity in the playground.				
speak on the topic "In the playground".				
ask and reply to the questions on the topic "Rules in the playground".				
write a short dialogue using the description of their favourite games.				
work in groups.				
work in pairs.				
develop questions on the content of "In the playground".				
react on the classroom language.				
read the text correctly and fast.				

Lesson 2. Outdoor games

Standards: 1.1.1; 1.1.2; 1.1.3; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.3; 4.1.1; 4.1.2

Aim: Students will be able to speak about outdoor games they know, find out where they can play outdoor games, ask and answer questions about their lovely sport and games.

Objectives: By the end of the lesson the Students will be able to:

- react on the classroom language (1.1.1.)
- develop questions Where do you go to play outdoor games? What games do you play? (1.1.2.)
- demonstrate the ability of pronunciation skills in speech using rising and falling tones in question sentences "What outdoor games do you know" "What are your favourite games?" (2.1.2.)
- name the places using prepositions of place they play games. (2.2.1.)
- speak about their lovely sport and games (2.2.2.)
- demonstrate the ability of asking questions related to sport and games they play (2.2.3.)
- communicate based on the topic "Outdoor games" (2.2.4.)
- read a short text correctly and fast (3.1.1.)
- demonstrate the ability of understanding the content of the text read answering questions (3.1.3)
- write the words and sentences correctly based on outdoor games in the picture (4.1.1.)
- write a short dialogue about outdoor games (4.1.2.)

Lesson 2 must be taught within 1 hour.



Warm up



Children stand in a line against one wall of the classroom. There needs to be a clear space between the children and the opposite wall. Alternatively, you can mark the finish with a piece of rope lying in a straight line across the floor. Give the instruction "Take one step if you like ..." and follow it with e.g. "... playing football". Those children who like playing football take one step forward. Continue with other sentences, e.g. "Take one step if you like ... swimming", "... surfing", "... washing the dishes", "... playing baseball", "... cleaning your room", "... playing tennis", "... doing your homework", "... playing basketball", "... riding", "... doing your homework", "... eating carrots", "going to bed early", "... getting up early", "... walking", "... dancing". The first child to reach the opposite wall or to cross the rope is the most sporty member of the class.


UNIT 8
Sport

LESSON 2

Outdoor Games

1. What kind of team sports do you know?

2. Look at the pictures and say what children like doing in the pictures.



3. Ask your partner about his/her favourite team sport. Use the questions below.
1. What is your favourite team sport?
2. Where do you play team games?
3. How many people are there in your team?
4. Write about your favourite sport.

63

Collective work.

Start the lesson with the questions: "What's a team?", "What do you know about team sports?" drawing Ss' attention to the picture in ex.1 on p.63 SB. Collect the students' ideas on outdoor games and team sports.

Research question:

What outdoor games do you know?

Input: Present new vocabulary **cycling, team, baseball, defender, striker, forward, win, pass, score.**

Pronounce them with correct intonation by showing them the pictures in the SB.

Tell the students to look at the picture in ex.2 on page 63 in the SB. Ss read the words under the pictures and say what children like doing in the pictures. It would be better to ask Ss "Who likes playing volleyball in your family?" etc. using the names of sports on the picture.

Practice new vocabulary **cycling, team, baseball, defender, striker, forward, win, pass, score.** In practice stage tell the students to work in pairs and ask and answer the questions in the Simple Present.

The students do exercise 3 on p.63 in the SB in pairs. The pairs ask and answer the questions in turns. In ex.4 on p.63 Ss have to write about their favorite sport in their notebook. While they are working in pairs go around the classroom and give help when it

Lesson 2

UNIT 8 Sport

is needed. Have the Ss look at the picture in ex.5 on p.64 in the SB and answer the questions “Are the players happy?”, “Why are the players happy? Let the Ss work in groups and get the answer to the questions. Discuss the answers with the whole class.

Interaction: Collective, Pair and Group work

Strategy: Describing, Role play, filling in the gaps.

Your students have sufficient vocabulary to speak about outdoor games, and also they know the rules in the playground. You ask them to work in

groups, in pairs, ask and answer the questions about football players. There is a poem about football game in ex.6 on p.64. The Ss have to learn the poem. Ask your Ss to prepare a presentation about outdoor games in ex.7 on p.64.

Integration: Ph.T 1.1.1

Summarizing.

Output: Students can use outdoor games vocabulary. They can also use different outdoor games they play.

