

XALİDƏ RÜSTƏMOVA, QIZTAMAM QULİYEVA,  
ŞƏHLA KƏRİMOVA

# English

Teacher's book

*Ümumtəhsil məktəblərinin 1-ci sinfi üçün  
«İngilis dili» (əsas xarici dil kimi) fənni üzrə*

## MÜƏLLİM ÜÇÜN METODİK VƏSAİT

*Azərbaycan Respublikası Təhsil Nazirliyinin  
24.05.2016-cı il tarixli 354 №-li əmri ilə təsdiq edilmişdir.*



★ **Greeting**

★ **School**

★ **Toys and  
Colours**

★ **Food**

★ **My House**

★ **Clothes**

★ **Animals**



ASPOLİQRAF  
BAKİ—2016

**Rüstəmovə X., Quliyeva Q., Kərimova Ş.**

Ümumtəhsil məktəblərinin 1-ci sinfi üçün «İngilis dili»  
(əsas xarici dil kimi) fənni üzrə müəllim üçün metodik  
vəsait. Bakı, «Aspoliqraf», 2016, 56 səh.

**Müəlliflik hüquqları qorunur. Xüsusi icazə olmadan bu nəşri və  
yaxud onun hər hansı hissəsini yenidən çap etdirmək, surətini çıxarmaq,  
elektron informasiya vasitələri ilə yaymaq qanuna ziddir.**

**Müəllim üçün metodik vəsaitlə bağlı rəy, irad və təkliflərin [aspoligraf.ltd@gmail.com](mailto:aspoligraf.ltd@gmail.com)  
və [derslik@edu.gov.az](mailto:derslik@edu.gov.az) elektron ünvanlara göndərilməsi xahiş olunur. Əməkdaşlığını  
üçün əvvəlcədən təşəkkür edirik!**

© Azərbaycan Respublikası  
Təhsil Nazirliyi, 2016

***Xalidə Ədalət qızı Rüstəmovə  
Qızıtamam Əliağa qızı Quliyeva  
Şəhla Məmməd qızı Kərimova***

### **İNGİLİS DİLİ**

*(Ümumtəhsil məktəblərinin 1-ci sinfi üçün  
«İngilis dili» (əsas xarici dil kimi) fənni üzrə  
müəllim üçün metodik vəsait)  
Bakı, «Aspoliqraf», 2016.*

Redaktoru ***Elşadə Əzizova***

Bədii və texniki redaktoru ***Abdulla Ələkbərov***

Kompüter tərtibatçıları ***Mələk Şimşək, Təhmasib Məhdiyev***

Rəssamı ***Gündüz Ağayev***

Korrektoru ***Ülkər Şahmuradova***

Kağız formatı 57x82 <sup>1</sup>/<sub>8</sub>.

Ofset çap. Ofset kağızı. Məktəb qarnituru.

Fiziki çap vərəqi 7,0. Uçot nəşr vərəqi 5,8.

Şəriş 21. Tiraj 6300. Pulsuz.

«Aspoliqraf LTD» MMC  
Bakı, AZ 1052, F.Xoyski küç. 121<sup>B</sup>

## INTRODUCTION

### A map of the course

#### **English for Grade 1**

**English Grade 1** is designed on the aims to develop the receptive and oral production skills of the student, encouraging the students to learn their first words in English. It is an imaginative, 4 level course for primary school children who are learning English as a second foreign language. The course is based on a strong communicative method. The structures and acquire functions of English are taught through variety of child centered activities which are suitable for grade I. Both at the lower levels and at the upper levels the course introduces children to the skills they need to pursue their studies to a higher level.

**The aim of the course** is to direct the Ss to acquire the communicative skills through learning the new words and expressions, consolidating them in every day language. Teaching the most active words should be in the centre of attention.

This course for young learners provides a motivating and enjoyable way to learn English including many new topics, pictures, stories, chants, rhymes and songs.

**Methology for English Grade 1** is conceptually based on the theory of Multiple Intelligences which tell us that children learn and remember better if the learning process involves all of the senses. It centers around the communicative method drawing on children's natural need to communicate and talk about themselves and their world.

#### **At the end of the the course student is expected to:**

- demonstrate the skills how to produce the sounds, intonation and stress;
- choose/distinguish and identify objects given on the pictures;
- create communication on given words and expressions;
- demonstrate the initial pronunciation skills;
- respond to directions and questions;
- follow instructions.

One of the fundamental concepts of cognitive psychology is that the memory does not reside solely in the brain, but throughout the body. For this reason, many activities in English Grade 1 particularly those where **the Gadfly** invites children to carry out commands are based on TPR/Total Physical Response. Only in this way communication develops in a natural way.

The pupils are placed at the very centre of the learning process. This enables them to learn autonomously in a variety of ways and at different speeds allowing for the individual abilities of each child.

In addition, the course is easy for the teacher to use and fun for the class. Children will love joining in the songs and action stories with **the Gadfly**.

#### **Teaching English Grade 1 helps:**

- all students to create a positive self image
- the students to understand the foreign language and use it actively
- contributes to every child's cognitive and social development based on his/her learning style and social skills
- integrates activities that aim to create a culture open to diversity and the acceptance of others.

**English Grade 1 consists of 2 components:**

• **Student's Book**

• **Teacher's Book**

**Student's Book**

There are four content lines in teaching English: **listening, speaking, reading, writing**. In the first grade there are only 2 content lines: listening and speaking.

For the Student's Book the topics address to the interest and abilities of children in this age group. Student's Book is divided into **7 Units** in which there are **29 topics** with **56 pages**. Each unit has its communicative aims. The aim for each unit is given in the TB. The material included to the SB links cross-curricular elements with Music, Art, Maths, Technology and other social subjects.

SB contains mainly pictures. Children don't write or read, they only listen and speak. Children in the first grade learn English with the help of pictures, songs, chants and games. Grammar rules aren't taught in the first grade, but some grammar elements are produced and taught to the children in an easy way. There are some activities with lively games which consolidate students' language knowledge. These activities can be done in class or at home.

**Teacher's Book**

Teacher's book contains:

- a map of the course
- an integration chart
- teaching notes
- a detailed and practical introduction to the methodology course, *plus*
- all lesson plans from each unit have been given
- lesson plans which include many ideas and suggestions to help teachers to carry out the best possible English lessons

**Curriculum Links:**

There should be links in any language course with broader educational aims, such as developing problem solving abilities, autonomy, questioning, cooperative learning, and so on. There are a number of reasons why this is important. Language teaching is a part of education, and needs to take its full educational responsibility and learning and teaching English can become more interesting and more memorable for students.

**Student's Book 1** has curriculum links with some subjects such as: Native Language, Maths, Music, Art skills, Technology, Science, Informatics, PT.

Teaching Children under 6–7

Teaching a second language to children we should remember that **young learners:**

- acquire through hearing and experiencing lots of English, in much the same way as they acquire their first language.
- learn through doing things and playing, they are not consciously trying to learn new words or phrases this is incidental for them.
- love playing with language sounds, imitating and making funny noises. So, Ss have fun playing with words and phrases, for example, singing songs, chants, reciting rhymes.
- are not able to organize their learning. Often they do not even realize that they are learning a foreign language. They simply see it as having fun.
- may not be able to read or write in their mother tongue, so it is important to recycle new words and expressions through talking and playing.
- their grammar will develop gradually on its own, they hear lots of English and learn a lot of words and phrases in the first grade.



If we teach a child especially age group 6—7 we should follow and care the child's *age, interest and ability*.

Let's look at the learning of characteristics of a child.

***A child:***

- Learns most by doing things
- ***Learns faster, forgets fast:*** Needs constant reinforcement, recycling
- TPR — Total Physical Response e.g. games, songs, mime etc. promotes learning
- Enters into a fantasy world willingly, loves bright colours, cartoon characters.

***Practical Suggestions***

Try to view each child in your class as an individual. Take time to focus specifically on each child for brief periods and notice what difficulties they can have.

If a child is having problems keeping up or understanding try to find out *why*. Talk to the child and see if he/she has problems in hearing things, seeing the board. Ask if he/she would like to move nearer the front of the class or away from sources of noise such as noisy corridor.

Children who are disruptive in the classroom or who create other discipline problems may be in need of some extra attention and support. Sometimes for example they may misbehave, as they are avoiding problems with speaking or listening.

If you do identify a child who you think is in need of extra help, try to talk to the specialists and hear their opinions. You may also talk to the parents. This needs to be done very sensitively, however to avoid causing any extra problems and anxiety.

***These qualities are important:***

- Establish some set of rules in your class
- Use space effectively in the classroom: It is important to change and vary the way the children gather in your lessons for physical activities
- Always think how useful they will be in learning
- Have an assistant in class
- Place weak students with strong ones in small groups. You will see how important it is.

- Walk around the class and try and give all children your attention. It is really important.

- Provide audio-visual, authentic materials and power-point electronic slides on topics

- Use interactive-teaching methods developing receptive, productive, interactive and mediactive skills

- Apply cognitive, metacognitive and social affective strategies
- Make an interactive class
- Make good communication with your students in English
- Organize cooperative learning; group works, pairs and individuals
- Use computers to motivate students to integration
- Set extension stage for creativeness; celebrations; exhibitions; presentations and discussions

***Evaluation***

Evaluation is the process of gathering information in order to determine the extent to which a language programme meets its goals. Relevant information can be teachers' and the parents' opinions, textbook quality, exam results, the students' attitudes. Some of the tools of the evaluation process are tests, questionnaires, textbook analysis and observation. The aim is to involve the students more in

thinking about how they are learning, to encourage them to make more control over their learning.

### **Assessment**

Assessment is one of the most important topics for you as a teacher. Assessment gives you the students' feedback on progress and achievement; it also gives you feedback on whether your teaching has been effective.

For teacher it is vital to know **when, what** and **how** to assess; it is also important to know how to construct tests that actually test what has been taught.

We assess students at different times and for different purposes.

It's important to know why we are assessing students, what is the purpose of the assessment, and what we are going to do with the information that the assessment gives us (**how**).

Here are some different types of tests or assessment procedures. These types of tests are very useful for teachers.

- **Progress Tests** (to find out how well students have learnt a certain part of the course. It is sometimes called **formative assessment**)

- **Achievement Tests** (to find out how well students have learnt the whole content of a course. It is sometimes called **summative assessment**)

### **What Can We Assess in grade I?**

We can assess the aspects of language:

**vocabulary, ability in speaking, listening, communication.**

It's important to test what you teach.

### **How can we carry out assessment?**

We can use different ways of assessing students according to which aspect of them we want to look at. We can also use a combination of formal and informal assessment.

We can assess students in the following ways:

- **By testing**
- **By observing**
- **By collecting samples of students' work – e.g. portfolio assessment**

You can make different grids of assessment for any lesson. It depends on the standards of the course.

### **Samples:**

**Student's name** \_\_\_\_\_

Criteria	Excellent	Good	Weak
	★ ★ ★	★ ★	★
Understands commands			
Expresses ideas			
Works cooperatively			

**Student's name** \_\_\_\_\_

Criteria	😊	😐	😞
1. Recognizes			
2. Expresses			
3. Identifies			

## THE MAJOR STANDARDS AND SUB-STANDARDS OF ENGLISH LANGUAGE LEARNING – GRADE 1

### *At the End of Grade 1 Student:*

- demonstrates understanding of the presented speech samples;
- demonstrates the understanding of the initial pronunciation habits;
- demonstrates the communication skills using the speech samples learnt.

### **Listening-Comprehension**

1.1. Demonstrates the speech samples presented

1.1.1. Follows simple instructions

1.1.2. Chooses and points to the objects he/she hears

1.1.3. Differs (distinguishes) the objects according to their features

### **Speaking**

2.1. Demonstrates the ability of acquiring of the initial pronunciation skills;

2.1.1. Repeats the sounds and sound combinations and simple words he/she hears;

2.1.2. Repeats word combinations and simple sentences he/she hears;

2.1.3. Pronounces sounds, sound combinations and simple words;

2.1.4. Pronounces the learnt word combinations and simple sentences;

2.2. Demonstrates the communication skills through speech samples learnt;

2.2.1. Names the objects and surrounding objects described in the pictures;

2.2.2. Numerates/Counts features (quantity, size and colour) of the objects presented;

2.2.3. Describes the objects given/shown in the pictures with his/her own words;  
words/word combinations and expressions learnt;  
words/word combinations and expressions learnt;

**Resources:** In most lessons the teacher uses the following resources: Student's Book, colour paper, realia, flashcards, CD, electronic slides, paper, markers, tape, computer, handouts.

WEEKS	Implemented standards for units	Unit	Lesson				Implemented standards for lessons	Hours
			Topic	Sounds	Vocabulary	Receptive language		
WEEK 1	1.1.1. 2.1.1. 2.1.2. 2.1.3. 2.2.4.	1.Greeting	1.Hello, my name is.../ What is your name?	[aɪ] [w]	Hello, my name is ... , What is your name?	Greet each other! Let's say!	1.1.1. 2.1.1. 2.1.2.	1
WEEK 2			2. I am...	[æ] [u:]	a teacher, a schoolboy, a schoolgirl, I am a teacher	Repeat after me!	2.1.1. 2.1.2. 2.1.3. 2.2.4.	1
WEEK 3			3.Hi, how are you?	[ju:] [au:]	How are you, Fine, thanks.	Play a game! Look and say!	1.1.1. 2.1.1. 2.1.2. 2.2.4.	1
WEEK 4			4.Good bye!		See you, Good bye	Wave your hands!	1.1.1. 2.1.1. 2.1.2. 2.2.4.	1
WEEK 5	1.1.1. 2.1.1. 2.1.2. 2.1.3. 2.1.4. 2.2.2.	2.School	1. School Objects	[p] [d]	Pencil, bag, desk, ruler, book.	Make up a dialogue.	2.1.1. 2.1.2. 2.1.4	1
WEEK 6			2. Numbers	[f] [o:] [θ]	one, two, three, four, five.	Count the numbers	2.1.1. 2.1.2. 2.1.3. 2.2.2.	1
WEEK 7			3. What is it?	[a:]	crayon notebook, rubber, pencilcase, pen.	Point to the book!	1.1.2. 2.1.1. 2.1.2. 2.1.3.	1
WEEK 8			4. How many...?	[s] [ks]	six, seven, eight, nine, ten.	Work in pair! Count the numbers!	2.1.1. 2.1.2. 2.1.3. 2.2.2.	1
WEEK 9			5. School Commands	[l] [z]	Look, listen, stand up, sit down, please	Let's say!	1.1.1. 2.1.1. 2.1.2. 2.1.3. 2.1.4.	1
WEEK 10			6. Revision			Sing a song!	1.1.1. 1.1.3. 2.1.3. 2.1.4. 2.2.2.	1



Weeks	Implemented standards for units	Unit	Lesson				Implemented standards for lessons	Hours	
			Topic	Sounds	Vocabulary	Receptive language			
WEEK 11	1.1.2. 1.1.3. 2.1.1. 2.1.2. 2.1.3. 2.2.1. 2.2.2. 2.2.3. 2.2.4.	3.Toys/ Colours	1. My Toys/ I have got	[l] [k]	doll, cat, car, ball, balloon.	Let's play! Make up dialogue! I have got	2.1.1. 2.1.2. 2.2.1.	1	
WEEK 12			2. Colours	[r] [ou]	red, black, yellow, blue	Say the colours!	1.1.2. 2.1.1. 2.1.2. 2.1.3. 2.1.4. 2.1.3.	1	
WEEK 13			3. Have you got a ... ?	[er] [ ʃ ]	ship, plane, teddy bear, kite, dog	Point to the ship! Let's say!	2.1.1. 2.1.2. 2.1.3. 2.2.1. 2.2.4.	1	
WEEK 14			Summative Assessment						1
WEEK 15			4. What colour is it?	[dʒ] [n]	green, brown, white, orange	Say the colours!	2.1.1. 2.1.2. 2.1.3.	1	
WEEKS 16/17			5. Revision				1.1.2. 1.1.3. 2.2.2. 2.2.3.	2	

