

NƏRMINƏ ƏLİYEVƏ, RƏFİQƏ ƏLİYEVƏ,
GÜLŞƏN HÜSEYNOVA

English

Teacher's book

3-cü sinif

MÜƏLLİM ÜÇÜN METODİK VƏSAİT

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- Let's learn letters
- Countries and nationalities
- Numbers
- School

- Family
- Home
- Clothes
- Body



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From the authors

Requirements For Teaching Young Learners

Teachers of the third grade need to work with their students individually and in groups developing relationships. They need to plan a lot of activities for a given time period, and be flexible enough to move on to the next exercise when they see their students getting bored. Authors of this textbook have chosen appropriate topics to a given age-group. Teachers need to plan the activities taking into account language and study skills. Student's language needs what the main language problems of the lesson are going to be. Considering their age, they must be provided with language support where necessary to develop the understanding of language processes in speech listening, reading and writing.

Beside of creating a lot of activity types teachers should also permit the children work independently. Another point of interest for teachers is how to raise children's motivation. It is not very hard to motivate children and to raise their enthusiasm if interesting activities are selected. This aspect has been treated with a lot of attention, because students' motivation can be lost easily: monotonous, apparently pointless activities quickly bore young learners and make them lose their interest. Perhaps it would be more accurate to say that young learners' motivation is more likely to vary and is more susceptible to immediate surrounding influences, including the teacher.

Teaching at primary level can cause many teachers, particularly those who have trained to teach adults, a variety of problems and generate a range of worries. Teachers must always be aware of the particularities of the children they are working with and in search of new and interesting methods. Below we provide some advice on how to deal with starting work with primary level students and we give ten top classroom management tips.

Before you begin teaching

- Find out who your students are

Talk to the class teacher or an English teacher who taught the class in the second grade and find out how much the children have already learnt.

You will find that the children will be highly motivated and excited about learning a foreign language. Your main aim, is to maintain this initial motivation and sustain their curiosity and interest so that they develop a real desire to learn the language, even if you don't feel they are learning very fast. You need to be realistic and so do the children about how much they can learn in the relatively short time you will spend with them.

It is quite normal for children to take some time before they actually start producing much language as they will need time to familiarize themselves with you and assimilate the language before they feel ready and confident enough to produce any.

Be patient and don't be afraid of repeating things again and again - children need and enjoy lots of opportunities to hear the language. Just remember to be natural.

The main requirements for teaching process organization.

- Completeness of the pedagogical process
- creating equal opportunities in teaching process

The same teaching environment is created for all the students' and pedagogical process is balanced by their potential.

- Student' orientedness

Teaching process is oriented to students' interest and needs, development of their potential.

- develop orientedness

Students' mental activeness is followed, the achievements are analyzed, development level of their knowledge, skills and habits are regulated.

- activity stimulation

In order to motivate students the progress in their activities are considered and evaluated.

- creating of supportive environment

Teaching process is organized on the basis of relevant material-technical and healthy spiritual psychological environment.

- activity stimulation
- creating of supportive environment

Top ten classroom management tips for successful teaching

- Plan what you are going to do in advance step by step and have clear aims so you and your students know exactly where you are going throughout a lesson.

- Learn your students' names and address them directly.

- Be mobile and walk round the class.

- Give clear instructions or demonstrations. Make sure children understand what they have to do.

- Never, underestimate children's abilities or intelligence. They may have very limited English but they still have the same interests and aspirations as any other child of their age. Keep them interested by providing stimulating content and meaningful activities.

- Always ensure that children have some English "to take away" with them at the end of a lesson. Children will feel proud and have a sense of achievement if they leave the classroom being able to ask, for example, a new question in English, say something about themselves, or sing a song.

Make positive comments about the children's work and efforts, and let them see that you value their work.

- Have additional material for faster and slower students' needs, and don't let activities go on too long.

You, and only you, know your teaching situation and environment so we cannot anticipate which ideas you chose. However, it's important for you to realize why you rejected certain activities. If you are still not sure, have another look at the list and think of specific reasons why you would not choose some of them.

Since most children in a class may know each other you may feel that an activity practising 'Hello, my name is ...' should not form the core of your first lesson. For similar reasons, identifying known objects - This is a pencil - would appear to present very little intellectual challenge to your average eight-to-ten year old. It is important for us to remember that no matter how young our students are we mustn't underestimate their abilities. Although they may not be able to say very much in English this does not mean that they do not understand and can not respond!

What does the young learner need?

When you are teaching a language, it doesn't really matter which approach or activity type you use in class. Children need to 'learn how to learn' so their education and learning should help them gain skills and independence that will let them continue learning outside school. Children should be given the opportunity to experiment with different learning styles.

They are naturally interested in their surroundings and this should be encouraged. Physically children are fairly inactive and like learning by sitting and listening. They need to develop balance and co-ordination in order to play sports and perform everyday actions. Socially, children need to develop skills which allow them to fit into society and to share and co-operate. Fortunately, we do not have to address this in class as they will naturally be at ease in any group. To conclude, primary language teachers have a greater responsibility than teaching English: they have to consider the whole child.

Any approach or activity that you use with children needs to be clear and well-explained. Children need to feel confident and although they want to learn new things they need to feel secure so that they won't make mistakes. If you clearly explain the approach or activity that you are using, what you expect from the children, at a level that they can understand and relate to, then they will be motivated to participate with a greater degree of success. Remember that language learning for children: - must be supported, must be relevant and interesting to the learner, must be based on the child's understanding of the world, must recycle and extend language.

Young learners are easily excited, energetic and need calming down. It is important therefore that your lesson involves a variety of activities and a change of pace every 5/10/15 minutes. A lesson should also involve plenty of interaction.

Group and pair work

Both group (three or more students working together) and pair work involve collaborative activity, but may be used for slightly different purposes and in different situations.

Group work is more difficult to organize, because it usually involves moving students, and sometimes their chairs and tables. Pair work is easier, because students are often sitting in pairs anyway, and simply turn towards each other. For this reason, pair work is more appropriate for the shorter collaborative tasks, for example comparing answers to an exercise. Also, group work is often more difficult to control with an undisciplined class: some students are inevitably sitting with their backs to you, focusing on each other, and will be less ready to pay attention to you.