EVALUATION TASK:

1 Write the words.

1. entnis _____

2. otlbfoal _____

3. baellabs _____

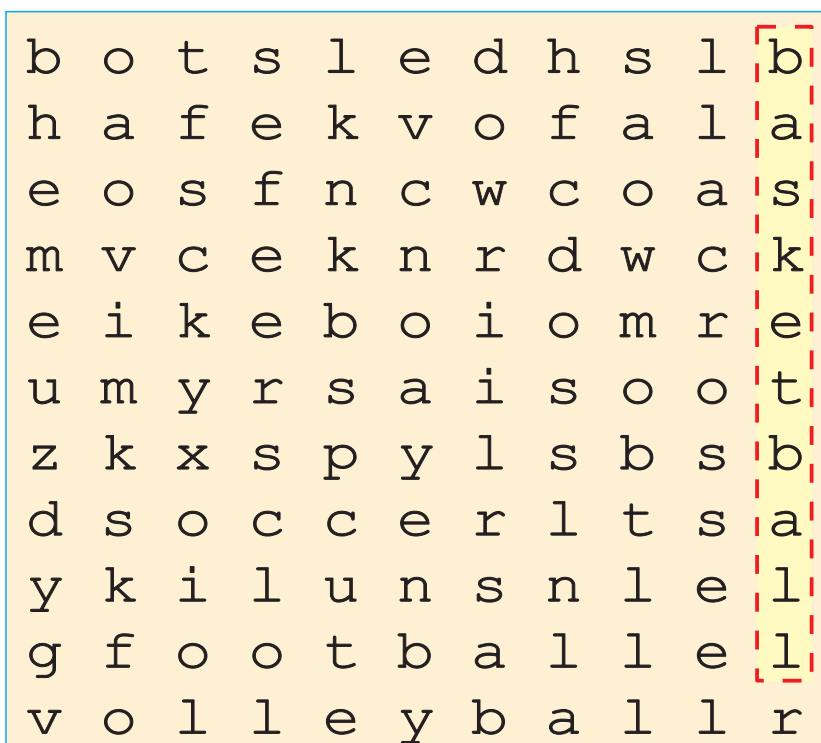
4. lleyobvall _____

5. bskbaletal _____

6. hckeoy _____

2 Find the words. There are six team sports in it.

Word search



A sample of Self-evaluation

Criteria	Always	Sometimes	Rarely	Never
I can:				
answer all the questions.				
use related outdoor games vocabulary.				
describe different outdoor games they play.				
use the outdoor games in the dialogue.				

A sample of a Teacher's evaluation

Criteria	Excellent	Good	Satisfactory	Weak
The student can:				
choose an outdoor game to speak about.				
identify outdoor games their partners describe.				
fill the blanks with correct name of the outdoor game.				
speak on the topic "Outdoor games".				
ask and reply to the questions on the topic "Outdoor games".				
write a short dialogue using the description of their favourite outdoor games.				
work in groups.				
work in pairs.				
develop questions on the content of "Outdoor games".				
react on the classroom language.				
read the text correctly and fast.				

DIAGNOSTIC ASSESSMENT

1. Where ... he from?

- a) am b) are c) is

2. Choose the line with plural nouns.

- A) a book, pens, a pencil
B) bags, blouses, socks
C) head, shoes, dress
D) skirt, pyjamas, trousers

3. Your mother's sister is your

- a) uncle b) aunt c) brother

4. Twenty is:

- a) thirteen and five
b) fifteen and three
c) eighteen and two

5. We have got a ... on the wall of our classroom.

- a) map b) sofa c) pencil

6. Cats ... sing songs.

- a) can b) can't

7. Monsters ... speak.

- a) can b) cannot

8. Banana is

- a) red b) orange c) yellow

9. My grandmother is my

- a) mother's sister
b) mother's aunt
c) mother's mother

10. A bear is a ... animal.

- a) weak
b) small
c) strong

11. The mouse is

- a) small
b) big
c) strong

12. Choose the right opposite.

- a) strong/ thin
b) thin/ tall
c) weak/ strong

13. I have got a ... in the living room.

- a) wardrobe
b) fireplace
c) blanket

14. The ... is in the bedroom.

- a) pillow
b) armchair
c) table

15. The carpet is

- a) on the bed
b) on the mirror
c) on the floor

16. It is an

- a) yard
b) window
c) umbrella

17. ... is Helen.

- a) he
b) she
c) its

18. They are

- a) a jumper
b) trousers
c) a shirt

19. She is a

- a) king
b) queen
c) boy

20. It is a

- a) apple
b) orange
c) lemon

SMALL SUMMATIVE ASSESSMENT 1

1 Open the brackets and write the verbs in the Simple Present Tense.

1. We _____ (to go) to the village in summer.
2. My sister _____ (to like) flowers.
3. My grandfather usually _____ (to drink) tea in the garden in summer.
4. His brother _____ (to eat) fruit.