Weeks	Implemented standards for units	Unit	Lesson				Implemented standards for lessons	Hours
			Topic	Sounds	Vocabulary	Receptive language		
WEEK 18	1.1.3. 2.1.1. 2.1.3. 2.1.4. 2.2.1. 2.2.2. 2.2.3. 2.2.4	<b>4.Food</b>	1. I like/I do not like	[m] [e]	apple, orange, lemon, banana, plum, strawberry	Look and say! I like... Yummy!	2.1.1. 2.1.3. 2.2.1. 2.2.4	1
WEEK 19			2. Do you like ...?	[tʃ]	chocolate, sweet, cookie, ice-cream, cake	Do you like...? Look and ask! Yes, I do/No, I don't! Yuck!	2.1.1. 2.1.3. 2.2.1. 2.2.4	1
WEEK 20			3. He/She likes Revision				1.1.3. 2.1.3. 2.1.4. 2.2.1. 2.2.2. 2.2.3.	2
WEEK 21	1.1.1. 1.1.2. 2.1.2. 2.1.3. 2.2.1. 2.2.3. 2.2.4.	<b>5. My House</b>	1. Rooms	[θ] [g]	bathroom, kitchen living room, bedroom	Point and say!	2.1.1. 2.1.2. 2.1.3 2.2.1.	1
WEEK 22			2. Where is ... ?	[dʒ] [f]	a sofa, a bed, a fridge, a bath	Look and ask! Where is ... ?	1.1.1. 1.1.2. 2.1.2. 2.2.4.	1
WEEK 23			3. My cat is...		in, on, at, under.	Choose and say!	1.1.2. 2.1.2. 2.2.1. 2.2.4.	1
WEEK 24			4. Revision				1.1.2. 2.2.1. 2.2.3 2.2.4	1
WEEK 25	1.1.1. 1.1.2. 1.1.3. 2.1.2. 2.1.3. 2.2.1. 2.2.2	<b>6. Clothes</b>	1. This/that	[ð] [t]	a skirt a hat a cap a dress a shirt this/that	Look and match! Choose and say!	1.1.2. 2.1.2. 2.1.3. 2.2.1. 2.2.2.	1
WEEK 26-27			2. These/those	[z] [r]	shoes, socks, trousers, shorts	Choose and say!	1.1.2. 1.1.3. 2.1.2. 2.1.3. 2.2.1.	1

Weeks	Implemented standards for units	Unit	Lesson				Implemented standards for lessons	Hours
			Topic	Sounds	Vocabulary	Receptive language		
WEEK 28			3. Revision				1.1.2. 1.1.3. 2.1.3. 2.2.1. 2.2.2.	1
WEEK 29	1.1.2. 1.1.3. 2.1.2. 2.1.3. 2.2.1. 2.2.2. 2.2.3. 2.2.4.	7. Animals	1. My pets	[b]	cat dog chicken rabbit fish	Look and say! Say numbers and colours	1.1.2. 2.1.2. 2.2.1. 2.2.4.	1
WEEK 30			2. Zoo animals		giraffe monkey fox lion	Say numbers, colours.	1.1.2. 2.2.1. 2.1.2.	1
WEEK 31			3. Big/ Small		big small	Look and differ!	1.1.2 1.1.3. 2.2.2. 2.2.3. 2.2.4.	1
WEEK 32			4. Revision			Say, numbers, colours and sizes!	1.1.3. 2.2.3. 2.2.4.	1
WEEKS 33/34			Summative Assessment					1

STANDARDS	Grade 1
<b>1.1.1.</b>	Follows simple instructions N.L.1.1.1; Tech. 2.1.1.
<b>1.1.2.</b>	Chooses and says numbers N.L. 2.2.1. Art 1.2.2 Music 1.2.1.
<b>1.1.3.</b>	Identifies objects according to their features he/she hears Math 4.2.3; Inf.1.2.3. Art .2.1.3.
<b>2.1.1.</b>	Repeats the sounds and the words correctly N.L. 2.2.1; Music.3.1.1.
<b>2.1.2.</b>	Repeats the words, word combinations and simple sentences correctly. Music. 3.1.1; N.L.2.1.2.
<b>2.1.3.</b>	Pronounces the sounds, sound combinations and simple words correctly. N.L.2.1.2; Music.3.1.1.
<b>2.1.4.</b>	Pronounces words, word combinations and says simple sentences correctly. N.L.2.2.1; Music. 3.1.1.
<b>2.2.1.</b>	Names the objects and things around described in the pictures. Inf. 1.2.1; N.L. 2.2.1; Art 2.1.3.
<b>2.2.2.</b>	Counts/enumerates the features of the named objects (shape, quantity, size) N.L 2.2.1; Math 3.2.1; Inf 1.1.2.
<b>2.2.3.</b>	Describes the objects and situations shown/given in the pictures using the Vocabulary learnt. Math 3.2.1; N.L. 2.2.1; Art 2.2.4.
<b>2.2.4.</b>	Communicates using the words and expressions N.L.1.2.4.

## RESOURCES

### 1. *English for Primary Teachers*

A Handbook of Activities and  
Classroom Language

Mary Slattery

Jane Willis

### 2. *Steps to Success*

A Starter Pack for Newly  
Qualified Teachers,  
British Council

### 3. *Young learners Primary*

*English* Teacher Training Online.

British Council

### 4. *Join Us 1.*

Teachers' Book.

Cambridge Gunter Gerngross

Herbert Puchta

Paola Tite



## UNIT 1 GREETING

### LESSON 1. Hello, my name is...

#### OBJECTIVES:

##### *The student:*

1. Understands and identifies greetings (1.1.1.)
2. Repeats the sounds and sound combinations [aɪ] and [w] (2.1.1.)
3. Repeats word combinations and simple sentences (My name is...) (2.1.2.)

#### Warm up.

Welcome to School!

You can start the lesson pointing to yourself and saying: «Hello, my name is ...» It will stimulate and encourage your students to express themselves easily in such a warm and welcoming atmosphere.

#### 1 CW. First greet your students saying:

Hello, my name is Khadija.

Get them repeat after you: Hello, my name is ... Everybody should feel free to introduce himself/herself. The children will repeat after you one by one:

**Student 1:** Hello, my name is Sevda.

Continue this activity around the whole class.

Make sure your students understand how to greet repeating the sound [w] and sound combination [aɪ] in the words *my, what* correctly. Pay attention to their pronunciation and if necessary help them repeat and pronounce the sounds, words and sentences:

- *Hello, my name is Zahra.*
- *What is your name?*
- *My name is Murad.*



**Note:** As you know, students begin learning English in the first grade. We think that students can answer the research questions only in the second half year. And again it's up to you to ask **Research Question**. If your class is really active and interacts independently, or can react when they are asked prompt questions you can ask them research question or questions.

#### 2 IW. Get the Ss to sit in a circle and approach each student eliciting:

Hello, what is your name. Encourage the Ss to give their answers telling their names.

Example: Hello, my name is Ali;

Hello, my name is Fidan;

Hello, my name is Argul;

Hello, my name is Ismayil;

Hello, my name is Jane, etc.

**Remember:** The more English the children hear, the more they will learn. They will learn gradually, they won't say everything perfectly when they start, but it will happen after some time. You just encourage them by speaking and responding to them positively. Help the children to acquire more and more, speaking English from the beginning of each English lesson.

## UNIT 1 Greeting

## LESSON 1

3



4



6

**3 PW.** Draw the Ss' attention to the picture on page 6 and encourage them to make up a dialogue using the example below:

- Hello, my name is Aysel. What is your name?
- Hi, my name is Murad.
- Hello, my name is Ali.
- Hi, my name is Fidan. What is your name?
- Hello, my name is Emil. What is your name?
- Hello, my name is Nargiz.

**4 IW.** You can continue this activity in the group work. Get the Ss to introduce themselves actively.

You can assess the students' achievement individually or in the group by using smiles, stars in the Assessment chart.

Assessment 😊 - High 😐 - Middle ☹️ - Weak		😊	😐	☹️
№	Criteria	I	II	III
1.	Repeats the sounds and sound combinations			
2.	Repeats the words and word combinations			
3.	Repeats simple sentences			

## UNIT 1. GREETING

### LESSON 2. I am a ...

#### OBJECTIVES:

*The student:*

1. Repeats the sounds and sound combinations [u:], [ju:] and [tʃ] (2.1.1.)
2. Repeats word combinations and simple sentences (I am a...) (2.1.2.)
3. Pronounces and revises sounds and sound combinations ([ju:], [ə] and [tʃ]) (2.1.3.)
4. Communicates with each other using the words and word combinations; I, am, are, you; I am a schoolboy/a schoolgirl (2.2.4.)



**1 IW.** Draw the students' attention to the flashcards or pictures of **a teacher, a schoolboy, a schoolgirl.**

First point to yourself saying:

«Hi, I am a teacher» several times and ask the students to repeat after you. Encourage the Ss to point to themselves one by one and say: I am a schoolgirl/a schoolboy.

Draw the Ss' attention to the sounds and sound combinations [u:], [ju:] and [tʃ] and the words, word combinations **I, am, are, you, I am, a schoolboy, a schoolgirl** and sentences.

In case if the student pronounces any sound or word incorrectly try to pronounce the correct version (For ex; the S says **schoolbay**-instead of schoolboy, you say: Yes, that's right, **a schoolboy** pronouncing the same word several times, so that the Ss could say those sounds and words correctly.

**2 GW.** You can bring flashcards or any puppet to demonstrate with gestures: Hello, children, I am Fatima/Jirtdan, etc. Encourage the Ss to follow you and say the same sentences. Or ask the Ss to work in 2-3 groups and draw the pictures of their own cartoon characters. (acting on behalf of the characters).

**3 4 PW or GW.** You should explain to the Ss that they can introduce themselves and greet each other not only in class, but also in the yard, in the park, in the street or anywhere else. The teacher can encourage the Ss to work in pairs or in small groups as well.

Invite 2 students to the centre of the class and have them introduce themselves: S<sub>1</sub>: – Hi, Murad.

I am Aydan.

I am a schoolgirl.

S<sub>2</sub>: Hi, Aydan.

I am a schoolboy.

At the end of the lesson get them to say **Good – bye** to the children when they leave.

Assessment		😊	😐	😞
Nº	Criteria	I	II	III
1.	Repeats the sounds and sound combinations			
2.	Repeats the words and word combinations			
3.	Repeats the simple sentences			
4.	Communicates with each other			



## UNIT 1. GREETING

### LESSON 3. Hi, how are you?

#### OBJECTIVES:

##### *The student:*

1. Follows simple instructions (1.1.1.)
2. Repeats the sounds and sound combinations [ju:], [a:] and [au] (2.1.1.)
3. Repeats word combinations and simple sentences (2.1.2.)
4. Communicates and builds up conversations using the words and word combinations: How are you? – Fine, thanks, and you?, etc. (2.2.4.)

**Warm-up:** You can start the lesson with the ball game in order to create a warm atmosphere in your class. And it will stimulate your students to feel free and easily get used to the situation.

**1** Draw the Ss' attention to task 1, on page 9.

Try to establish positive relationships with classmates and take an interest in new classmates. Help them to respond to the simple questions actively. Try to consolidate the expressions thoroughly. Also the teacher should stress: Children, you may greet each other not only at school, but also anywhere else: in the yard, on a bus, in the street, in the park, at the bus-stop, etc. and politely ask your friend how he/she is or feels.

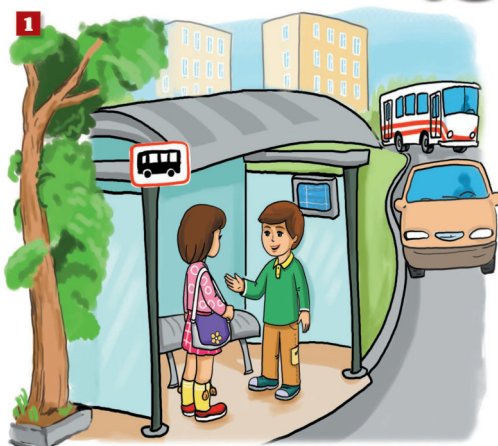
**PW/GW.** Involve them to make up a dialogue. **Example:** Hello, What's your name?

Get them to work in pairs.

- Hi, my name is Aygul.
- How are you, Aygul?
- Fine, thanks and you?
- I'm fine, too.
- Good bye, Aygul, see you.
- Good bye, Aygul, see you soon!

#### LESSON 3

#### UNIT 1 Greeting



9

**2** You can bring some pictures to your class and show them to the children (park, street, classroom, etc).

You can explain that two children can greet each other in different places: in the street, in the yard, etc.

Ask what the children remember about the previous lessons.



### 3 Play a game:

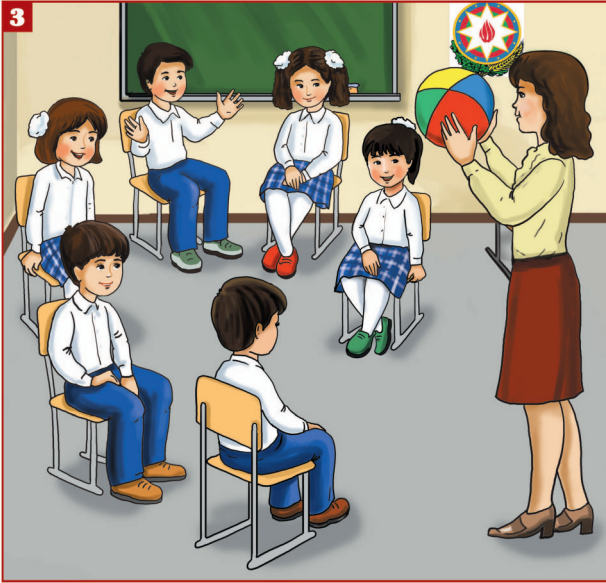
CW. Draw the Ss' attention to the picture on page 9 and ask the children to come to the front of the class and sit in a circle. Take the ball and say:

Hi, my name is Aydan. How are you?

With these words throw the ball to the student close to you and explain to them that each student should pass the ball saying the same words – their names one by one.

## UNIT 1 Greeting

## LESSON 3



10

Encourage student 1 to introduce himself/herself in English and throw the ball to S-2.

So, in this way the ball goes round the circle until everyone introduces himself/herself to the rest of the class. In the repetition of this activity the ball can go across the circle and the Ss repeat the greetings (taught at the previous lesson) and at the same time the expressions:

- *Hi, my name is Aydan.*
- *How are you?*
- *Hi, I am Murad. How are you?*
- *Fine, thanks and you?*
- *I'm fine too. See you later.*
- *See you later. Bye!*

4 CW. At the end of the lesson have the Ss listen to the chant or the song. "How are you?" You can summarize the lesson by singing together with the students.

Assessment		😊	😐	😞
No	Criteria	I	II	III
1.	Repeats the sounds/sound combinations			
2.	Repeats the word combinations and simple sentences			
3.	Communicates using the words and combinations			
4.	Cooperates			

## UNIT 1. GREETING

### LESSON 4. Good bye!

#### OBJECTIVES:

##### *The student:*

1. Pronounces the learnt sounds and sound combinations in the words on the topic (2.1.1.)
2. Pronounces all learnt words and word combinations (2.1.3.)
3. Pronounces the learnt simple sentences in the whole unit (2.1.4.)
4. Communicates building up conversations using the learnt words and word combinations on the topic (2.2.4.)