However, group work has some advantages. More students can contribute ideas to a discussion task; there are more participants if the activity is a game; groups can often work as teams in a competition; and the mere fact that students get up and move in order to form, or re-form, groups can provide a welcome break from the routine of sitting in the same place all the time.

But most collaborative activities can be done either in groups or in pairs. In this section from now on, the term group work includes pair work.

Advantages

Group work has a number of advantages as a component of classroom interaction:

- It fosters learner autonomy. Students working in groups are not directly controlled by the teacher, and they make their own choices about how they do the group task. If they are collaborating on gapfill grammar exercises, then their choices will be limited to the pace at which they work, the amount of work they do, and perhaps the order in which they do different items. If they are discussing something, then the language they are using will be determined by them, not the teacher.

- Although collaborative work does not suit the learning style of some students, for many group work is very motivating. It is pleasant to cooperate with others to produce a joint result, and students enjoy the sense of group solidarity and warmth that often results.

Problems

Both teachers and students may have reservations about doing group work.

Some teachers fear that by moving out of the role of manager and leader, they may lose control, particularly with young groups in schools. Students might start using the LI too much, make a lot of noise, and may not in fact be engaged in the task at all. Even if they are engaged, there is the nagging question: how much learning is actually going on? Would they have learnt as much, or more, in full-class or individual interaction? For these reasons, many teachers - particularly new teachers, avoid group work completely, in spite of its advantages.

Students

Some students do not like group work. They prefer a teacher-led classroom, or working on their own. Some may simply not be used to it if it is not part of their 'culture of learning'. Others think

that working with other students does not result in serious learning: they feel they should be learning from the teacher, not from each other. Another reason is individual learning style. Some students simply learn best when working on their own, and working in groups does not suit them.

Some of the problems described above can be solved or at least reduced. Here are some suggestions.

The problem of students going off-task, over-using the LI, making a lot of noise, etc. during group work is a very real one in some classes.

Of course, some of these events may not be as negative as they seem. If the task involves talking, there will be a lot of noise - which is not necessarily a bad thing! And using LI is not necessarily counterproductive either. In many cases some LI use can help students perform the task more effectively, and it can save time during instruction-giving which can then be used for engaging with English. It is true that it can get out of hand: so you need to keep an eye on what is happening and limit LI use as you feel necessary. Student monitors within the group whose job it is to check the use of the LI can be useful here

The fact that some group work does not produce much learning may be due to faulty task design. With many classes, the exact process of the task, including the outcome, needs to be carefully structured.

But even with the best organization and task design, some classes may not enjoy group work. In such cases, it might help to explain to the class why it is important to do occasional group tasks, give them opportunities to express how they feel about it, and agree together with them how much, or how little, you will do it.

Group work is only valuable when it motivates and enables good learning. A lot of classroom learning depends on full-class work led by the teacher; and individual work is also important. However, make an effort to include some group work, even if only occasionally. It adds variation, it provides opportunities for students to talk in English, it suits the learning style of many students, and it promotes learner autonomy.

Some learning strategies

Role-play

This method is based on the idea that students can learn not only from direct experience, but also from simulated experience. To simulate is similar to mime, to pretend, to imitate, to reproduce situations, actions, events fictively. The goal is to provide participants with unfamiliar situations in order to make them understand, as well as peers who might have opinions, responsibilities, interests, hobbies, and motivations different from their own. It is known that very often we tend to underestimate "the roles" that people we meet happen to play. From this perspective, the role-play allows students to learn about themselves, and the people around them in a nice, attractive way.

Game simulation increases the degree of adaptability and the improvement of interpersonal relationships, developing critical thinking, expression abilities, and empathy.

Establish the objectives you want to meet, the topic/the issue of the game, and the characters involved in the game.

The cube

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

Steps in using the cube:

1. Build a cube. Write on its sides the commands: describe, compare, analyze, associate, apply, and argue.
2. Announce the topic to be discussed.

3. Divide the class in six groups. Each group will examine the topic from one the perspectives featured on the cube, as follows:

- a) Describe: colors, shapes, sizes, etc.
- b) Compare: What is similar? What is different?
- c) Associate: What does it make you think of?
- d) Analyze: Describe what it is made of.
- e) Apply: What can you do with it? How can you use it?
- f) Stand for or against it.

4. The final work can be displayed on the classroom board.

Brainstorming

Brainstorming is one of the most popular methods used. Because it stimulates creativity.

This method requires Ss to get actively involved; it also develops students' ability to relive certain situations, to analyze them.

Brainstorming also improves interpersonal relations. We become aware that the people around us can be kind, valuable, and important.

As we teach 10 year old students we can simplify brainstorming according to their knowledge level.

Final points to think about

As a teacher of young learners you have to understand children's development, children's needs, children's interests, the children themselves and not just EFL methodology.

Young learners have specific learning needs so you cannot simply focus on language; you need to develop a whole learning situation where language is an integral part but not the final product.

Children learn best when they are involved and when their work is valued.

Children need to express and experience language with their hands and bodies so it is crucial that you include activities where the main focus is on the physical response or physical activity, and not the spoken word.

Course material should encourage students to do a range of practical tasks or activities that need to use head, hand and eye-co-ordination as well as intellectual skills.

Children do not all learn at the same speed or in the same way.

Incorporate many different types of activities in one lesson.

Remember! Children learn by doing AND understand through seeing

Good luck with your teaching!

EXPLANATORY NOTES

Student's book

According to the newly developed curriculum there are four content lines in teaching English: listening, speaking, reading and writing. And the third grade SB has been designed on these four content lines.

The new language material is presented in the Student's Book through the pictures and words below them. There is no translation of the words or sentences.