2 Write *There is/There are* in the following sentences.

1. _____ an English book on the table.
2. _____ notebooks on the chair.
3. _____ pictures on the wall.
4. _____ two pictures on the wall.
5. _____ eight crayons in the bag.

3 Odd one out.

1. An apple, a pear, a flower, a banana
2. A pencil, a book, a pen, a wall
3. A game, summer, winter, spring
4. Cheese, a tree, butter, bread
5. The sky, the sun, a star, a sea
6. A cow, a sheep, a goat, a yard

4 Choose the correct answer.

1. There _____ five stars on the wall.
a) is b) a c) are
2. How many _____ are there in the yard?
a) sheep b) sheeps c) a sheep
3. Ulvi _____ an uncle.
a) have b) have got c) has
4. My little sister Narmin _____ in the sea.
a) swim b) swims c) to swim
5. Natig _____ cheese and butter for breakfast.
a) have b) has c) have
6. Aygun _____ live in the village.
a) don't b) doesn't c) not

SMALL SUMMATIVE ASSESSMENT 2

1 Write the answers to the questions.

1. Is London the capital of England? _____.
2. Do the Scottish people live in Wales? _____.
3. Is the national costume of Scotland blue and white? _____.
4. Is the national costume of Northern Ireland red and white? _____.
5. Is the national costume of Wales red and white? _____.

2 Make sentences interrogative.

1. There are many tourists in England. _____.
2. She often writes letters to her pen- friend. _____.
3. Many people visit London every day. _____.
4. The capital city is London. _____.

3 Remember the e-mail ideas and write an e-mail to your pen-friend.

I am ... _____

4 Write answers to the following questions.

1. How many countries are there in the United Kingdom?

2. What is the nationality of the people in Scotland?

3. What is the nationality of the people in England?

4. What is the nationality of the people in Wales?

5. What is the nationality of the people in Northern Ireland?

BIG SUMMATIVE ASSESSMENT 1

1 Choose the correct answer.

1. We sit ____ the bench and look ____ the sea.
a) in, at b) on, at c) on, in
2. Baku is ____ the Caspian Sea.
a) in b) of c) on
3. I usually go ____ the village ____ my summer holidays.
a) to, on b) on, to c) in, to
4. My summer holidays start ____ the end ____ the school year.
a) at, of b) of, at c) in, at
5. Can I have a kilo ____ triangle and star cookies?
a) of b) in c) on
6. We have got a good canteen ____ school.
a) on b) in c) at
7. Ulvi lives ____ a small house ____ Baku ____ his family.
a) in, in, of b) in, in, with c) on, of, at
8. George jumps up ____ his chair.
a) on b) in c) from
9. My grandmother often takes me ____ a walk.
a) to b) for c) with
10. George is ____ his bedroom.
a) on b) of c) in

2 Write answers to these questions.

1. Have you got a canteen at school?

2. What have you got there?

3. Do you like eating your lunch at school?

4. What do you like eating for breakfast?

5. What do you eat for lunch?

3 Fill in the blanks with the words in the box.

love, takes, bench, seaside, ships, beautiful

Baku is a (a) _____ city. It is on the Caspian Sea. There is a nice seaside park in Baku. My mother often (b) _____ me there for a walk. We sit on the (c) _____ and look at the sea. There are (d) _____ trees and flowers at the road. There are (e) _____ and boats in the Caspian Sea. We (f) _____ our beautiful seaside park.

4 Write answers to the following questions.

1. When do your summer holidays start?

2. Where do you go on your summer holidays?

3. Do you go to the village on your summer holidays?

4. Are there farm animals in the village?

5. Is there a forest and a river in the village?

6. What do you and your friends do in summer?

5 Look at the picture of the school yard. What is there in the school yard? Write six sentences.

This is the picture of the school yard. There ...



SMALL SUMMATIVE ASSESSMENT 1

1 Read the dialogue and write the missing words.

Jane: – Hello, Jack.

Jack: – _____, Jane.

Jane: – How _____ you?

Jack: – _____, thanks. And _____?

Jane: – I'm fine too, thanks. You are on summer _____. What do you do every day?

Jack: – I _____ TV.

Jane: – What is your _____ programme?

Jack: – My favourite _____ is Nature programme. What is _____ favourite programme?

Jane: – I like _____ Music programme. How long do you _____ TV every day?

Jack: – I watch TV for two hours _____?