#### Warm up.

You can start the lesson with the song: «Hello»

*Hello, hello, hello!*

*What's your name?*

*My name is Kate.*

*My name is Kate.*

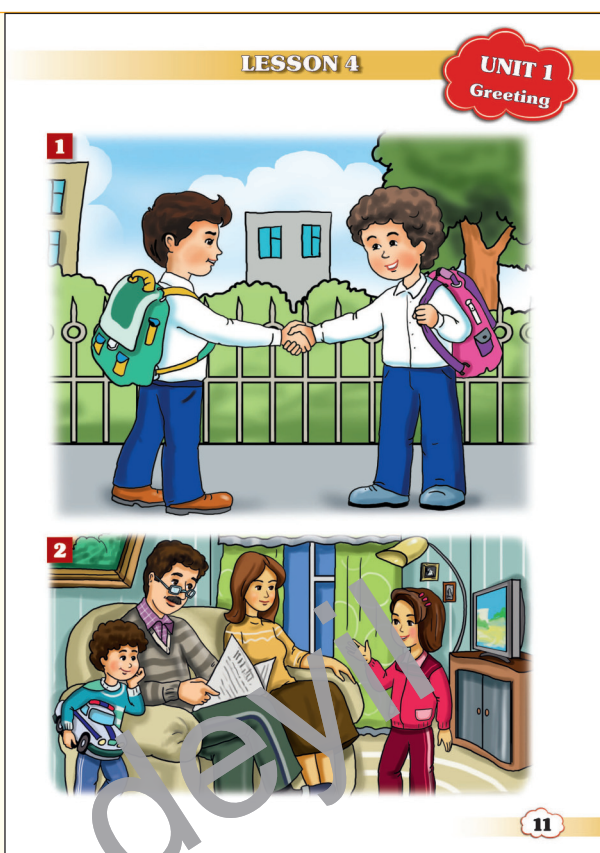
*Hello, Kate, hello!*

Try to concentrate the Ss' attention to all the learnt sounds, sound combinations, words, word combinations and sentences. Be sure that the Ss get used to pronounce all of them correctly. It is one of the effective ways to involve the Ss actively in the teaching process. They will repeat all the learnt words in this unit. And also it will help for the consolidation. Ss will get engaged in singing the song with great pleasure, it will be fun for them as well.

**1 2 PW.** You should remind the Ss that wherever we go we should greet anybody we meet and when we leave we should say: **Good bye!** Tell them it always happens at the end of meeting or when you part with someone.

Take the register and demonstrate with gestures as if you are leaving, go to the door and say: **Good-bye, children.** Try to get the Ss' reaction to what you have taught by waving your hand and be sure that they have understood what "Good Bye" means.

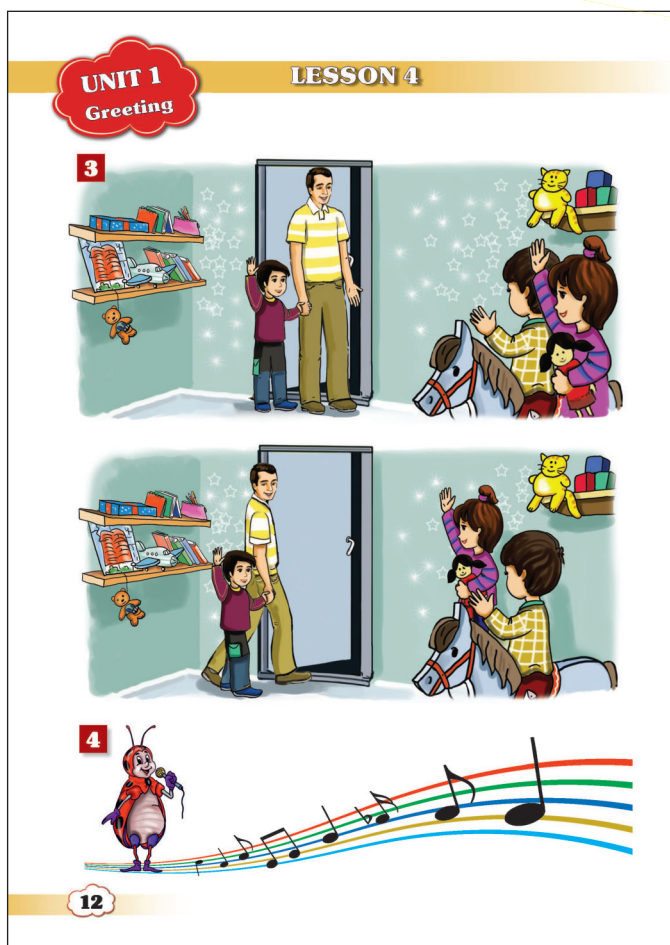
Help the Ss work in pairs, in groups or collectively.



Also together with the expression «*Good bye*», *you may* try to teach them:  
*See you!*

*So long!*

*Bye-bye!* as well. Demonstrate all the expressions through miming or with gestures. Encourage the Ss to get actively involved in pair group and class activities, and exchange all the taught words, word combinations, expressions and simple sentences practically.



**3** CW. Involve your students actively to practise saying “*Good bye*” among themselves. Try to encourage one of them to be a teacher and come into the class saying “*Hello, children*” and then leave saying “*Good-bye, children!*” Get the Ss repeat these expressions several times having a smile on their faces while greeting and leaving.

At the end get them listen to the chant “*Good Bye*”. If they have any difficulties in their pronunciation get them repeat each word after you several times.

#### Chant

Hello, hello Good bye!<sup>2</sup>  
Hello, hello Good bye!<sup>2</sup>  
To you! See you!

Assessment		A - excellent	B - good	C - weak	A	B	C
№	Criteria	Groups			I	II	III
1.	Pronounces the learnt sounds/sound combinations						
2.	Pronounces the learnt words/word combinations and simple sentences						
3.	Communicates using the words and combinations						



## UNIT 2. SCHOOL

### LESSON 1. School Objects

#### OBJECTIVES:

##### The student:

1. Repeats the sounds [p] and [d] in the words *desk, pencil* (2.1.1.)
2. Repeats the words and word combinations (2.1.1. and 2.1.2.)
3. Repeats simple sentences on the topic (*It is a book./ Is it a book?* etc) (2.1.2.)
4. Builds up conversations using the words and word combinations: *Is it a ruler? - Yes, it is,* etc. (2.2.4.)

**Warm up.** It is advisable to start the lesson with the pictures or realias to help the students to understand the school objects and easily identify them.

**1 CW.** Draw the Ss' attention to the objects or pictures/flashcards that are on the teacher's table. Demonstrate them these objects and say: a *pencil, a bag, a ruler, a book, a desk* using realia (or by drawing a picture on the board.)

Get each student repeat the words after you several times: a pencil/a book/a school bag/a ruler/a desk. Encourage them to repeat the sounds [p] and [d] in the words correctly again and again all together and also individually. Then try to encourage the Ss to say as a sentence: It is a bag/It is a school bag/It is a desk. In this way Ss will be able to say sentences repeating after you. When you are sure that they got used to say the sentences with *It is a...*, try the question form: «*Is it a ...?*»

Pay a special attention how to pronounce the general question with the rising tone. And the answer should be pronounced with the falling tone. Now it is time for the Ss to act out in pairs or groups; ask the pairs to turn to each other and ask to show the school objects and get answers: *Is it a pen? Yes, it is.* Or *No, it is not.*

**2 PW or GW.** Make two groups and encourage the Ss to open their bags and show their school objects to their groupmates saying: *It is a bag/*



it is a ruler/ etc. The Ss should work willingly in groups and demonstrate their school objects to the group members in turn. Have all the members follow this and do in the way the first student did.

Get them repeat and identify school items and get used to learn all school items during the lesson.

Assessment		A	B	C
№	Criteria	I	II	III
1.	Repeats the sounds/sound combinations			
2.	Repeats the word combinations and simple sentences			
3.	Communicates using the words and combinations			



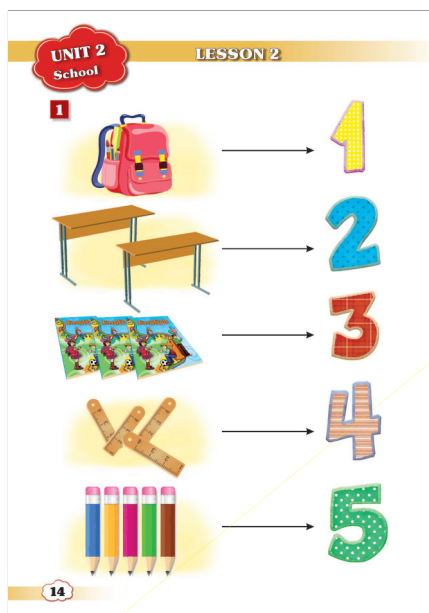
## UNIT 2. SCHOOL

### LESSON 2. Numbers

#### OBJECTIVES:

##### The student:

1. Repeats the sounds [f], [ɔ:] and [θ] and simple words (2.1.1.)
2. Repeats word combinations on the topic (One bag, two books, three desks, four rulers, five pencils) (2.1.2.)
3. Counts school objects presented (2.2.2.)
4. Pronounces the sounds and sound combinations on the topic (2.1.3.)
5. Pronounces the numbers and revises the words and word combinations learnt in the previous lessons (2.1.3.)



You can start the lesson counting with fingers or demonstrating flashcards with numbers on them. It will encourage the Ss to count and identify numbers from 1 to 5. Or you can start the lesson with the “Numbers” song.

Pay attention to the Ss’ pronunciation of the sounds: [f], [ɔ:] and [θ]. If they have any difficulties with pronouncing the number words, help them say it correctly again and again.

- 1 CW.** Get them look at the pictures on page 14 and pay a special attention to the nouns which are in plural. Get the Ss to count the school objects taught at the previous lesson after you paying attention to **s** or **es** added to the nouns. Example: one bag, two books, three desks, four rulers, five pencils, etc. Each time you count the object start counting from one (1) together with the Ss. One book; two books; one, two, three, four rulers. Try to treat the Ss positively, have great patience to involve each student to the learning process. Get them to work in pairs and count their school objects showing to their peers.

- 2 PW.** Get the Ss to look at task 2 on page 14. Encourage the Ss to work in pairs. Each pair should count and say the correct number of the objects. In this way you can actively get the Ss to count. Draw their attention to the addition mark + or plus: Sample one pencil plus one pencil is ... . Concentrate the Ss’ attention to the task on page 15. Divide your students into 2-3 groups. Take one pencil and say: one pencil and one more, how many pencils? Get them to answer your questions counting the school objects and encourage them to count the objects themselves.

#### Example:

- Ali, count the books, you have one book and three books more. How many books have you got?
- 4 books.
- Sevda, you have two pencils and three pencils more, how many pencils have you got?
- 5 pencils.

Assessment		A	B	C
№	Criteria	I	II	III
1.	Repeats the sounds/sound combinations			
2.	Repeats the word combinations and simple sentences			
3.	Communicates using the words and word combinations			

## UNIT 2 SCHOOL

### LESSON 3. What is it?

#### OBJECTIVES:

##### *The student:*

1. Repeats the sounds [u:] and [u] in the words: book, ruler (2.1.1.)
2. Repeats word combinations (It is a.../Is it a...) (2.1.2.)
3. Repeats simple sentences on the topic (It is a book./ Is it a book? etc) (2.1.2.)
4. Communicates and builds up conversations using the words and word combinations: Is it a ruler? – Yes, it is, etc. (2.1.4.)

**Warm up.** It is advisable to start the lesson with the pictures or a realia to help the students to understand the school objects and easily identify them.

**1 CW.** Draw the Ss' attention to the objects or pictures/flashcards that are on the teacher's table.

Demonstrate them these objects and say: *a crayon, a notebook, a pencil-case, a rubber, a pen* using realia or by drawing a picture on the board.

Get the Ss to repeat the new words and sentences after you:

S<sub>1</sub>:- What is it?

S<sub>2</sub>:- It is a rubber, etc.

**2 PW.** Get the Ss to work in pairs.

First hold up any school object, for example, a copybook and show it to the student and ask:

– What is it? Is it a copybook?

Get the Ss to open their school bags, take any school objects and ask their partner. – What is it? and Is it a ....? and encourage them to answer correctly.



Assessment		A	B	C
№	Criteria	Groups		
1.	Repeats the sounds			
2.	Repeats the word combinations and simple sentences			
3.	Counts the objects			
4.	Pronounces the numbers and revises the learnt words and word combinations			

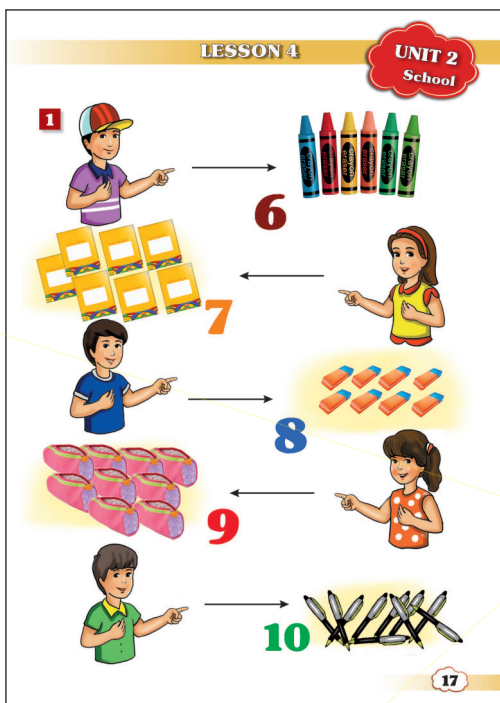
## UNIT 2. SCHOOL

### LESSON 4. How many ... ?

#### OBJECTIVES:

##### The student:

1. Repeats the sounds and sound combinations [s] and [ks] in the words six, seven, etc (2.1.1.)
2. Repeats the word combinations (How many...?/ Six crayons, seven copy books, etc.) (2.1.2.)
3. Communicates and builds up conversations using the words and word combinations: Is it a ruler? – Yes, it is, etc. (2.2.2.)



**Warm up.** You can start the lesson counting with fingers or flashcards with numbers on them. It will encourage the Ss to count and identify them from 1 to 10. You can integrate the previous lesson repeating the taught school objects. Or you can start the lesson with the “Numbers” song. The more they are involved in speaking the more they will learn English. Support them, appreciate them and try to create positive atmosphere, so that the Ss felt self confident.

**1 CW.** Hang number-cards from 6 to 10 and encourage the Ss to choose and put the numbers in the right order working in their groups. The group that finishes the task first and correctly will be the winner.

Draw the Ss’ attention to the number flashcards or number cards. Get them to listen to you attentively and repeat each number after you. It would be better first to remind them to count from 1 to 5, then from 6 to 10 pointing to the numbers. Be sure, they can memorize all 10 numbers one by one and consolidate the numbers counting the school objects given on page 17. Pay attention to the Ss’ pronunciation. If they have any difficulties in their pronunciation help them say it again correctly.

**2 IW.** Draw the Ss’ attention to task 2, on page 18. Get them to work in groups. Encourage them to look at the school objects and enumerate them.

Assessment		A	B	C
№	Criteria	Groups		
1.	Repeats the sounds/sound combinations			
2.	Repeats the word combinations			
3.	Communicates using the words and word combinations			
4.	Cooperates			



## UNIT 2. SCHOOL

### LESSON 5. School Commands

## OBJECTIVES:

**The student:**

1. Listens and follows the classroom commands (1.1.1.)
2. Repeats the sounds [t] and [z] and the words (2.1.1.)
3. Repeats the word combinations and simple sentences (2.1.2.)
4. Pronounces the word combinations and simple sentences (2.1.4.)

**Warm-up:** You can start the lesson with gestures or miming to motivate the Ss to understand and identify the classroom commands properly. Miming is the best way for classroom commands. Try to mime the following classroom commands as well. Get the Ss follow you and encourage them to find out what commands you are doing. Concentrate their attention on the picture on the board/wall and point to it: You want to say **Look at the picture!** You can continue miming and demonstrate other actions. **Example:** Listen to me, please! Stand up, please! Give me, please! Sit down, please. Take the pen, please! Make sure that the Ss thoroughly understood all the commands through gestures that you taught.

It helps you to show the Ss the direct way to the instructions you want to teach.

In order to teach the command «**Look!**» you may stick or hang different flashcards on the board then invite two students to the board and encourage them to say to each other: **Point to the pen, point to the book, look at the pen, please!** etc.



Though we haven't given here more commands, you can use other commands as: come, go, give, take, put, help, find, etc. as well. It may also depend on the level of your Ss. The more commands you teach the more effective results you can get from your Ss.

**Note:** Help the Ss to pronounce the new words and word combinations correctly. Encourage your students to clap their hands listening to the rhythm attentively and following the same action after you. They will catch the rhythm and demonstrate the same with gestures. Repeat these actions several times, then ask the Ss to listen to you attentively and choose the two actions randomly making a right choice. Continue with both actions, so that the Ss could catch the right commands so far.