The meaning of the words and sentences are explained through the situational pictures. There was neither reading nor writing in the second grade. Because in the second grade there were only two content lines: listening and speaking. The authors used the opportunity and developed the third grade SB in accordance with the second grade SB. We thought it would be better for students to read the words and sentences that are familiar to them from the second grade. Therefore we even followed the contents of the second grade using nearly the same topics. The Student's Book comprises 11 units. And surely they are all chosen in accordance with the requirements of modern foreign language teaching and students' psychological features at this level.

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

Teacher's book

Contains a lot of necessary information for teachers:

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

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

There are four content lines for the third grade: 1. listening 2. speaking 3. reading and 4. writing. The standards related to listening are noted by 1.1., speaking 2.1., reading 3.1., to writing 4.1.

INTERSUBJECT INTEGRATION TABLE

Coding			Grade 3
The number of the content line	The number of the standard	The number of the benchmark	
1	1	1	Follows the instructions; NL.: 1.1.1.; Tech.: 1.3.5. Inf.: 3.2.2.;
1	1	2	Does simple tasks concerning the texts listened. NL.: 1.1.1.; Math.: 1.1.2; Inf.: 3.2.4. Tech.: 2.1.4; Arts.: 2.2.4.
1	1	3	Differentiates speech etiquettes in the listened text. NL.: 1.2.5; 4.1.6; Inf.: 2.1.3;

2	1	1	Pronounces small speech patterns correctly. NL.: 1.2.1.; Mus.: 3.1.1;
2	1	2	Pronounces the sentences learned with correct intonation NL.: 2.2.1
2	2	1	Names objects, cases and situations described in pictures with different contents (flat, the place he/she lives in. Inf.: 3.1.1; A.: 2.2.1.
2	2	2	Counts features (quality, form) of the named objects, mentions their places. Inf.: 1.1.1.; NL: 2.2.1; 4.1.6; S.s.: 1.3.1; Arts: 1.2.1; 3.1.4;
2	2	3	Describes objects, cases and situations with the words have already been learned. Inf.: 2.2.3; 1.1.1.; 1.3.2; 2.3.2; 4.1.1; Arts.: 2.2.2; Ss.: 2.3.1; NL.: 2.3.2.
2	2	4	Builds up communication using language material NL.: 1.2.4; 2.1.2;
3	1	1	Reads letters and letter combinations and words correctly.
3	1	2	Read word combinations and sentences correctly
3	1	3	Reads small texts with correct intonation and demonstrates correct understanding of their contents. NL.: 2.2.1.
4	1	1	Writes letters and letter combinations and words correctly.
4	1	2	Writes learned word combinations and sentences correctly.

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

INTRASUBJECT INTEGRATION

Listening	Speaking	Reading	Writing
1.1.1. Follows the instructions	2.2.4. . Builds up communication using language material		
	2.1.1. Pronounces small speech patterns correctly.	3.1.3. Reads small texts with correct intonation and demonstrates correct understanding of its contents.	
		3.1.2. Reads word combinations and sentences correctly.	4.1.2. Writes learned word combinations and sentences correctly.

Recommendations for working with SB

atmosphere and a more effective learning environment.

English 3 is designed to introduce English to children of 9-10 years and prepare them for the successful study of the language in outlook.

When teaching English to young learners it is important to remember that the learning process itself plays an important role in the children's development if there is clear linguistics.

The key objectives of the course are:

- to promote the wider educational experience through activities which develop those skills promoted in other learning areas, besides language skills.
- to develop the students' creativity and imagination while learning English.
- to take communicative approach to teaching the new language and lay down the foundation to develop oral comprehension and production. to foster confidence and enjoyment when communicating in English by promoting a stress-free and play-like atmosphere, and to provide the students with the maximum opportunity for success. Having taken into consideration the psychological character of teaching at junior stage, we have selected activities and language experiences which are familiar to them. For this purpose the teaching of language material is carried out through games, songs, recitation, and drawing, which are most enjoyed by students.

The topics have been chosen after taking into consideration students' needs and familiar activities, and have been arranged according to the rules of modern linguistic science in vocabulary, pronunciation and grammar.

So language material in each unit is introduced by words, sentences, short texts, dialogues and in many cases sentence patterns which form the basic language material which are mostly presented through pictures. They are practiced in the classroom until they are thoroughly learned. We provide the students with reading writing and vocabulary taught in the second grade. The students are provided with written tasks as well. They complete the dialogues, write the answers, write the missing words, fill in the blanks with articles, personal, possessive, demonstrative pronouns, forms of "to be" use the modal verb "can" in positive, interrogative and negative forms. They also can count from 1 to 100. Question forms learned in the second grade are practiced in the third grade as

well but this time students are expected to learn them in written form. They are expected to write and read the question sentences.

Pronunciation is mainly taught through imitation. The repetition of correct sounds will enable the student to master the correct pronunciation of the main sound system of the English language. For example, if you teach students the word "Hello", say the word clearly; let them repeat the word after you two or three times altogether, then one by one. Correct them when they mispronounce by repeating the word many times. Let them imitate the movement of your lips and the position of the tongue and pronounce it after you. Only your patience and enthusiasm will overcome the students' difficulty in acquiring the new habits or ways of using the speech organs and producing the desired sounds.

In general the new words are introduced in phrases and short sentences which student practice until they obtain a true reproduction, using the right stress rhythm and intonation.

Grammar: In the second grade there was no need to teach grammar rules. But grammar rules, pattern sentences were taught gradually so as to enable the children to learn and to use them in their daily activities. In the third grade we have used the grammar based on the students' knowledge in the second grade. The teacher should give a simple explanation of the grammar using the sentences learned in the second grade. Activities such as fill in the blanks with articles, personal, possessive, demonstrative pronouns, forms of "to be" enable the children to learn and to memorize the grammar rules. Use the modal verb "can" in positive, interrogative and negative forms enable the children to learn and memorize the rules better. So our task is to teach them to write and to read the question sentences as well. On the other hand it is very much important to teach grammar through games at the elementary level.

Songs and games are not just time fillers. We need to plan our time in the classroom carefully as the children have a limited number of English lessons per week. Every minute is valuable. Decide beforehand why you are using that particular song or game. It must be completely integrated into the language learning aims of your lesson.