2 Write the names of the items of computer.



3 Read the definitions and write programme names.

1. Pictures and not real people - _____.

2. Different games and sports - _____.

3. Songs and dances - _____.

4. Animals and forest - _____.

5. Fun and laugh - _____.

SMALL SUMMATIVE ASSESSMENT 2

1 Look at the picture. Write answers to the questions.



1. Where are the three toy monkeys? _____
2. Where are the two toy monkeys? _____
3. Where are the three toy rabbits? _____
4. Where is the New Year tree? _____

2 Write the answers to the questions.

1. What are the symbols of Nowruz? _____

2. What do you do on Nowruz holiday? _____

3. What do mothers cook on Nowruz holiday? _____

4. Do you like to jump over a bonfire? _____

5. Why do you like Nowruz holiday? _____

6. When do we celebrate Nowruz holiday? _____

SMALL SUMMATIVE ASSESSMENT 2

- 3** What is your favourite holiday?
Write ten sentences about your favourite holiday.

My favourite holiday is ...

- 4** Write the plural form of the words.

- | | |
|---------------------|----------------------------|
| 1. a mouse – _____ | 4. an egg – _____ |
| 2. a person – _____ | 5. a New Year tree – _____ |
| 3. a monkey – _____ | 6. an apple – _____ |

- 5** Look at the pictures and write five sentences about the holidays.



BIG SUMMATIVE ASSESSMENT 2

- 1** Fill in the blanks with the names of countries, capitals and nationalities given in the chart.

Countries	Capitals	Nationalities
Azerbaijan		Azerbaijani
England	London	
	Belfast	Irish
Scotland	Edinburgh	
Wales		Welsh

- 2** Do you go to the playground? What do you do there? Write five sentences.



- 3** What is the time? Write the time under the pictures.

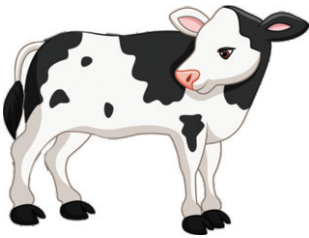


BIG SUMMATIVE ASSESSMENT 2

4 Write the answers to the questions.

1. Can a lion fly? _____
2. What can a lion do? _____
3. Can a zebra run? _____
4. What can a crocodile do? _____
5. Can a monkey swim? _____
6. What can a monkey do? _____
7. Can an elephant fly? _____
8. What can an elephant do? _____

5 Write the names of baby animals.



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BIG SUMMATIVE ASSESSMENT 2

6 Write the dates.

Example:

December, 17 —The seventeenth of December

- a. October, 8
- b. December, 11
- c. June, 21
- d. November, 13
- e. May, 27
- f. February, 24

7 Write the words.

- 1. entnis _____
- 2. otlbfoal _____
- 3. baellabs _____
- 4. lleyobvall _____
- 5. bskbaletal _____
- 6. hckeoy _____

8 Choose the right answer.

- 1. Ibrahim _____ his hands and face.
a) wash b) washes
- 2. Ibrahim _____ to school.
a) go b) goes
- 3. Ibrahim _____ go to school.
a) don't b) doesn't
- 4. Ibrahim _____ his bed every day.
a) make b) makes

5. It is January.

- a) It often snows.
- b) It often rains.

6. It is August.

- a) Children go to the sea.
- b) Children go to school.

7. It is March.

- a) People have Novruz holiday.
- b) People have New Year holiday.

7. It is February.

- a) It is very hot.
- b) Trees are green.
- c) Children play snowballs.

8. There are _____ in a year.

- a) 12 months b) 12 month
- c) 24 months

9. There are _____ in a day.

- a) 12 hours b) 14 hours c) 24 hours

10. There are _____ days in 3 months.

- a) 80 days b) 90 days c) 60 days

Resources

Appendix 2 Books and articles list & websites

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33. Ur, P. (1984) Teaching Listening Comprehension, Cambridge University Press
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38. Willis, J. (1996) A Framework for Task-based Learning, Longman Handbooks for Language teachers
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Websites

British Council Teaching English sites

<http://www.teachingenglish.org.uk/think/methodology.shtml>, for articles

<http://www.teachingenglish.org.uk/try/try.shtml>, for lesson plans

<http://www.learnenglish.org.uk>, for other downloadable teaching resources

<http://www.learnenglish.org.uk>

Language Assistant Manual

<http://www.britishcouncil.org/languageassistan-manual.htm>

Other

The Teacher Trainer

<http://www.tttjournal.co.uk>

Developing Teachers

<http://www.developingteachers.com>

Humanising Language Teaching

<http://www.hltmag.co.uk>

Self assessment

<http://www.geoffpetty.com> has some interesting downloads

Publisher

Some of the publishers websites have good resources, downloads and forums. Here are three of the biggest.

Macmillan: www.onestopenglish.com Cambridge University Press: <http://cambridge.org/elt/Oxford> University Press: www.oup.com

BURAXILIŞ MƏLUMATI

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Bədii və texniki redaktor

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