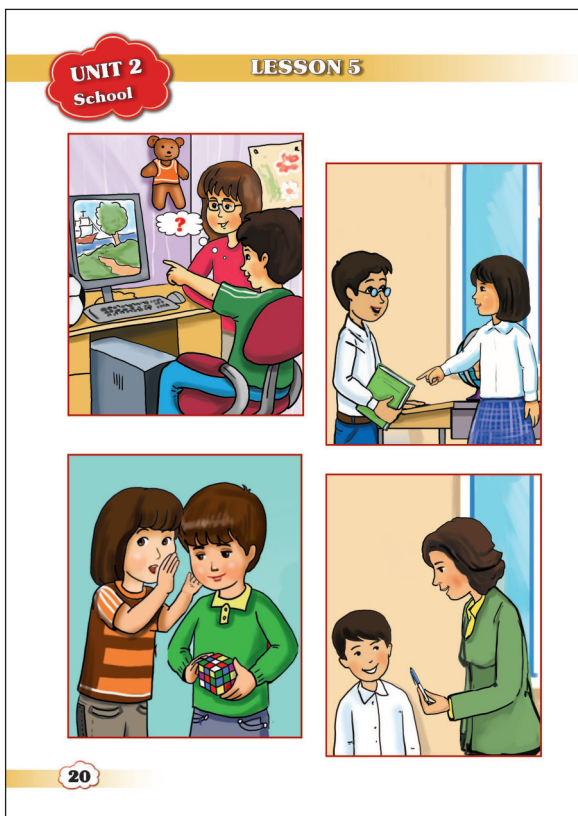
**1 2** CW. Make a circle and ask one of the students to stand in the middle of the circle and command his/her classmates all the taught commands. Or you can practise the activity **Simon says**: Stand up, please! Sit down, Ali! Look at the book, please! etc.

**3 4** GW. Get the Ss to work in 3 groups.

In order to teach some classroom commands like: **Listen! Look!** Listen to me, please!, etc you may stick or hang different flashcards on the classroom commands on the board, then invite two students to the board and encourage them to say these commands to each other. Or divide them into 2 groups. Give the groups the correct instruction in order to find out all the commands:

**Gr<sub>1</sub>** – will practise task 3 on page 20.

**Gr<sub>2</sub>** – task 4 on page 21. First, they will practise it within their groups. Then the first group will command the second group and the second group will command the first group. (pictures on page 20-21.)



Assessment		A	B	C
No	Criteria	I	II	III
1.	Repeats the sounds/sound combinations			
2.	Repeats the words/word combinations			
3.	Repeats the simple sentences			
4.	Pronounces word combinations and simple sentences			



## UNIT 2. SCHOOL

### LESSON 6. Revision

#### OBJECTIVES:

*The student:*

1. Listens and follows the classroom commands (1.1.1.)
2. Chooses and points to the classroom objects (a pen/a pencil/a copy-book/a school bag/rulers/rubbers, etc) (1.1.2.)
3. Names the classroom objects (2.2.1.)
4. Repeats and pronounces the sounds and words correctly (2.1.4; 2.1.3.)
5. Differs the classroom objects according to their quantity (1.1.3.)

#### Warm up.

You can start the lesson with doing morning exercises all together.

Stand up!

Sit down!

**1 GW.** Get the Ss open page 22 and look at task 1. As you know, we can teach children the commands not only in the classroom, but also in the park, yard, anywhere else. The child is sitting on the sand and mother says: **Stand up, please!** You can involve the Ss practise **Sit down** or

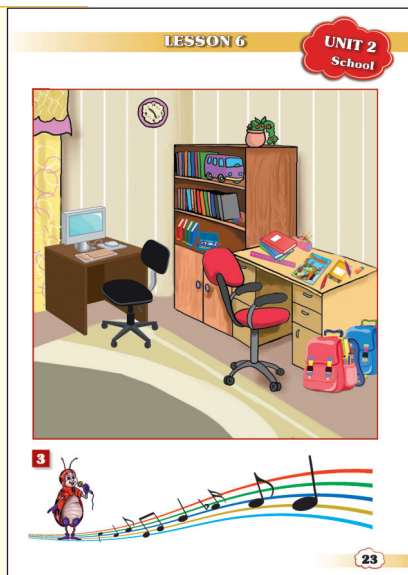
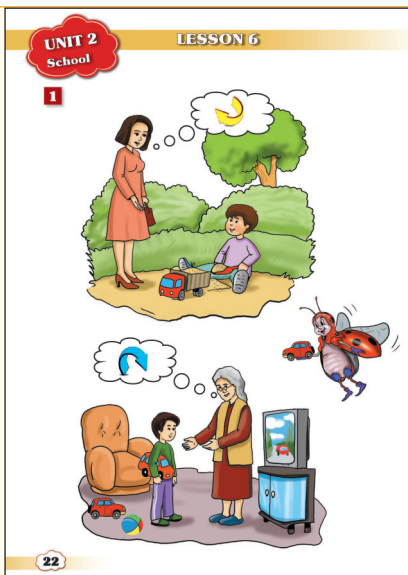
**Stand up** in groups and in pairs as well. Get the Ss work in two groups, ask one of the Ss in each group be a teacher and practice school commands with the rest in the group:

**Stand up, children!**

**Sit down, children!**

Consolidate the learnt sounds, words and word combinations and sentences one by one through different activities.

**2 CW/IW.** You should summarize and revise the whole unit concentrating the Ss' attention to task 2, page 23. Encourage the Ss to revise all the learnt words, numbers, school objects looking at the picture and counting them



**3** At the end you can sing the chant with the Ss':

A pencil, a pencil  
It's a pencil  
A crayon, a crayon  
It's a crayon  
A rubber, a rubber  
It's a rubber  
A book, a book,  
It's a book  
A ruler, a ruler  
It's a ruler

Assessment		☆ - weak	☆☆ - good	☆☆☆ - excellent	☆	☆☆	☆☆☆
№	Criteria	Groups			I	II	III
1.	Follows the classroom commands						
2.	Chooses and points to the objects						
3.	Repeats the names of classroom objects						
4.	Pronounces the sounds correctly						

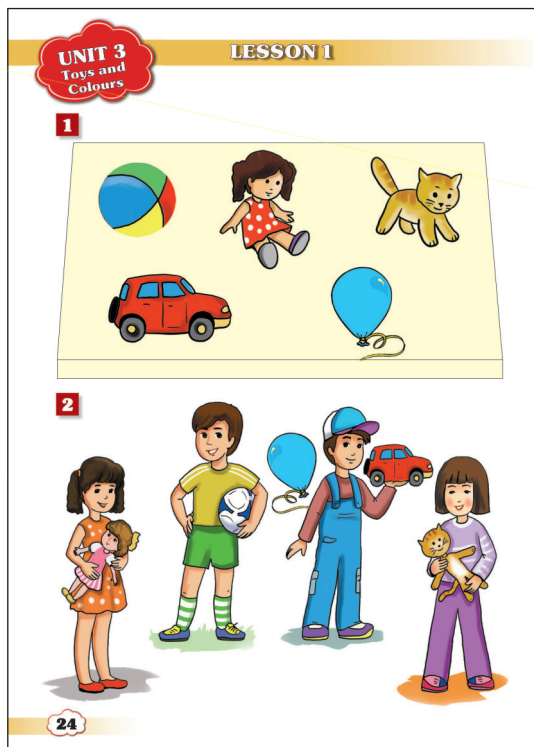
## UNIT 3. TOYS AND COLOURS

### LESSON 1. My Toys

#### OBJECTIVES:

*The student:*

1. Repeats the sounds [l] and [k] and the words (2.1.1.)
2. Repeats word combinations and simple sentences (2.1.2.)
3. Names the presented toys (2.2.1.)



#### Warm up:

Start the lesson with the song or you can bring pictures/ flashcards or realia. It will help the students to identify new toy words choosing and naming them.

**1** CW/IW. Hang the pictures of some toys on the board or put them on your table. Ask them to repeat each toy word after you pointing to them:

- It is a doll. I have got a doll.
- It is a car. I have got a car/a cat/a balloon.
- It is a .... I have ...., etc.

**2** Draw the Ss' attention to task 2 on page 24.

Then you can get the students to tell the names of their toys that they have at home.

**GW.** Divide the students into groups. (make 2-3 groups)

Ask the Ss to say what toys he/she has got.

#### Example:

S1– I have got a car.

S2 – I have got a ball, etc.

Then encourage them to point to their friend and say:

- Leyla has got a balloon. Fidan has got a doll.
- Murad has got a car. Ismayil has got a ball.

Have them repeat «he/she has got» saying «Who has got what» several times.

Assessment		A	B	C
№	Criteria	I	II	III
1.	Repeats the sounds/sound combinations			
2.	Repeats the words and word combinations			
3.	Repeats the simple sentences			
4.	Names the presented toys			

## UNIT 3. TOYS AND COLOURS

### LESSON 2. Colours

#### OBJECTIVES:

##### The student:

1. Repeats the sounds and sound combinations [r] and [ou] (2.1.1.)
2. Repeats word combinations and simple sentences on the topic (2.1.2.)
3. Pronounces sounds and sound combinations (2.1.3.)
4. Pronounces learnt words, simple sentences (2.1.4.)
5. Differs the toys according to their colours by hearing (1.1.3.)

#### Warm up:

In order to teach students the colours you can use different activities. It is one of the interesting topics for children. You can start the lesson with a chant or a song «Colours» to stimulate them to speak about colours. It will make your lesson more colourful and easy for the Ss to understand and get actively involved in the lesson.

Yellow, yellow, yellow	Red, red, red
My yellow ball	My red car
Black, black, black	Blue, blue, blue
My black cat	My blue balloon

**1 CW/IW.** Draw the Ss' attention to the picture of colours on page 25 (or – flashcards of the colours – yellow, red, black, blue).

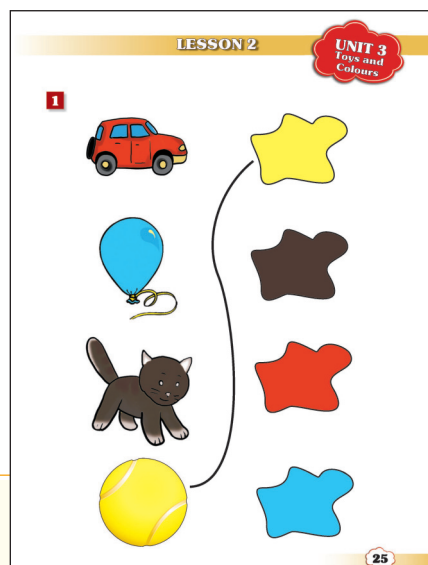
Get your students repeat after you each colour word: It is red/yellow. It is blue/black, etc.

Then encourage the students to identify these colours by showing various objects in the classroom. **Ex:** The pen is black. The pencil is red.

**Note:** You can bring some pictures of toys without colour, ask the students to colour them and say their colours.

**GW. 1.** Get the Ss to work in pairs and match the pictures with the given colours following the sample. Sample: The ball is yellow. It is a yellow ball. **2.** Divide the class into 4 groups and give them different pictures without colour and encourage them to colour each toy in its colour. For ex: the cat-black, the ball - yellow, etc. The Ss will colour the pictures willingly. Involve them to say their colours.

**Example:** The cat is black. The car is ... / The ball is ...



Assessment		A	B	C
№	Criteria	Groups		
1.	Repeats the sounds/sound combinations/the words			
2.	Repeats word combinations and the simple sentences			
3.	Pronounces the learnt word combinations and simple sentences			
4.	Differs the toy according to their colours			

## UNIT 3. TOYS AND COLOURS

### LESSON 3. Have you got a ... ?

#### OBJECTIVES:

##### The student:

1. Points to the toys (2.1.2.)
2. Pronounces the sounds [eɪ] and [ʃ] and the words a ship, a plane, etc (2.1.3.)
3. Says the names of the toys (2.2.1.)
4. Uses the new words in simple sentences (2.1.2.)
5. Communicates with the classmates using the new toy words (2.2.4.)



**1** CW/IW. Bring toy pictures of a ship, a plane, a teddy bear, a kite, a dog to the class and show them to the children saying their names.

Encourage the children to repeat the words after you - Then involve them to work in pairs and choose their lovely toy saying: I have got a teddy bear, I have got a dog, etc. The other student should ask: Have you got a...?

- Yes, I have/ No, I have not.
- Has Murad got a ship?
- Yes he has/ No he has not.

Draw the Ss' attention to the sounds and sound combinations [eɪ] and [ʃ] and the words, word combinations. If the students mispronounce the sounds and words, try to correct them kindly.

**2** GW. You can involve the Ss to practise asking these questions in small groups as well: ask the Ss make a circle, put the toys on the desk in the circle. One of the Ss should take any toy and ask others one by one: Agil, have you got a plane? - Yes, I have.

- Semra, have you got a car? - No, I haven't. I have got a doll.

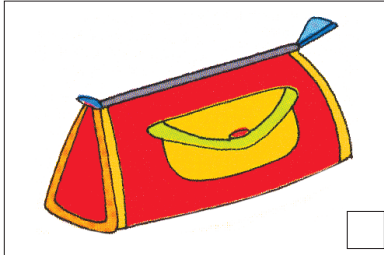
The student who asked the question should say: Semra hasn't got a car. She has got a doll. Practise this activity with the children several times to be sure they have got used to ask and answer the questions.

Assessment		😊	😐	😞
No	Criteria	I	II	III
1.	Points to the toys			
2.	Pronounces the toy words correctly			
3.	Says the names of the toys			
4.	Uses the toy words in simple sentences			

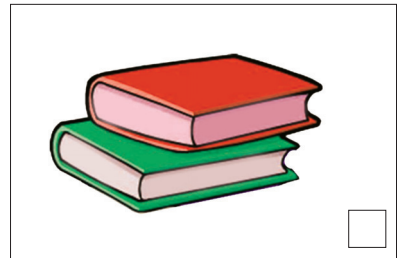
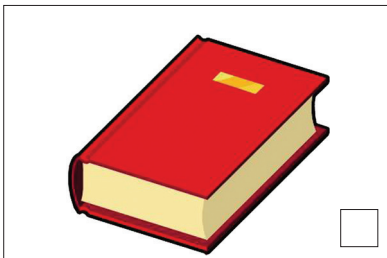


**SUMMATIVE TEST 1**  
**Listen, look and choose the correct variant.**

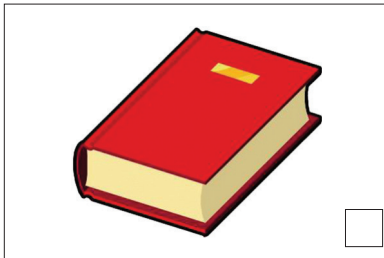
**1. a pencil-case**



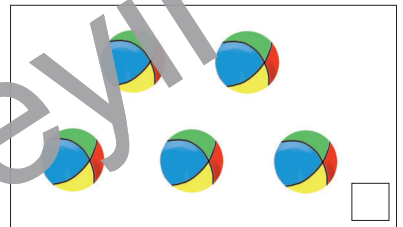
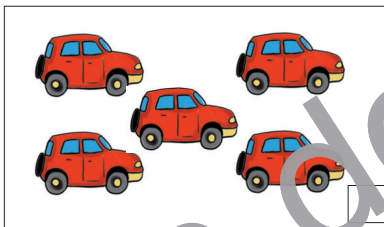
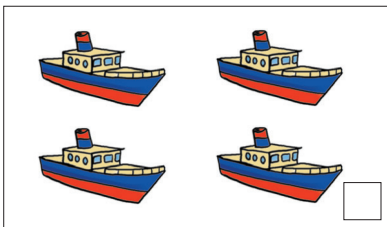
**2. two books**