Games always have an aim and a purpose. They can provide a meaningful context for activity. Games are fun and enjoyment. They help to develop both a positive classroom and to have a repetitive and cumulative nature and are therefore effective for consolidating and reinforcing language structures and lexis.

The games are not intended as whole lesson plans. The games all start with a version of how to play with the whole class. Where applicable, there are ideas on how to use the game with pairs and smaller groups. They can be used to consolidate lesson activities; to provide a change in focus and pace from course book activities; to provide revision and consolidation practice; to give the children something enjoyable and motivating to do at the end of a lesson, when they might otherwise be getting tired.

Poems, chants and songs are favorite occupations for all the children of that age. The book holds a number of them. Reciting, singing and acting out chants help to revise the language learnt during the course, promotes the development of speech, the students' fluency, improves their pronunciation and enlarges their vocabulary. As a general rule the repetition and direct association of those words and sentences with real life situations and meaning rapidly develop the students' ability to understand them and to respond. Therefore the translation in whole should be avoided.

Story activities

The activities described in this chapter are designed to be flexible enough to use and adapt with a range of traditional stories. They use repetitive language patterns and can be adapted to practise a range of language points.

There are a number of reasons for using stories in the language classroom.

"Why use story activities with your class?" For motivation. Most children enjoy having stories read to them, or reading stories for themselves.

To practise different skills. They are a good reading and writing starting point. They provide an opportunity for children to make their own books. They provide drama and roleplay opportunities. They practise and reinforce lexis and structures, and develop conceptual skills such as prediction, guessing the meaning of new words, etc.

For interest. Stories have been chosen to reflect the language topic covered in the course book or other areas of school activity.

"How have we chosen the right kind of story?" We have chosen the stories that have the following elements:

- The stories that have a simple storyline.
- The stories that are not too long.
- The language that match (or can be easily adapted to) the students' level of proficiency. We especially choose the stories which contain repetitive phrases.

When using these stories in classes you should have a clear plan of the activities you want to use to exploit the story. We have taken mostly action stories because they are the easiest to exploit.

Dialogue exchanges between characters in those stories are short and memorable.

Assessment should be carried out according to general rules

Assessment and evaluation

There are 3 kinds of assessment: diagnostic, formative and summative.

Diagnostic assessment is assessing students' initial knowledge and skill level at any stage of teaching on the subject. It provides an opportunity for flexible changes in strategies and learning outcomes according to the situation. It enables to get information about the student living environment, his/her outlook and students' interest sphere.

Means used for diagnostic assessment.

- observation
- talks
- interview
- tasks
- cooperation with parents and other subject teachers

Formative assessment

It is assessment of students' level of knowledge and skills formation based on outcomes defined for any stage of teaching process

Formative assessment is carried out according to the schemes. It provides effectiveness and correct direction of teaching process. It creates an opportunity for learning students' needs. It provides an opportunity for following the students' progress.

Means for formative assessment.

- observation
- students' oral answers.
- analyzing students' written work.
- test results

The schemes for formative assessment.

Scheme for holistic assessment

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

Summative assessment

It is the assessment of student achievements at any stage of teaching (at the end of unit, half year and at the end of the year)

Summative assessment is the reliable indicator of content standards assimilation.

Means of summative assessment:

- presentations
- tests
- demonstration of achievement

Student's Book and Teacher's Book have been designed on the requirements of the subject curriculum and is based on the given hours (1 hour per week) for teaching English in this grade.

Suggested classroom Teacher language Teacher/student language

The following list contains basic classroom language that we suggest you use in **classroom are instructions** connected with the activities given in this book. Try to use the same instructions for the same type of task. Try to say the in English.

The children will soon get to understand their meaning and will often use these phrases themselves. Using English like this takes the language beyond the limitations of the course book and helps to give it an immediate and genuine relevance.

Steps in using brainstorming

Are you ready? Look, please.

Watch carefully. Look at ..., please.

Listen carefully. Say ... (a number, letter, animal, etc.).

Get out your ... (pencils, scissors, etc.). It's your turn.

Stand up, everybody. Yes, that's right.

Sit down, everybody. Go to ...

Draw the ... Choose a ...

Colour the ... What's missing?

Cut out the ... Thank you.

Write, please!

Listen, please!

Listen and repeat, please!
Close your eyes.
Work in groups.
Work in pairs.
Put your hands up.
Put your hands down.
Try again.
Start again.
Be responsible!
Respect each other,

Do your task in time,
Listen to each other, please!
Help each other, please.
Find your partner.
Respect your friend, please.
Come in time, please.
Let's listen, please.
Let's play, please.
Well done!
Great job and soon.

REFLECTIVE JOURNAL

Why write a reflective journal?

Self-analysis is a powerful tool in teaching. Let's face it we don't all do perfect lessons all the time, so it's important that we consider why something didn't work or just as importantly why something worked well.

"The task of articulating what kinds of places our classrooms are (and what kinds of teachers we are) may help to force our awareness of how we see our classrooms and perhaps where our blind spots are. This awareness may be thrown into sharper relief by being reflected off another person (in this case myself through the journals)."

Inside Teaching; Bowen & Marks.

We, textbook writers really would like to know all the teachers' opinion about the textbook. Writing a textbook for school students is a very difficult and responsible job. We tried to make it fun. We also found that kids were forgetting everything by the next lesson. So we simply took the target English of our lessons and made them into fun, catchy songs with actions and really addictive melodies. The kids will love them and **remember the English!**