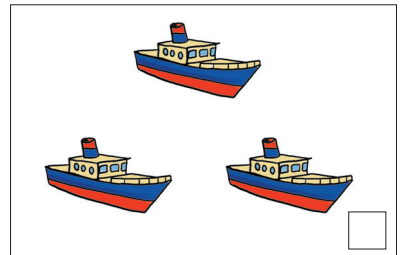
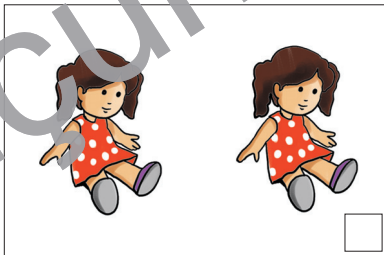
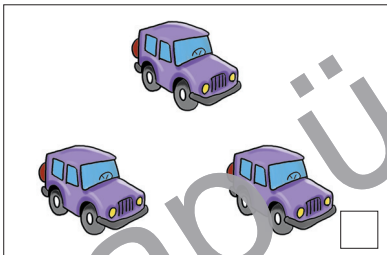
**3. It is a school-bag.**



**4. five balls**

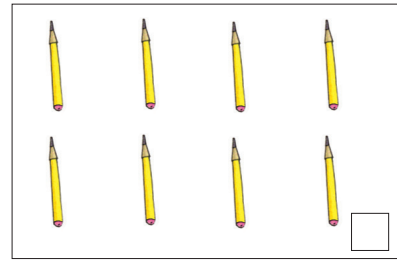
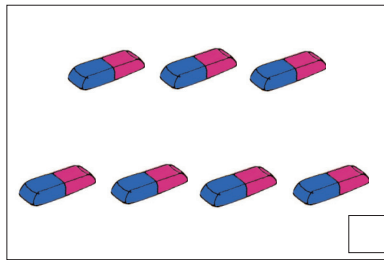
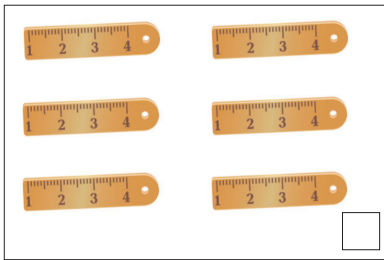


**5. two dolls**

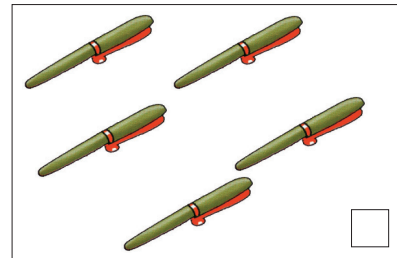
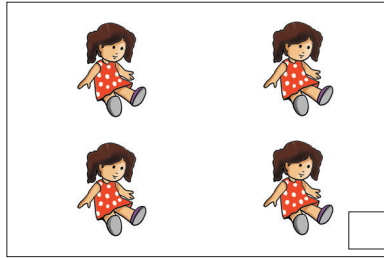
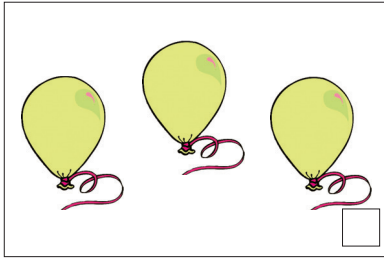




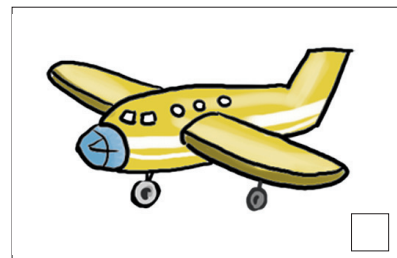
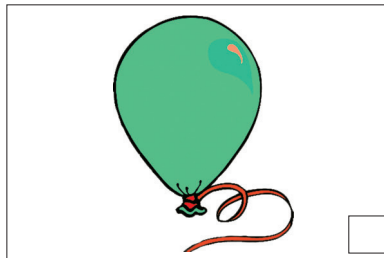
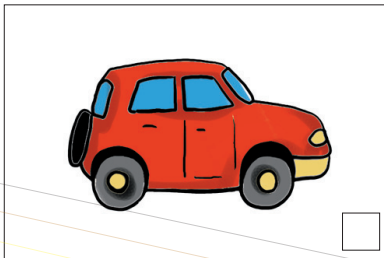
## 6. seven rubbers



## 7. I have got three balloons.

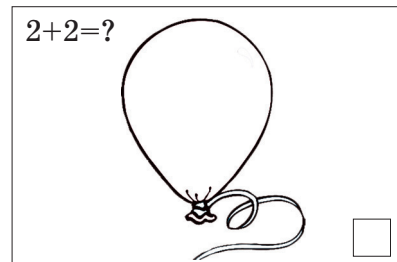
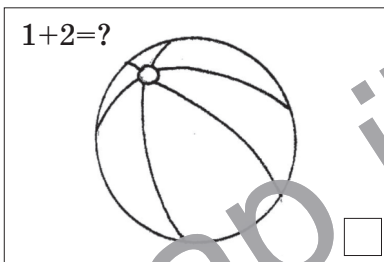
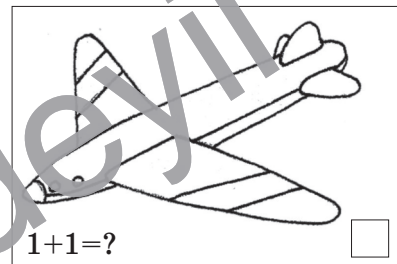
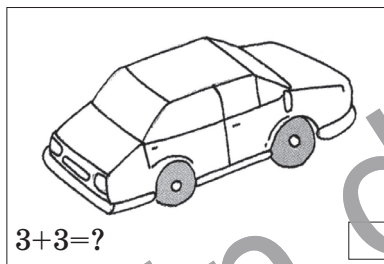
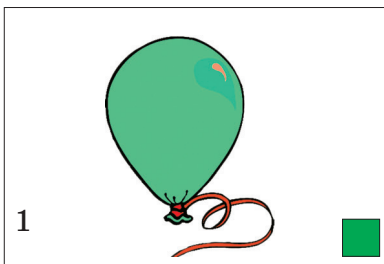


## 8. It is a red car.



## 9-10. Colour each object according to the colour code. Solve each problem.

1= ●    2= ●    3= ●    4= ●    5= ●    6= ●



## UNIT 3. TOYS AND COLOURS

### LESSON 4. What Colour is it?

#### OBJECTIVES:

##### *The student:*

1. Differs the objects according to their colours and numbers (1.1.3.)
2. Repeats the sounds [dʒ] and [n] (2.1.1.)
3. Repeats word combinations and simple sentences (2.1.2.)
4. Pronounces sounds and sound combinations (2.1.3.)

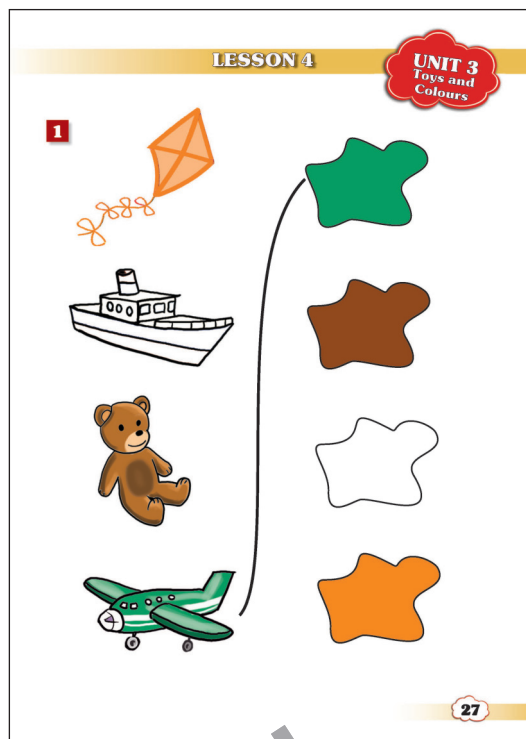
#### *Warm up:*

Bring some coloured flashcards to the class; green, brown, white, orange. Take each card and demonstrate saying: green, brown, white, orange. Involve the Ss actively to repeat each colour word after you. When they get used to say the colours try to encourage them to say the toys with their colours that were learnt at the previous lessons. For ex: green - a green plane. It is a green plane. I have got a green plane. I have got a red kite, etc.

**1 PW** Play a memory game: Teach them to use the colour names in dialogues.

Get the students to look at the pictures carefully on page 27, then have them close the book. Get student 1 to ask his/her partner what he/she saw in the picture. Have student 2 find and answer from memory. In this way students swap roles.

**2 GW.** Or get them work in 2 groups. Put some toys on their desks and say the same words, word combinations, sentences for each toy with their colours. You may also use school objects and colours to build up interaction student - student and student - teacher communication.



Assessment		A	B	C
№	Criteria	I	II	III
1.	Repeats the sounds and simple toy words			
2.	Repeats the word combinations and simple sentences			
3.	Pronounces the learnt word combinations and simple sentences			
4.	Differs the toy according to their colours			

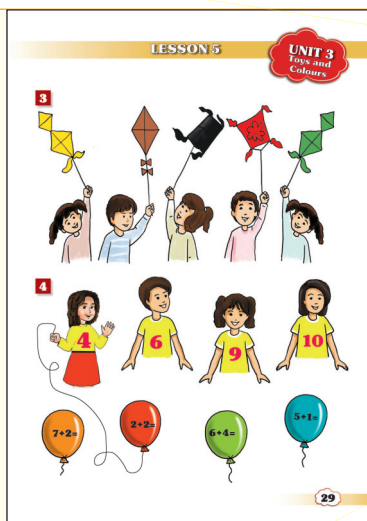
## UNIT 3. TOYS AND COLOURS

### LESSON 5. Revision

#### OBJECTIVES:

*The student:*

1. Chooses and demonstrates toy words by listening (1.1.2.)
2. Differs the objects according to their colours and numbers (1.1.3.)
3. Enumerates the features (colours, numbers) of the named objects (2.2.2; 2.2.3.)



**1** As this is a Revision lesson you have to get the Ss to repeat all the sounds and sound combinations, words and word combinations and sentences taught in the whole unit. Actively revise the lessons.

**Ex:** I have got one yellow bag/two red cars/one green ruler, etc.

**2** Have the students listen to the chant. Encourage them to repeat

the lines after you and enthusiastically follow your gestures.

Get them say the names of colours, toys, school objects by singing a song.

**3** Draw the Ss' attention to the picture of kite colours on page 29, task 3 (or bring some flashcards). Get the students look at the pictures that demonstrate colours: red, brown, green, yellow... . Get your students to repeat after you each colour word: It is red/orange/ yellow/brown/green kite, etc. Or Aydan has got a red kite./Agil has got a blue kite, etc.

**4** Get the Ss to revise **have got/has got**, colours, numbers, toys matching the balloons with the numbers on the boys/girls!

**Ex:** I have got 4 red balloons.

– Samir has got 6 brown balloons.

Assessment		😊	😐	😞
No	Criteria	I	II	III
1.	Chooses and demonstrates the object			
2.	Differs the objects			
3.	Communicates on the topic			
4.	Enumerates the features of the objects			

## UNIT 4. FOOD

### LESSON 1. I like.../ I don't like..

#### OBJECTIVES:

##### The student:

1. Repeats the sounds [m] and [e] (2.1.1.)
2. Pronounces to sounds [e] and [m] (2.1.3.)
3. Repeats the simple sentences on the topic (2.1.2.)
4. Names the objects (2.2.1.)
5. Communicates with the classmates. (2.2.4.)

**Warm up.** You can draw the students' attention to the picture on page 30 or use flashcards of food words or bring realia to your class.

**1 CW.** Get them to look at the pictures of food. Introduce them the words one by one a pear. *It is a pear.*

**Example:** An apple. It is an apple. I like an apple.

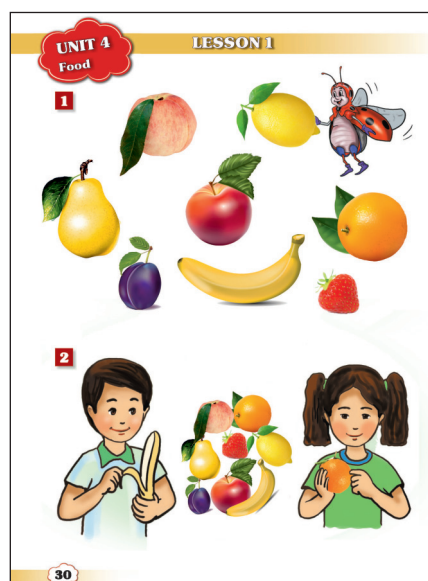
A banana. It is a banana. I like a banana,

A strawberry, ... etc.

Have the students repeat the words after you correctly. If necessary continue repeating the new words several times. Have them pronounce the sounds [m] and [e]. Make sure that your students have no difficulties in pronouncing them.

Or have a bag full of apples, oranges, strawberries, lemons, bananas and plums. Invite the children to choose one and say what it is and what colour it is.

Alternatively have the 4 corresponding cutout cards turned face down, have the children take a card and name the fruit.



Try to use the indefinite articles drawing your Ss attention to this.

**2 GW/PW.** Get the Ss to work in groups. Draw the Ss' attention to task 2, on page 30. Have them say who likes what. Encourage them to repeat the expressions: *I like...* or *I don't like*. Try to mime expressions *Yummy/Yuck!* with gestures and get the Ss to repeat the words with gestures as you do.

**Example:** I like ice-cream, Oh, Yummy! It is Yummy. (As if you are eating ice-cream).

I don't like lemon. Oh, Yuck. It is Yuck. (As if you are eating a sour lemon). Continue demonstrating your opinion about some fruit or any kind of food with gestures.

Assessment		A	B	C
№	Criteria	I	II	III
1.	Repeats the sounds			
2.	Pronounces the sounds			
3.	Repeats the simple sentences			
4.	Names the words			



## UNIT 4. FOOD

### LESSON 2. Do you like ....?

#### OBJECTIVES:

*The student:*

1. Repeats the sound [tʃ] (2.1.1.)
2. Pronounces sounds and sound combinations (2.1.3.)
3. Repeats the simple sentences on the topic (2.1.2.)
4. Names the objects (2.2.1.)
5. Communicates with the classmates (2.2.4.)



**1 CW.** Draw the Ss' attention to the pictures of food. You can start by showing the food flash cards one by one. Get the Ss' say the words after you pronouncing them properly. Or get them to point to the flashcards when they hear the food: chocolate, sweets, cookies, ice-cream, cake.

Pay attention to the pronunciation of the sounds and sound combinations.

Have the students repeat the words after your correctly. If necessary continue repeating the new words several times. Have them pronounce the sound [s]. Make sure that your students have no difficulties in pronouncing it.

**2 IW/PW.** Draw the Ss' attention to task 2 on page 31. (the kind of fruit that they learnt at the previous lesson). Have them Role play who likes what. **St:** –

Do you like an apple?/a plum, etc.

– Yes, I do.

Have them give short answers: Yes, I do. / No, I don't.

Assessment		☆	☆☆	☆☆☆
№	Criteria	I	II	III
1.	Repeats the sound			
2.	Pronounces the sounds and sound combinations			
3.	Repeats the simple sentences			
4.	Names the objects			



## UNIT 4. FOOD

### LESSON 3. Revision

#### OBJECTIVES:

##### *The student:*

1. Differs the objects according to the colours and numbers (1.1.3.)
2. Pronounces the learnt words and word combinations (an apple, a banana, etc.) (2.1.3; 2.1.4.)
3. Pronounces the simple sentences (I like .../I don't like...) (2.1.4.)
4. Names of presented objects on food (2.2.1.)
5. Enumerates the features (colour, number) of the named objects (2.2.2.), (2.2.3.)

**1** GW/PX. Draw the Ss' attention to the picture on page 32 and get them work in groups. Ask them to look at the pictures and find out what they have got and who likes what. You can give names to the children or simply say: **Student 1, Student 2, Student 3.**

##### *Example:*

**Student 1** has got apples. He/she likes apples.

**Student 2** has got bananas. He/she likes bananas.

**Student 3** has got oranges. He/she likes oranges.

Encourage the students to be more active to practise this activity as many times as they can.

Get the students to say what it is/who likes what and what colour it is.

**Example:** Zeynab likes a strawberry. It is red.

Agil likes an apple. It is green, etc.

#### **2** GW/PW.

Encourage the Ss to work in small groups and play a game.

Ask the Ss to stand in a circle.

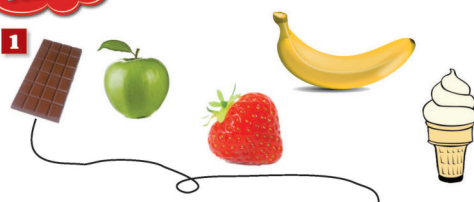
Mime a feeling and encourage the other pupils to guess and say.

– What does he like/doesn't like?

#### UNIT 4 Food

#### LESSON 3

**1**



**2**



**32**

**St 1:** Do you like a lemon?

**St 2:** No, I don't.

**St 1:** Do you like strawberries?

**St 2:** Yes, I do /No, I don't.

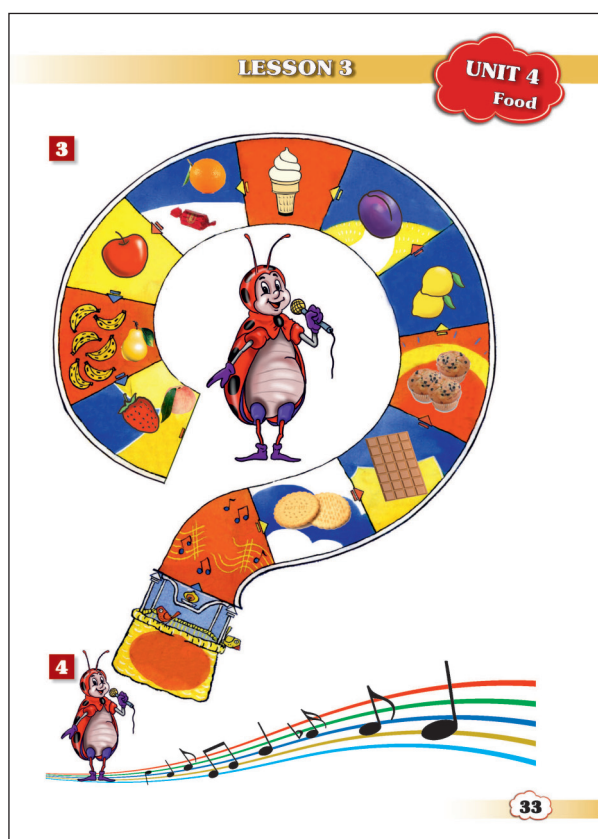
**St 1:** Do you like chocolate?

**S 2:** Yes, I do. Oh, Yummy. It is Yummy, etc.

**3** Encourage the Ss to mime their feelings (with gestures – body language) and the others guess whether he/she likes/deslikes that fruit-names of food learnt in the whole unit. Explain to the Ss that they are now going to hear the words. Ask the Ss to look at the pictures and draw their attention to exercise 3. Name any fruit or just food expressing the features of it; Colour, number, Yummy, Yuck, etc.

Ex: S1:– It is yellow. It is Yummy.

S2: It is a banana.



**4** Get the students to listen to the chant first and understand its lyrics – the words. Then play the recording or sing a song encouraging your students to sing a song about Food: *“I like food”*

Apple, apple

I like apple

Yummy, yummy, yummy

To my Tummy, tummy, tummy

Orange, orange

I like orange

Yummy, yummy, yummy

To my Tummy, tummy, tummy

Banana, banana

I like banana

Yummy, yummy, yummy

To my Tummy, tummy, tummy

Assessment		☆	☆☆	☆☆☆
No	Criteria	I	II	III
1.	Differs and enumerates names of food			
2.	Pronounces the sounds and sound combinations			
3.	Pronounces the words and word combinations			
4.	Communicates on the topic			
5.	Enumerates the features of the food			

## UNIT 5. MY HOUSE

### LESSON 1. Rooms

#### OBJECTIVES:

*The student:*

1. Repeats the sounds [θ] and [g] and the new words (2.1.1.)
3. Repeats word combinations and simple sentences (2.1.2.)
4. Names the rooms (2.2.1.)

#### Warm up:

You can start the lesson with a game or chant about “**My House**” or “**The House**” in order to get the students to learn and identify the names of different rooms in a flat.

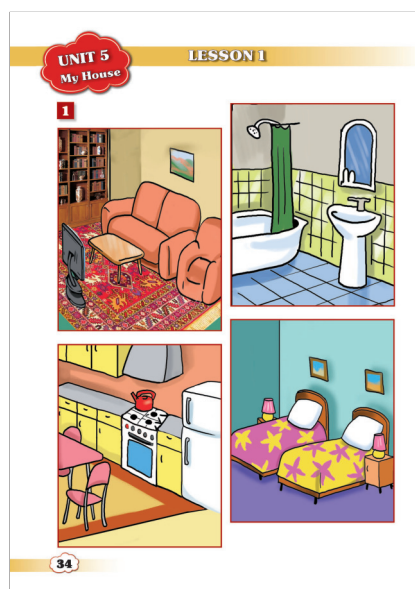
**CW.** Draw the Ss’ attention to the pictures on page 34. or show the flashcards of household rooms in English: a living room, a bathroom, a kitchen, a bedroom.

Get the students repeat the words and sentences after you paying attention to their pronunciation. Get them to listen to the chant.

#### Chant

Bedroom, bathroom,  
livingroom, kitchen,  
no chicken

Bedroom, bathroom,  
living room, kitchen,  
no chicken...



- 1 GW.** Then put the flashcards on the board and ask the Ss to listen to you and say the names of the rooms in the same order as you have put the flashcards. The students point to the flashcards as soon as they hear the word. Have them repeat these words and sentences: A bedroom/ It is a bedroom. A bathroom/ It is a bathroom. A kitchen /It is a kitchen/ A living room/ It is a living room, etc. Then explain the new words to them and get them follow you carefully and identify the rooms. Try to demonstrate by miming and encourage them to identify which room it can be or in which room these actions can happen. You can mime the activities that happen *in the bedroom: put your head on the table*, as if you want to sleep. Mime *a kitchen*: you are going to cook (prepare something to eat or to drink). Mime *a bathroom*: you are going to wash your hands and face. Mime *a living room*: You are sitting on the sofa and watching TV. Stick the poster with the rooms in a house on the board and invite children to come to the board and point to the bedroom, point to the bathroom, etc.

Assessment		A	B	C
№	Criteria	I	II	III
1.	Repeats the sounds and the new household words			
2.	Repeats the simple sentences			
3.	Names the rooms			

## UNIT 5. MY HOUSE

### LESSON 2. Where is ... ?

#### OBJECTIVES:

*The student:*

- 1.Repeats the sounds [dʒ] and [f] (2.1.1)
- 2.Chooses and points to the objects of the room (1.1.2)
- 3.Repeats the word combinations and simple sentences (2.1.2)
- 4.Communicates with the classmates using the new words (2.2.4)



**1** CW. Household present some words: *a sofa, a bed, a fridge, a bath* by showing the flashcards. Bring some flashcards or household pictures. Put the flashcards on the board.

Get them to listen to you and repeat these words: A sofa. It is a sofa/ It is a bed, etc. Say the words slowly.

**2** PW: Get the Ss to work in pairs. Show the children the pictures of the rooms where the household objects should be.

Then ask the Ss to act out themselves.

For example:

**S1:** - It is a sofa. Where is the sofa?

**S2:** - The sofa is in the living room.

**S1:** - It is a bed. Where is the bed?

**S2:** - The bed is in the bedroom.

Or you can ask the Ss where the boy/the girl is.

**Example:** - Where is Murad?

- Murad is in the living room.

- Where is Aydan?

- She is in the bedroom.

Assessment		A	B	C
№	Criteria	I	II	III
1.	Uses expressions			
2.	Repeats the sounds and words			
3.	Chooses and points to the household objects			
4.	Communicates with each other			



## UNIT 5. MY HOUSE

### LESSON 3. My cat is ...

#### OBJECTIVES:

##### *The student:*

1. Chooses and points to the objects (1.1.2.)
3. Repeats the sounds and sound combinations and the words (2.1.1.)
3. Repeats the word combinations on the topic and simple sentences (2.1.2.)
4. Names the objects and surrounding objects (2.2.1.)
5. Communicates using the expressions (2.2.4.)

**Warm up.** Bring the toys to the class, put them on the table. First try to teach the Ss **on, in, under, at**. Take a toy dog, put it on the table and say: **on** the table.

Then put it under the table and say: **under** the table.

Encourage the Ss to repeat each word after you. Then say together: The dog is **on** the table/**under**/**at** the table.

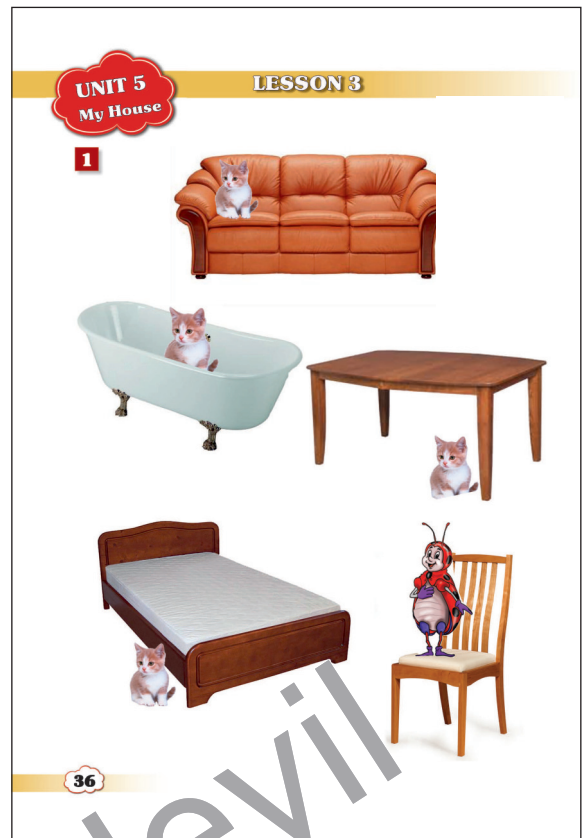
Or bring some toys to the class and put them on/in different places **in, on, under, at** and ask: Where is the doll cat?/Where is the car?

Encourage them to answer the question:

- The cat is on the sofa.

**PW.** Then get the Ss practise the activity in pairs asking:

- Where is the cat?
- The cat is **at** the bed/**in** the bath, **under** the table/on the chair.



**1 GW.** Divide the class into four groups. Pass one envelope with pictures to each group:

**First** envelope: one sofa, four cats;

**Second** envelope: one bath, four balls;

**Third** envelope: one desk, four bags;

**Fourth** envelope: one bed, four teddy bears.

Give different instructions.

**I group:** Stick the cats on and at the sofa;

- II group:** Stick the balls in, at and under the bath;  
**III group:** Stick the bags on, at and under the desk;  
**IV group:** Stick the teddy-bears on and at the bed, etc.

- 2 GW.** Draw the Ss' attention to task 2 on page 37. Get them to work in groups actively. Have them find and choose the objects shown above and say:  
 The bear is at the chair.

The dog is on the bed.  
 The book is **under** the ship.  
 The cat is **under** the table.  
 The ball is...  
 The balloon is...  
 The doll is..., etc.

Or divide the students into four groups. Encourage them to group the things according to the instructions:

Group the things that are **on, at, in, under** something in the room.

Invite each group to make their presentation. If they have some mistakes have them correct each other's mistakes.

**I group:** on

**II group:** in

**III group:** under

**IV group:** at

At the end assess the Ss' presentations



Assessment	I - weak	II - good	III - fair	IV - high	I	II	III	IV
№	Criteria	Groups			I	II	III	IV
1.	Chooses and pointing to the place of the objects							
2.	Repeats the sounds/sound combinations/words							
3.	Repeats the word combinations							
4.	Repeats the simple sentences							
5.	Names the objects							

## UNIT 5. MY HOUSE

### LESSON 4. Revision

#### OBJECTIVES:

*The student:*

1. Chooses and points to the objects of the rooms (1.1.2.)
2. Differs the objects of the rooms according to their places (2.2.1.)
3. Describes the given objects (2.2.3.)
4. Communicates using the new words/word combinations (2.2.4.)

**1** Draw the Ss' attention to task 1, on page 38. Get them work in groups actively to find and choose the objects shown above:

Let the Ss look at the pictures and ask them to point to the things saying where they are by using the prep: «on, in, at, under».

**Ex:** the doll is on the bed. The ball is at the bed, etc.

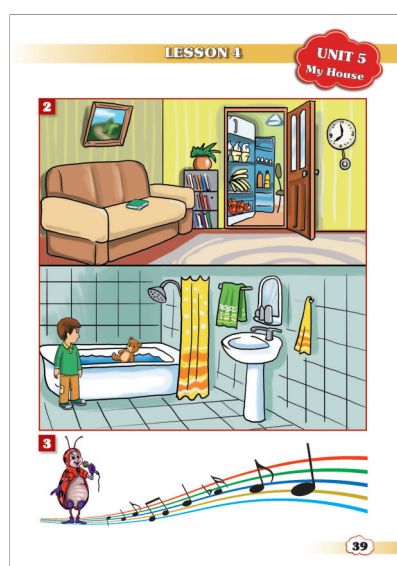
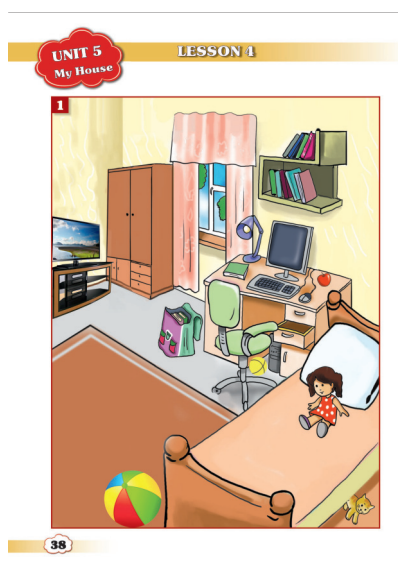
Name any word and ask the Ss to find the correct place for that word pointing to that place.

**Teacher:** Where is the...?

**Student:** The dog is on the bed.

**Teacher:** Point to the bear.

**Student:** The bear is at the desk, etc.



Divide the class into groups and give each group a task to work on a definite topic.

**2** As this is a revision unit, the purpose is to revise all the knowledge gained in Unit 5.

Divide the class into two groups and encourage them to work on two different tasks. Draw the Ss' attention on task 2 on page 39. Group 1 should answer the questions using the prepositions *on, in, at, under*. Remind them that these prepositions are used for showing the location of the things. Get the second group ask questions with «Where is ... ?»

**3** Get them listen to the chant or the song about «The House» or «The Rooms»

Assessment		I	II	III	IV
№	Criteria	I	II	III	IV
1.	Chooses and points to the objects of the rooms				
2.	Differs the objects of the rooms				
3.	Communicates using the new words with each other				



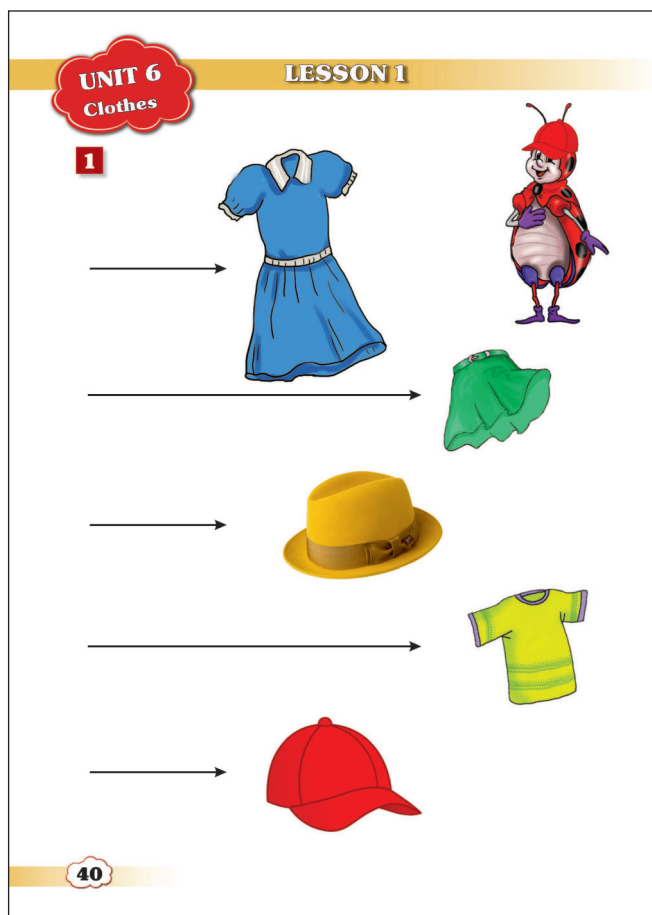
## UNIT 6. CLOTHES

### LESSON 1. This/that

#### OBJECTIVES:

*The student:*

1. Pronounces the sound [ð] in the words: **this/that**.
2. Repeats and pronounces the names of the clothes (2.1.2. and 2.1.3.)
3. Points to the clothes on the pictures (1.1.2.)
4. Names the clothes given in the pictures (2.2.1.)
5. Enumerates the features of the clothes, colours, numbers (2.2.2.)