SYLLABUS

SYLLABUS						
	Standards	Unit	Topic	Hour	Integration	Resources
1.	Diagnostic assessment			1		
2.	1.1.1 2.1.1 3.1.1 4.1.1	Unit 1. Let's learn letters	Ee Hh	1	NL. 1.1.1 Tech. 1.3.5 Inf. 3.2.2	ABS, flashcards, SB pictures
3.	1.1.1 2.1.1 3.1.1 4.1.1		Oo Ll	1	NL. 1.1.1 Tech. 1.3.5 Inf. 3.2.2	ABS, flashcards, SB pictures
4.	1.1.2 2.1.1 3.1.1 4.1.1		Ii Cc	1	NL. 1.1.1 Tech. 1.3.5 Inf. 3.2.2	ABS, flashcards, SB pictures
5.	1.1.1 2.1.1 3.1.1 4.1.1		Mm Nn	1	NL. 1.1.1 Tech. 1.3.5 Inf. 3.2.2	ABS, flashcards, SB pictures
6.	1.1.1 2.1.1 3.1.1 4.1.1		Tt Uu	1	NL. 1.1.1 Tech. 1.3.5 Inf. 3.2.2	ABS, flashcards, SB pictures
7.	SS			1		

SYLLABUS

	Standards	Unit	Topic	Hour	Integration	Resources
8.	1.1.1 2.1.1 3.1.1 4.1.2	Unit 1. Let's learn letters	Ss Kk	1	NL. 1.1.1 Tech. 1.3.5 Inf. 3.2.2	ABS, flashcards, SB pictures
9.	1.1.1 2.1.1 3.1.1 4.1.1		Qq Yy	1	NL. 1.1.1 Tech. 1.3.5 Inf. 3.2.2	ABS, flashcards, SB pictures
10.	1.1.1 2.1.1 3.1.1 4.1.2		Aa Bb	1	NL. 1.1.1 Tech. 1.3.5 Inf. 3.2.2	ABS, flashcards, SB pictures
11.	1.1.1 2.1.1 3.1.1 4.1.2		Gg Rr	1	NL. 1.1.1 Tech. 1.3.5 Inf. 3.2.2	ABS, flashcards, SB pictures
12.	1.1.1 2.1.1 3.1.1 4.1.2		Jj Ww	1	NL. 1.1.1 Tech. 1.3.5 Inf. 3.2.2	ABS, flashcards, SB pictures
13.	SS			1		
14.	1.1.1 2.1.1 3.1.2 4.1.1		Pp Dd	1	NL. 1.1.1 Tech. 1.3.5 Inf. 3.2.2	ABS, flashcards, SB pictures

SYLLABUS

SYLLABUS						
	Standards	Unit	Topic	Hour	Integration	Resources
15.	2.1.1 2.1.2 3.1.1 4.1.1		Ff Xx	1	NL. 1.1.1 Tech. 1.3.5 Inf. 3.2.2	ABS, flashcards, SB pictures
16.	2.1.2 3.1.1 4.1.1		Vv Zz	1	NL. 1.1.1 Tech. 1.3.5 Inf. 3.2.2	ABS, flashcards, SB pictures
17.	BS I			1		
18.	2.1.2 2.2.3 2.2.4 3.1.2 4.1.1	Unit 2. Countries and nationalities	My country	1	Inf. 1.1.1; 1.3.2; 2.2.3; 2.3.2; 4.1.1 NL. 2.3.2 Arts. 2.2.2 Ss. 2.3.1	SB pictures, the flag of Azerbaijan, flashcards, map of the world
19.	2.2.4 3.1.2 4.1.2		Nationalities	1	NL. 1.2.4 2.1.2	SB pictures, flashcards, the flags of the countries
20.	2.2.2 2.2.3 3.1.2 4.1.1	Unit 3. Numbers	From one to nineteen	1	NL. 2.2.1; 2.3.2; 4.1.6 Ss. 1.3.1; 2.2.2; 2.3.1 Arts. 1.2.1; 3.1.4 Inf. 2.2.3; 1.1.1; 1.3.2; 2.3.2; 4.1.1	From 1 to 19. SB pictures, number flashcards, CD, electronic slides
21.	1.1.2 2.2.3 3.1.1 4.1.1		From twenty to one hundred	1	NL. 1.1.1 Math. 1.1.2 Inf. 3.2.4 Tech. 2.1.4 Arts. 2.2.4	CD pictures, number flashcards, electronic slides

SYLLABUS

	Standards	Unit	Topic	Hour	Integration	Resources
22.	1.1.1; 2.1.2; 2.2.4; 3.1.2; 4.1.1.	Unit 4. School	My school	1	NL 1.1.1; 1.2.4; 2.1.2; 2.2.1 Tech. 1.3.5 Inf. 3.2.2	flashcards, realiz, SB. electronic slides
23.	1.1.3; 2.1.1; 2.2.4; 3.1.2; 4.1.2.		School objects	1	NL. 1.1.1; 1.2.1; 1.2.4; 2.1.2 Tech. 1.3.5 Inf. 3.2.2 Mus. 3.1.1	different school objects flashcards, SB, electronic slides
24.	SS			1		
25.	2.1.1; 2.2.1; 2.2.3; 3.1.3; 4.1.1.	Unit 5. Family	Family	1	AzL. 2.2.1 NL. 1.2.1; 1.2.4; 2.1.2; 2.2.1; 2.3.2 Mus. 3.1.1; 1.1.1; 1.3.2; 2.3.2; 4.1.1 Arts. 2.2.2 Ss. 2.3.1	SD pictures, family tree flashcards, SB
26.	2.2.4; 3.1.2; 4.1.2.		Professions	1		CD pictures, profession flashcards, electronic slides
27.	2.1.2; 2.2.2; 2.2.3; 3.1.3; 4.1.2.	Unit 6. Home	My flat	1	Inf. 1.1.1 NL. 2.2.1; 4.1.6	realia flashcards, SB pictures CD
28.	2.2.3; 3.1.3; 4.1.2.		My room	1	Inf. 2.2.3; 1.1.1; 1.3.1; 2.3.2; 4.1.1 Art. 2.2.2 Ss. 2.3.1 NL. 2.3.2; 2.2.1	realia home flashcards, SB pictures