**1** CW. Get your students to identify the names of different clothes. Hold up the clothes' flashcards one by one introducing the new words in English: a skirt, a hat, a cap, a dress, a shirt. Put some of the flashcards and ask the pupils to listen and point to it saying:

**This** is a dress.

**That** is a skirt.

**This** is a hat.

**That** is a T-shirt, etc.

Then ask the students to open their textbooks and look at the pictures on page 40. Say the names of the clothes in the pictures pointing to **this** or **that** object.

Ask the Ss to repeat the words and sentences after you. If necessary help the weaker ones. Draw their attention to the sounds [ɜ:] and [ð] (as in the words **this, that, this dress, that skirt, that shirt**) and get them to pronounce the words in correct form. If they make mistakes, just politely say the correct version or praise the correct answer.

**GW.** You can divide the Ss into 2 groups and give an instruction explaining:

**Gr I** – Name the clothes with «**this**» – close to them.

**Gr I** – Name the clothes with «**that**» – a bit farther from them.



You should stress that we say **this** for the object that is closer to us, **that** that is a bit farther from us. Then help them repeat **this** and **that** several times. Try to use body language, demonstrating the distance with gestures. Say:

- A skirt. **That** is a skirt;
- A T-shirt. **That** is a T-shirt.
- A dress. **This** is a dress;
- A cap. **This** is a cap.

**LESSON 1**

**UNIT 6**  
Clothes

2

→

→

→

→

→

**41**

**2** CW/IW/PW. Hand out some sheets of paper and crayons to the Ss. Encourage the children to draw the clothes they are wearing to day, (*skirt, T-shirt, dress, etc.*)

As they work go round the class asking:

- What is **this**?
- What is **that**?
- What colour is **this**?
- What colour is **that**?

S1: – This is a skirt.

S2: – That is a hat.

S1: – This is a T-shirt.

S2: – That is a dress.

S1: – This is a cap, etc.

Or get them to work in groups paying attention to task 2, on page 41.

Encourage them to repeat the new words and word combinations using **this/that**.

Assessment		I	II	III	IV
№	Criteria	I	II	III	IV
1.	Repeats the new words				
2.	Names the clothes				
3.	Pronounces the new words				
4.	Enumerates the features of the clothes				

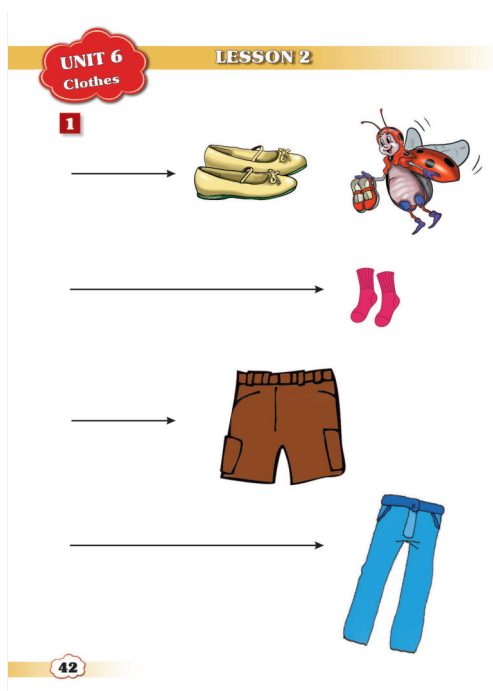
## UNIT 6. CLOTHES

### LESSON 2. These/Those

#### OBJECTIVES:

*The student:*

1. Pronounces the sounds [z] and [ð] in the words: **trousers** and **this, these, that, those**
2. Repeats and pronounces the names of the clothes (2.1.2. and 2.1.3.)
3. Points to the clothes in the pictures (1.1.2.)
4. Names the clothes given in the pictures (2.2.1.)



**1** CW. Draw the students' attention to task 1 on page 42 or use flashcards of clothes. Get the students to look at the pictures and repeat the words: **shoes, socks, trousers, shorts.**

Encourage the Ss to repeat each word after you. Get them to use **these/those** with the words **shoes, socks, shorts.** Have them repeat **these shoes, those socks, these shorts, those trousers** several times.

Also have the Ss' repeat the sounds [z] and [r] in the words and word combinations after you:  
**This is** a skirt.  
**These are** trousers.  
**That is** a cap.  
**Those are** shoes, etc.

Or get the Ss to work in 2 groups using the Demonstrative Pronouns.

**Gr1:** – will choose the clothes that are used in the singular. They will use **this** or **that** with them.

**Gr2:** – will choose the clothes that are used in the plural form. So, they will use **these** and **those** with the clothes that have 2 parts.

#### ***This/That***

Remind the Ss what they have learned at the last lesson and after that put some objects – clothes nearer and a bit farther and practice **this/that**. For plural things say with the plural ending: **these/those**

**This is** a skirt.

**This is** a shirt.

**That is** a cap.

**That is** dress

#### ***These/Those***

**These are** shorts.

**These are** trousers.

**Those are** shoes.

**Those are** socks, etc.

**Note:** Get to the students' attention that shoes, socks, trousers, shorts are used with «**these**» and «**those**».

**2 GW.** Divide the class into two groups.

Bring and show the clothes - cards to the Ss saying: shoes, socks, shorts, trousers. Get the Ss to repeat **these/those** after you.

**Gr I** – Ss should choose the clothes closer to them and say: **These** are ...

**Gr II** – Ss should choose clothes farther from them – in the distant and say:

**Those** are shorts.

**Ex:** This are shoes (false).

The Ss should find the correct statement (**These are shoes**).

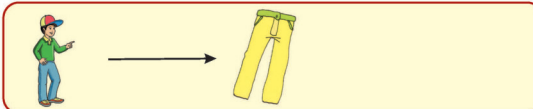
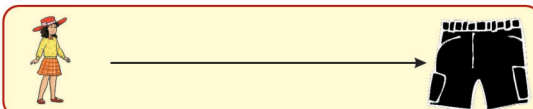
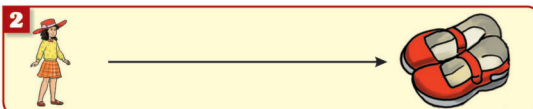
That are socks. (false) Should be: **Those** are socks.

**These** are trousers (true), etc.

Encourage them to say these sentences correctly.

## LESSON 2

## UNIT 6 Clothes



43

**3 CW.** Put the picture (p 43) and tell the Ss to say the word – clothes they have on pointing to them repeating each time after the teacher. Or practice.

**Teacher:** This is a skirt./Girls point to their skirts./

Girls and boys choose the items – the clothes that are for boys or for girls.

Or hang the pictures of clothes on the board, have the Ss look at them and sort them out what clothes are for boys and what clothes are for girls.

Encourage them to work cooperatively.

Assessment		😊	😐	😞
№	Criteria	I	II	III
1.	Repeats the new words			
2.	Names the clothes			
3.	Pronounces the new words			

## UNIT 6. CLOTHES

### LESSON 3. Revision

#### OBJECTIVES:

##### *The student:*

- 1.Chooses and demonstrates the names of clothes by hearing (1.1.2.)
- 2.Differs the objects according to their colours and numbers (1.1.3.)
- 3.Pronounces the sounds and sound combinations (2.1.3.)
- 4.Pronounces the learnt words and word combinations (2.1.4.)
- 6.Names of presented objects on the topic (2.2.1.)
- 7.Enumerates the features (colour, number) of the clothes (2.2.2.)

**1 CW.** Get the Ss to look at task 1 on page 44.

Try to improve the Ss' pronunciation. If they have some mistakes, let the other Ss correct them. First address to the class asking who can correct his/her classmate's mistakes. Then choose one among the children raising their hands. You have to praise them. This will encourage them to be more attentive during the lesson.

**GW.** Bring some pictures of clothes that they learnt in this Unit. Get them to work in two groups. Ask them to find out which of these clothes are boys' clothes and which of them are girls' clothes. You can also ask them to differ them saying which of them are in plural and which of them are in singular. At the same time have them say the colours of the given clothes. **Example:**

**Singular:** – a hat  
**This** is a hat.  
**This** hat is... .

**Plural:** – shoes.  
**These** are shoes.  
**These** shoes are ... .





Or bring two envelopes with the same pictures of clothes in them. Divide the Ss into two groups. Give each group an envelope and ask them to sort out the pictures choosing the clothing that are used in the singular and in the plural.

**Group 1**– should find the words that are used in the **singular**: a shirt, a skirt, etc.

**Group 2**– should find the words that consist of two parts and use them in the **plural**: shorts, socks, etc.

In this way they identify the words-clothes that are used in singular/plural and learn them properly.

**2 PW.** Draw the Ss' attention to task 2 on page 45. Give the children a few minutes to look at the picture, then close their books. Call out a word from the page, the Ss should try to say another word from the same word group.

**Example:**

**S<sub>1</sub>:** – a shirt, a cat

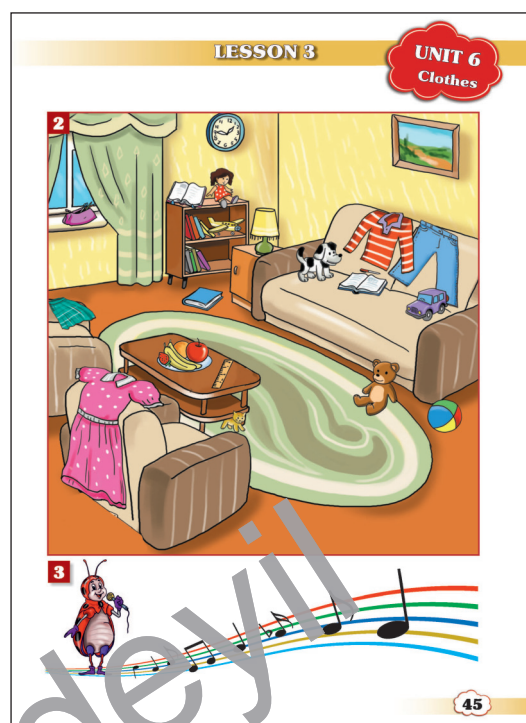
**S<sub>2</sub>:** – trousers, a car, etc.

**3 CW.** Get them listen to the song or the chant:

Hey, everybody,  
Look at me!  
Look at me!  
Blue trousers,  
Yellow shirt,  
Green skirt,

Hey, everybody,  
Look at me!  
Hey, everybody,  
Look at me!  
Hey, everybody,  
Look at me!

Orange hat,  
Brown shorts.  
Hey, everybody,  
Look at me!



Assessment			😊	😐	☹️
№	Criteria	Groups	I	II	III
1.	Chooses and points to the clothes				
2.	Pronounces the sounds/sound combinations				
3.	Repeats the words/word combinations				
4.	Repeats the simple sentences				
5.	Names the clothes				
6.	Enumerates the features of the clothes				

## UNIT 7. ANIMALS

### LESSON 1. My Pets

#### OBJECTIVES:

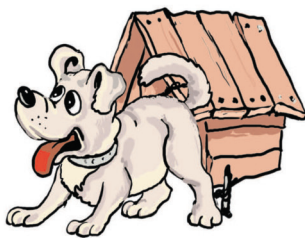
*The student:*

1. Identifies and points to the words of animals by hearing (1.1.2.)
2. Repeats the sound [b] and sound combinations (2.1.2.)
3. Says the names of the animals (2.2.1.)
4. Describes the animals shown in the pictures (colours) (2.2.3.)

#### UNIT 7 Animals

#### LESSON 1

1



46

**Warm up.** Play a CD or a DVD to start to lesson. Get the Ss to listen and say the names of animals after you. If you don't have any technology in your classroom you can just imitate by producing the sounds of animals.

Or you can start the lesson with an animal song:

*I have got a cat!  
Myooo! myooo! myooo!  
Well, what a noise!  
Myooo! myooo! myooo!  
I have got a dog!  
Waw, waw, waw  
Well, what a noise!  
Waw, waw, waw  
I have got a chick!  
Chick, chick, chick!  
Well, what a noise!  
Chick, chick, chick!*

**1 GW.** Get the Ss to work in small groups and ask them to imitate their favourite animals or pets (with the sounds that animals produce). Stimulate or encourage the Ss to identify the animal sounds and to say their names.

Put some pictures of animals on the board and say their names pointing to them.

**Example:** It is a rabbit/ a dog/ a chicken/ a fish, etc.

Draw the Ss' attention to the sounds and sound combinations, and also to the words and word combinations.

Help the students say the right name of the animal. Pay attention to their pronunciation of the sounds or sound combinations in a correct form.

Involve the students to speak about their pets by making up a dialogue.

**Example:**

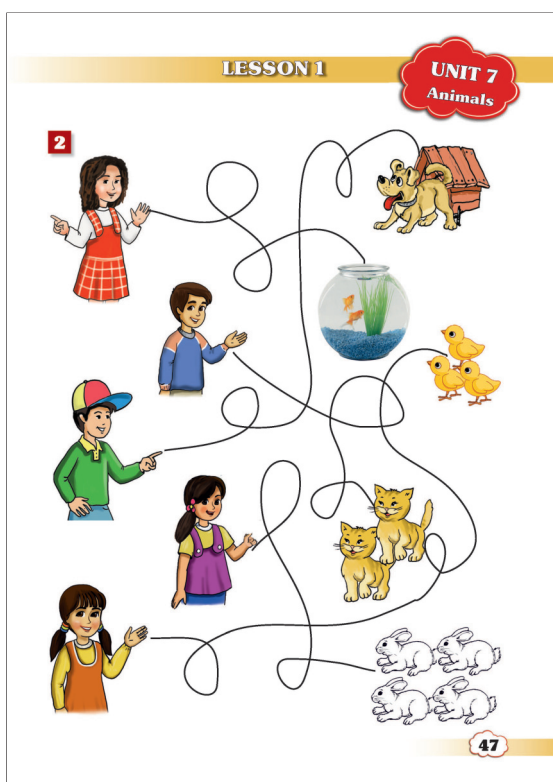
**Student 1** –I’ve got a pet. It is a cat. It is brown and white. I like it.

**Student 2** –I have got a rabbit. It is white. I like it.

(If anyone from class does not have a pet, advice him/her to speak about a pet he/she would love to have).

**2 GW.** Divide the classroom into three or four groups. Look at the picture on page 47 task 2 and find out who has got what animal or who likes what animal/whose favourite animal it is.

**Example:** Aydan has got a dog. She likes dogs. Murad has got cats. He likes cats, etc.



Or cut the pictures of animals into three or four pieces. Put the same cut cards into envelopes. Divide the class into 5 groups and pass these cards to them. Give an instruction for each group: Match the cut pieces and say what animals you have.

**I group – A dog**

**II group – A chicken**

**III group – A cat**

**IV group – A rabbit**

**V group – A fish**

Ask the students to collect the pieces and stick the cut pieces together. And after that let them name the picture.

**Example:**

**Gr 1:** – Oh, we have got a dog.

**Gr 2:** – We have got a chicken, etc.

Assessment		😊	😐	😞
No	Criteria	I	II	III
1.	Identifies and points to the objects			
2.	Repeats the sounds/sound combinations			
3.	Repeats the words/word combinations			
4.	Repeats the simple sentences			
5.	Says the names of the animals			
6.	Describes the animals			

## UNIT 7. ANIMALS

### LESSON 2. Zoo Animals

#### OBJECTIVES:

*The student:*

1. Pronounces the sounds [ʌ] and [a:] in the words **monkey, giraffe**, etc.
2. Chooses and points to the animals (1.1.2.)
3. Says the names of the zoo animals described in the picture (2.2.1.)
4. Repeats the words and word combinations (2.1.2.)

**1 CW.** Draw the students' attention to the pictures on page 48 or bring toys - a toy giraffe/a toy rabbit/a toy lion, etc. to the class and raise the picture of a toy giraffe and say: A giraffe, It is a giraffe. Involve the students to repeat each word after you till you are sure that the students have memorized the names of animals. Then try to take one of the toys randomly and ask:

– What is it?

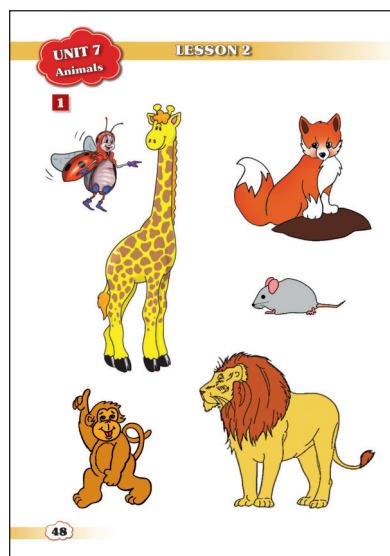
Get the Ss answer:

– It is a monkey/an elephant/a lion etc.

Draw the Ss' attention to the sounds [ʌ], [a:] and [ks] and also the words and word combinations.

Help the students to say the right name of the animal. Pay attention to their pronunciation. If any word is difficult for a student, try to help him/her to pronounce the sounds or sound combinations in the words clearly and correctly.

**Example:** a yellow giraffe, a brown monkey, a red fox, etc.



Then you can show different animal pictures the Ss to which they have learnt in their previous lesson. Hang them over the board. The children should come and point to the animals choosing the zoo animals and saying their names.

**2 GW.** Draw the Ss' attention to the pictures on page 49 task 2 and explain to them to work in small groups. The first group will work on the animals that are far from them. So they will say:

**That** is a fox, **that** is a monkey

The other group will point to the animals that are closer and say:

**This** is a lion, **this** is a giraffe, etc. Then the groups will change their places.

In order to memorise the learned words and word combinations encourage the students to sing the chant:

*This is a lion,  
That is the fox.  
This is a giraffe,  
That is a monkey.*

*That fox is red,  
This lion is yellow.  
That monkey is brown.  
This giraffe is yellow.*

Encourage the Ss to make their own chant. You can remind them that they may sing about their clothes (shoes, hats, skirts, T-shirts, etc.) changing the names of animals.

Assessment		😊	😐	☹️
№	Criteria	I	II	III
1.	Chooses and points to the animals			
2.	Says the names of the zoo animals/pets			
3.	Repeats the words and word combinations			



## UNIT 7. ANIMALS

### LESSON 3. Big/Small

#### OBJECTIVES:

##### The student:

1. Chooses and points to the words animals (1.1.2.)
2. Differs animals according to their size and colour (1.1.3.)
3. Describes the animals given in the pictures (2.2.3.)
4. Communicates and cooperates with the classmates using the new words (2.2.4.)
5. Enumerates the features of the wild and domestic animals (2.2.2.)

**Warm up:** You can start the lesson with an animal song, Slide Show, or imitations with the sounds of animals or pets to stimulate the students to identify the types of animals. Encourage them to differ their colours, sizes and numbers. It exercises the child's memory and helps to remember faster.

The song may be as below:

*I am very big.*

*I am very small.*

*Now big, now small.*

*Now a little dog.*

**1** **GW/PW.** Mix the pictures of some animals that are small and big, put them on the table in front of the groups. Ask each group to look at them and sort them out differing them for their size, colour and number that will consolidate their gained knowledge from the previous lesson. It will be a very productive integration. Explain to them they should work in 4 small groups answering these questions:

**Gr I:** How many big animals are there?

**Gr II:** How many small animals are there?

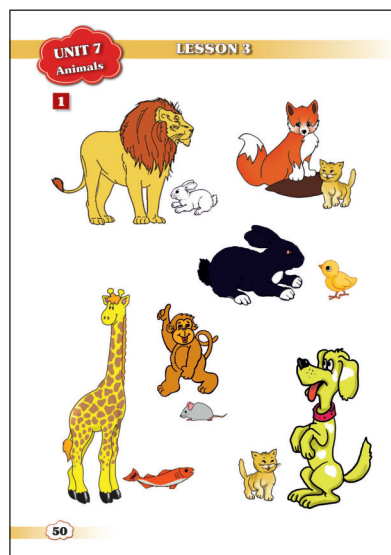
**Gr III:** How many zoo animals are there?

**Gr IV:** How many pets are there?

**2 3** **IW/GW/PW.** Get the Ss to look at task 2 and 3 on page 51 and tell them to count how many animals they see in the pictures above and below. The children should compare in which picture there are more animals. Do not forget to remind them to name the animals. Encourage the Ss to talk about the features of the animals (size, colour, number).

Or give the children some time to look at the picture on page 51. Get them try to describe the features of wild and domestic animals according to their size/number and colour. Let them work collectively as the whole class and also revise **this/that**. Remind that **this** is used for the objects that are closer to us and **that** is used for the objects that are a bit farther from us. Give the Ss samples to make sentences with **this is... /that is...**

**Ex:** **This** is big/**that** is small. **This** is a fox. The fox is small. **That** is a bear. **That** bear is big. The bear is brown, etc.



Also for collective work you can ask the following questions:

- How many grey animals are there?
- How many brown animals are there?
- How many yellow animals are there?
- How many black animals are there?

How many orange animals are there?

It'll be a very nice integration for the lesson «Colours».

Assessment		I	II	III	IV
№	Criteria	I	II	III	IV
1.	Chooses and points to the animals				
2.	Differs the animals				
3.	Describes the animals in the pictures				
4.	Communicates and cooperates with the classmates using the new words				
5.	Enumerates the features of the animals				

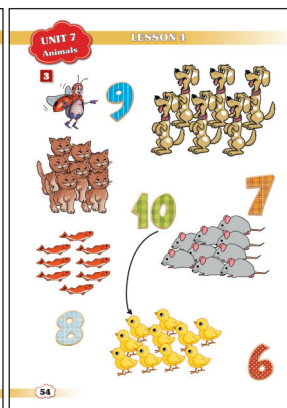
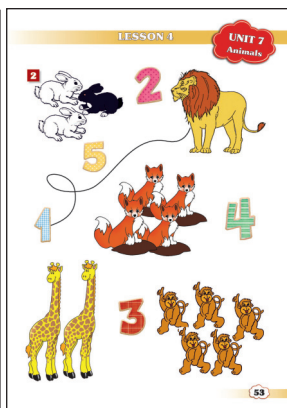
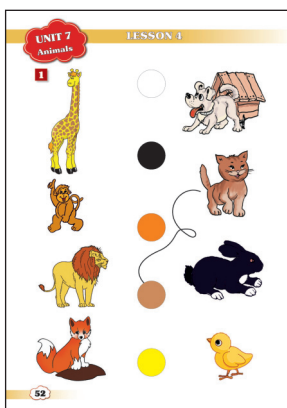
## UNIT 7. ANIMALS

### LESSON 4. Revision

#### OBJECTIVES:

*The student:*

1. Chooses and distinguishes the words pointing to the animals (1.1.3.)
2. Differs the animals (1.1.3.)
3. Describes the animals in the pictures (2.2.3.)
4. Communicates/cooperates with the classmates using the new words (2.2.4.)



Prepare flashcards of animals. Show the flashcards to elicit the names of the animals. Make sure that all the Ss know the names of the animals. Try to revise all the material given within this Unit. You can also ask some questions about how big these animals are and what colour they are.

- 1 Have the Ss work in 2 groups. Give them the following instructions: Match the given colours with the animals that have the same colour. The group that does the task correctly will be the winner group and be praised.

Also, try to encourage the Ss to make a circle and ask them to demonstrate the actions of the animals by miming and gestures one by one. Make the exercise more interesting by asking children to imitate their sounds.

- 2 Revise and practise numbers and colours of the animals.

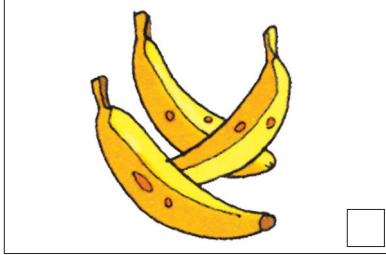
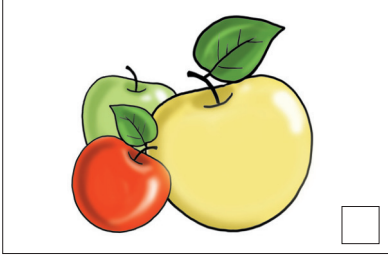
Draw their attention to the picture on page 53. Explain to them to work individually. The Ss can also work in pairs and match the animals with the numbers given on this page.

- 3 GW. Try to involve the Ss to work in 2 groups cooperating with each other. Give them an instruction: **Gr<sub>1</sub>**: Count from 1 to 5 match the numbers with the animals saying their sizes and colours. **Gr<sub>2</sub>**: Do the same counting from 6 to 10. Make sure that the Ss understood the instruction properly to work productively, revising the taught material.

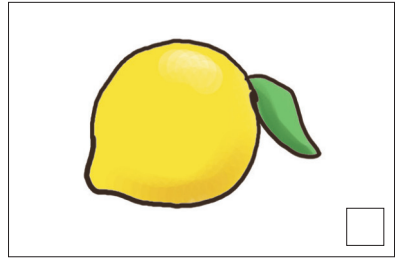
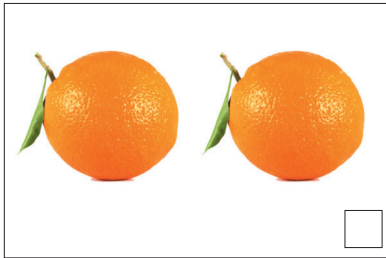
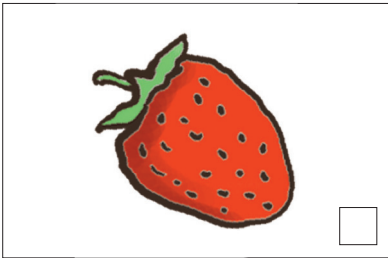
Assessment		I	II	III	IV
No	Criteria	I	II	III	IV
1	Chooses and points to the words animals				
2	Differs the animals				
3	Describes the animals in the pictures				
4	Communicates and cooperates with the classmates using the new words				
5	Enumerates the features of the animals				

**SUMMATIVE TEST 2**  
**Listen, look and choose the correct variant.**

**1. three apples**



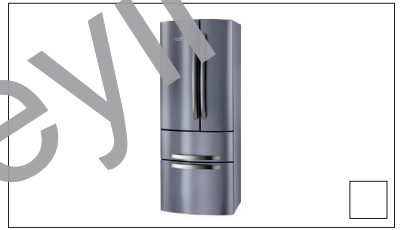
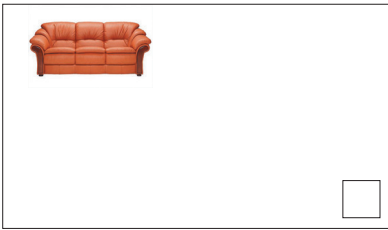
**2. a lemon**



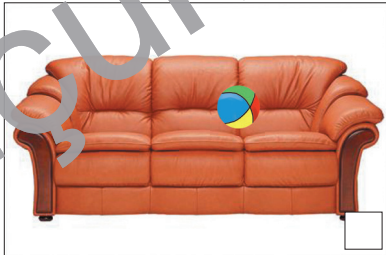
**3. I like chocolate.**



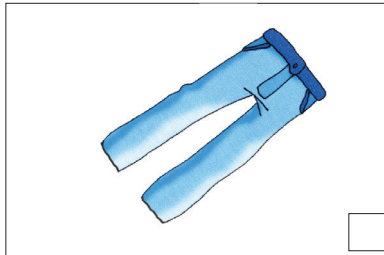
**4. a fridge**



**5. The ball is on the sofa.**



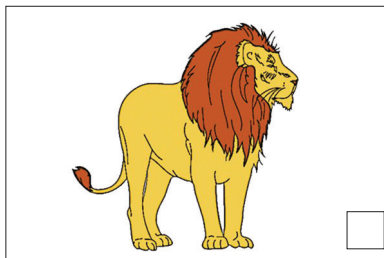
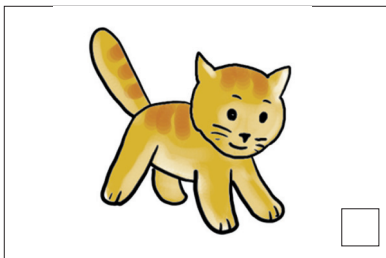
6. This is a skirt.



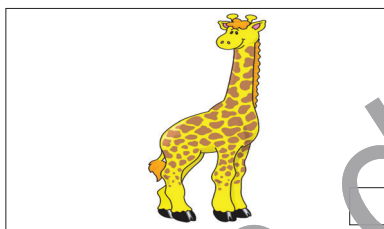
7. Choose the missing word. Shorts, socks, ...



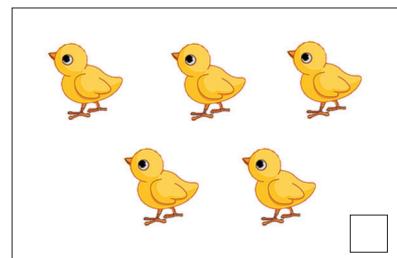
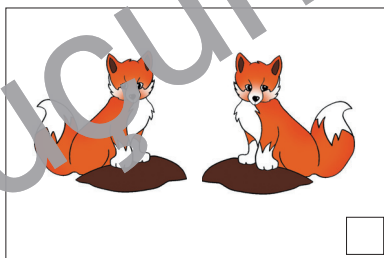
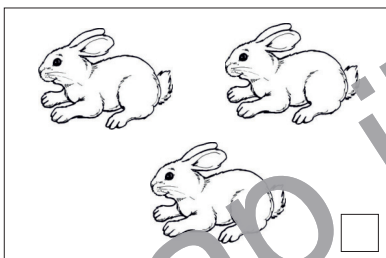
8. This is a big animal. This is ... .



9. Find the missing word. A lion, ..., a fish.



10. Those are five small ...





## C O N T E N T S

Introduction.....	3
<b>Unit 1 Greeting</b>	
Lesson 1. Hello, my name is... ..	13
Lesson 2. I am a ... ..	15
Lesson 3. Hi, how are you? .....	16
Lesson 4. Good bye!.....	18
<b>Unit 2 School</b>	
Lesson 1. School Objects.....	20
Lesson 2. Numbers .....	21
Lesson 3. What is it? .....	22
Lesson 4. How many ... ? .....	23
Lesson 5. School Commands .....	24
Lesson 6. Revision.....	26
<b>Unit 3. Toys and Colours</b>	
Lesson 1. My Toys .....	27
Lesson 2. Colours .....	28
Lesson 3. Have you got a ... ? .....	29
Summative test 1.....	30
Lesson 4. What Colour is it?.....	32
Lesson 5. Revision.....	33
<b>Unit 4. Food</b>	
Lesson 1. I like ... / I don't like... ..	34
Lesson 2. Do you like ....?.....	35
Lesson 3. Revision.....	36
<b>Unit 5. My House</b>	
Lesson 1. Rooms .....	38
Lesson 2. Where is ... ?.....	39
Lesson 3. My cat is .... ..	40
Lesson 4. Revision.....	42
<b>Unit 6. Clothes</b>	
Lesson 1. This/that.....	43
Lesson 2. These/those .....	45
Lesson 3. Revision.....	47
<b>Unit 7. Animals</b>	
Lesson 1. My Pets .....	49
Lesson 2. Zoo Animals .....	51
Lesson 3. Big/Small.....	52
Lesson 4. Revision.....	53
Summative test 2.....	54