SYLLABUS						
	Standards	Unit	Topic	Hour	Integration	Resources
29.	SS			1		
30.	2.2.1; 2.2.3; 3.1.3; 4.1.2.	Unit 7 Clothes and colours	My clothes	1	AzL. 2.2.1 Inf. 3.1.1 2.2.1 NL. 2.2.1	realia, flashcards, SB pictures, balloons, CD, electronic slides
31.	1.1.3; 2.2.3; 2.2.4; 3.1.2 4.1.1.		Weather and clothes	1	Inf. 2.3.1; 1.1.1; 1.3.2; 2.3.2; 4.1.1 Arts. 2.2.2 Ss. 2.3.1 NL. 1.2.4; 1.2.5; 2.1.2; 2.3.2; 4.1.6	realia flashcards, SB pictures, CD, electronic slides
32.	1.1.1; 2.1.2; 2.2.3; 2.2.4; 3.1.2; 4.1.2.	Unit 8. Body	Parts of body	1	NL. 2.2.1; 2.3.2; 4.1.6 Ss. 1.3.1; 2.3.1 Art. 1.2.1; 2.2.2; 3.1.4 Inf. 2.2.3; 1.1.1; 1.3.2 2.3.2; 4.1.1	realia, flashcards, CD, electronic slides
33.	2.2.3; 3.1.3; 4.1.2.		Opposites	1	Inf. 2.2.3; 1.1.1; 1.3.2; 2.3.2; 4.1.1 Art. 2.2.2 Ss. 2.3.1 NL. 2.2.1; 2.3.2	realia, body flashcards, SB pictures
34.	BS II			1		

UNIT 1 LET'S LEARN LETTERS

UNIT 1. LET'S LEARN LETTERS

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

- follow the instructions;
- demonstrate initial writing skills;
- recognize ABC printing and cursive style of writing;
- demonstrate initial reading skills;
- read letters and letter combinations and words correctly;
- read word combinations and sentences correctly;
- write letters and letter combinations and words correctly.

LESSON 1

Standards: 1.1.1; 2.1.1; 3.1.1; 4.1.1

Objectives:

The student:

- follows the instructions: *name the letter;*
- pronounces the letter names correctly;
- reads and writes the letters *Ee, Hh.*

Language: The letters *Ee Hh, Wel-*
come to school!

Back to school again! Good morning.
Good afternoon. Good bye.

Receptive language: Greet each
other; Repeat after me; Trace.
Write.

Resources: ABC flashcards. SB
pictures, three different coloured
balls or balloons

Warm up

Unit 1. Let's learn letters consists
of 13 lessons and 2 letters being
taught at each lesson. So, the
students will learn 26 letters within
13 lessons.

Each lesson must be taught within
1 hour.

As the textbook is designed on the
basis of the second grade textbook the
words and sentences taught this year

Lesson 1

UNIT 1
Let's learn
letters

Ee
[e]
[i:]

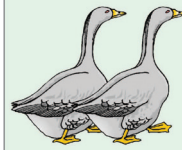
1 What sound do they begin with?



2 Listen and choose the words with the sound [e].



3 Listen and choose the words with the sound [i:].



5

are familiar to the students orally.
That's why not only teaching the
alphabet, but also doing speaking
activities are considered depending on
the lesson. Now it is time to teach
how to read and write the previous
orally learned object, action and
number names.

We have decided to present all the
letters with their corresponding
sound or sounds. But it is not

UNIT 1 LET'S LEARN LETTERS

UNIT 1
Let's learn letters

Lesson 1

Hh

 [h]

4 What sound do they begin with?

5 Listen and choose the words with the sound [h].

6 Write the letters Ee and Hh in your notebooks.

6

necessary to introduce letters in alphabetical order. We think that to begin teaching the alphabet from **Ee** and **Hh** is more convenient. Because they are frequently met letters and after some lessons the students will be able to make up a word from the letters and write them.

Note: The pictures next to the letters are given only for memorizing the letters better. Writing the names of the objects at the stage of teaching letters is not demanded.

Ee is the first letter we are going to teach. As **Ee** is a vowel letter it has got 2 sounds to be introduced, [e] and [i:]. Ask the Ss to look at the picture in exercise 1 on page 5 and answer the question "What sound do they begin with?".

The Ss are able to answer the question naming the objects in the picture. The pictures of *an elephant, an egg, eight, a desk, a boy (Pete), a hen, sixteen, geese, a pencil and me (a girl pointing herself)* next to the letter will help the students to remember the words better.

In exercise 2 and 3 on the same page the students have to listen and differentiate between the short and long sounds [e] [i:]. After presenting the sounds, introduce the letter **Ee** itself. Ask the students if there is a similar letter with the sound [e]. Then show the corresponding letter in Azerbaijani and English alphabet and say their names.

Begin teaching the letter **Hh** asking the same question "What sound do they begin with?" drawing students' attention to exercise 4 on page 6. As the students are familiar with the words it won't be difficult for students to answer the question. The pictures of *a hat, a head, a hand, a house, a horse, a hen* next to the letter **Hh** will help them remember the words better.

In exercise 5 on the same page the students have to listen and differentiate the words with the sound [h].

The students can ask each other the object names with the sounds [h], [e] and [i:] saying "Say a word with the sound"

Stress that there is a similar letter in Azerbaijani alphabet as well.

Now what to choose: writing in half printing or cursive letters?

In fact printing is easier to learn. However, students will need to write in cursive later, so it is probably more

UNIT 1 LET'S LEARN LETTERS

convenient to teach them cursive from the beginning. The pictures help the students to remember the letter associated with pictures. It is advisable to draw lines on the board. It is better to draw four lines: this makes it possible to show which letter goes above and which goes below.

The essential steps are writing the letter on lines on the board, and getting students to copy it several times. It is also very useful to describe the letter, to help students see how it is formed – this can be done in simple English or the students' own language. It is important to give the usual sound of the letter, so that students can connect sound with spelling. But there is no need to get students to repeat the sound: the aim is to practice writing, not pronunciation. Knowing the name of the letter is useful, for example when spelling the words aloud, but it is not really necessary for writing.

Practice

Sometimes it is useful to get students to practice forming the letter in the air before they write it down; this helps students to “feel” the shape of the letter. However, tracing can be difficult to control in a large class.

After students have learned letters **Ee** and **Hh** they can start writing the letters in their notebooks or on the

board. So you can call students to write on the board in order the other students learn from their mistakes. You can also ask students to practice the letters in their notebooks. The simplest and most controlled form of practice is simple copying. Remember this point about copying: “Copying is a useful exercise at this stage, your students do not have to produce words of their own, so they focus entirely on handwriting”.

As it is just the beginning with ABC we would like to recommend the teachers some suggestions with teaching handwriting. While your students are writing on their workbook take into account the following:

- Left to right direction
- Writing “on the line”
- Shape and size of letters
- Joining letters

Remember that when teaching the Alphabet students have to interact with each other. After learning the letters students can look for different words with the same sounds or they can make dialogues using the words with the letter **Ee** and **Hh**. You can use different speaking activities to meet the requirements of curriculum.

! Attention!!! For assessment criteria look at the table of standards on page 8-9.

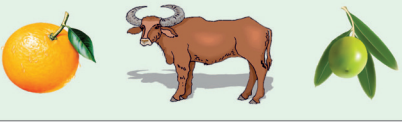
UNIT 1 LET'S LEARN LETTERS

Lesson 2

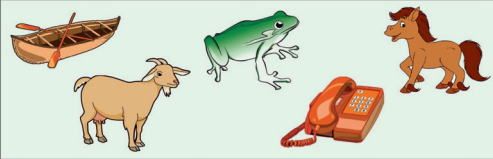
UNIT 1
Let's learn
letters

Oo
[ɔ]
[ou]

1 What sound do they begin with?



2 Listen and choose the words with the sound [ou].



3 Match the words to the sounds [ɔ] and [ou].



7

LESSON 2

Standards: 1.1.1; 2.1.1; 3.1.1; 4.1.1.

Objectives:

The student:

- follows the instructions: trace, write;
- pronounces the letter names correctly;
- reads and writes the letters Oo, Ll.

Language: The letters Oo, Ll, nice, meet, too. Nice to meet you!

Receptive language: Greet each other. Meet each other. Repeat after me. Trace. Write. Let's sing a song.

Resources: Flashcards, SB pictures

Normally start with "The Hello Song".

THE HELLO SONG



Hello, hello, hello!
What's your name?
Hello, hello, hello!
My name is Kate.
My name is Kate.
Hello, Kate!
Hello, Kate!
Hello!

Hello, hello, hello!
What's your name?
Hello, hello, hello!
My name is Andy.
My name is Andy.
Hello, Andy!
Hello, Andy!
Hello!

Hello, hello, hello!
What's your name?
Hello, hello, hello!
My name is Jenny.
My name is Jenny.
Hello, Jenny!
Hello, Jenny!
Hello!

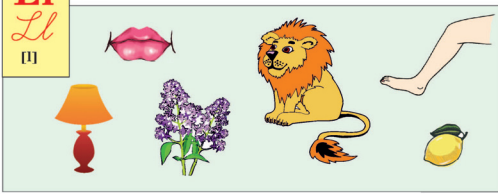
UNIT 1 LET'S LEARN LETTERS

UNIT 1
Let's learn
letters


Lesson 2

LI
Ll
[]

4 What sound do they begin with?



5 Listen and choose the words with the sound [].



6 Read.
Hello

7 Write the letters Oo and LI in your notebooks.

8

Warm up

If there are 10 kids, usually use a song that keeps them in place, like B-I-N-G-O (but modifying the lyrics to be “Hello, hello, how are you... how are you todaaaay? H-A-P-P-Y...”). Do foot stamps and handclaps to go along with generic “The Hello Song” actions. A standard colour warm up is to dump a bunch of coloured objects (coloured chips are best, but torn up pieces of coloured paper work fine too - and tearing it up can be both interesting and functional if you have the kids repeat the colour with each tear) on the other side of the room and have them run and get a designated colour. Then present the main theme and do a fun activity (usually a game) to reinforce that. In general, never do games at the board. Keep the kids active. They normally want to be moving about.

Presentation

At this lesson the students are taught the letters **Oo, LI**. The words “orange, a goat, an ox, an olive, a boat, a frog, a telephone, a pony” next to the letters help the students to memorize letters well.

Note: The pictures next to the letters are given only for memorizing the letters better. Writing the names of the objects at the stage of teaching letters is not demanded.

As the English and Azerbaijani letters are similar visually, it will not cause any difficulty in reading. We can say the same with writing. Therefore it would be better to show the letter on a flashcard and ask the students;

Which letter is it in Azerbaijani language?

After the students guess the letter you have only to tell them: – There are the same letters in English. The pictures next to the words help the students to remember the letter associated with the pictures. On the other hand the words next to the pictures “orange, a goat, an ox, an olive, a boat, a frog, a telephone, a pony” learned in the second grade won’t create any difficulty for the students.

Letter sounds are an extremely important part of ESL learning. This is because they are the “bridge” between spoken and written English. Speaking is a matter of understanding and emulating sounds, while reading is a matter of understanding the connection between letters and words. If someone can read extremely well,

UNIT 1 LET'S LEARN LETTERS

he may not be able to pronounce intelligible English, and vice versa. Focus on one letter sound at a time. It is important to understand the difference between a letter and a letter sound. This is particularly true for vowels, each of which has many sounds depending on their usage and context.

Draw the students' attention to exercise 1 on page 7. The students say the names of the objects and realize that all of them begin with the sound [ɔ]. As the letter Oo is a vowel letter it produces 2 sounds [ɔ] and [ou].

Then skip to exercise 2 on page 7 and ask the students to pronounce the object names in the picture. The pictures of *boat, frog, goat, telephone, pony* will help the students to remember the letters better. The students can say the other words with the sound [ou] if they know. Skip to exercise 3 on page 7 asking students to match the words to the sounds [ɔ] and [ou]. Now start teaching the letter Ll and its sound [l]. Encourage the Ss to name the objects in the pictures with the sound [l] given in Ex. 1, on page 8.

In exercise 5 the students choose the words with the sound [l] among the other words.

Practice

The Ss practice writing the letters **Oo, Ll**, the word "*Hello, Hi*" and later simple sentences as well. The simplest and most controlled form of practice is simple copying. Remember this point about copying: "Copying focus

entirely is a useful exercise at this stage, your students do not have to produce words of their own, so they focus entirely on handwriting.

You can call some students to the front and ask to write the letters on the board.

Production.

Provide the students with sound flashcards [i:] [e] [l] [ɔ] [ou]. Either play CD or you yourself pronounce the words with these sounds. Ask the students to raise appropriate sound flashcards when hearing the words.

For example:

Fox, pen, hen, hat, coat, list, on, ten, pot, boat, table, lab, lamp, telephone.

Note. It isn't important for the students to know the meaning of all the words you pronounce. The aim is to find out if the students can differ the sounds taught.

Ask the students to write the letters **Oo** and **Ll**, and the word «Hello» in their notebooks. You can use different games to repeat the sounds [l], [ɔ] and [ou].

Copying from the board is a very mechanical activity. Students can easily do it in their notebooks as well.

You know that the content lines integrate to one another. At this lesson the students don't only learn reading and writing but develop their speaking skills as well. The students learn new expressions as: name the letter, show me the letter, tell me the sound..., can you show me the sounds of the letter...etc.

! Attention!!! For assessment criteria look at the table of standards on page 8-9.

UNIT 1 LET'S LEARN LETTERS

LESSON 3

Standards: 1.1.2; 2.1.1; 3.1.1; 4.1.1.

Objectives:

The student:

- follows the instruction: say, please; match please;
- pronounces small speech patterns correctly;
- demonstrates the skills meeting each other;

- recognizes printing and cursive writing of letters Ii, Cc;

- reads and writes the letters, the words.

Language: The letters Ii, Cc

Receptive language: Greet each other. Meet each other. Repeat after me. Trace. Write

Resources: ABC Flashcards, SB pictures, pieces of coloured paper

Warm up

Take a letter and hide it in your hand. Let your children guess in which hand is the letter. Then show the letter and have your children say the letter name and make the sound. (For example, the letter *m* matches to [m] in the word "map".

Presentation

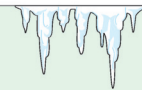
Hang the Azerbaijani and English alphabets on the wall. Pointing to the letter **Ii** in English alphabet ask the students if there is a similar letter in Azerbaijani alphabet to the letter pointed. Ask the students to say some words with this letter in the Azerbaijani language. After getting the students answers draw their attention to the picture in ex. 1 on page 9. The students can answer the question «What sound do they begin with?». The students name the objects in the picture. The pictures next to

Lesson 3

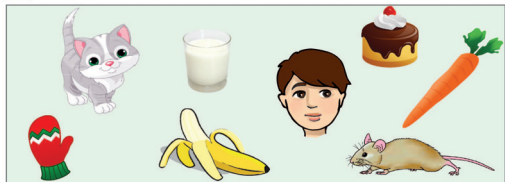
UNIT 1
Let's learn
letters



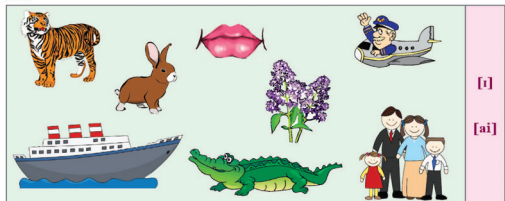
1 What sound do they begin with?



2 Choose the words with the sound [i].



3 Match the words to the sounds [i] and [ai].



[i]

[ai]

9

the letters «ice, ice-cream, kitten, mitten, milk» will help the students to remember the sound better. You can ask if the Ss remember the words with the sound [ai]. It doesn't matter at the beginning, in the middle or at the end. They might mention the words: *a butterfly, a lilac, hi, a pilot, a driver, eye*. Help them if they can't, remind them the words with the sound [ai]. Write the both sounds [i] and [ai] on the board. Let the students pronounce them for several times.

Stress that there is no such kind of sound in Azerbaijan language. Ask the Ss to find the words beginning with [ai]. The students might say: *ayri, aydin*. Explain that in these words each letter produces one sound but in English [ai] is considered to be a separate sound.

Ask the Ss to say the words beginning with the sound [i]: – the

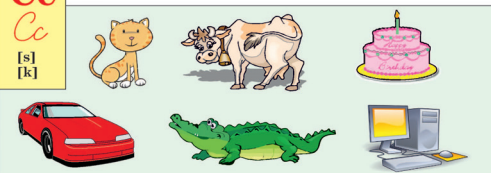
UNIT 1 LET'S LEARN LETTERS

UNIT 1
Let's learn
letters


Lesson 3

Cc
Cc
[s]
[k]

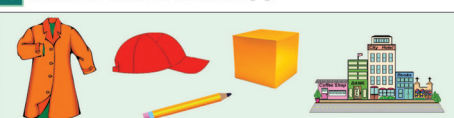
4 What sound do they begin with?



5 Listen and choose the words with the sound [s].



6 Match the words to the sound [k].



[k]
[s]

7 Read.
He, ice, hi, Helen.

8 a) Write the letters **Ii** and **Cc** in your notebooks.
b) Write the words in your notebooks.

10

expected answer is: *eraser, eleven* etc. If the Ss can't, help them. Its position is of no matter: They can say: *lip, finger, thin, it, family, policeman* etc. Write the sound on the board. Ask the students to pay attention to exercise 2 on page 9.

The Ss have to choose the words with the sound [i].

The pictures next to letters are given for memorizing the sounds better. Writing the names of the objects at this stage is not demanded. The pictures of *ice, an ice cream, a mitten, a kitten, milk, a banana, a face, a cake, a mouse, a carrot* in ex. 2 and *a tiger, a lip, pilot, rabbit, a lilac, a ship, a crocodile, a family* is not necessary to write. But they help students to remember the letters better. The students do Ex. 3 on page 9 and differentiate the words with the sounds [i] and [ai]. The exercise helps students to realize that the letter **Ii**

produces 2 sounds: [i] and [ai].

Another letter to be taught is **Cc**. Again ask if there is a letter similar to this in Azerbaijani alphabet. Ask the students to say some words in Azerbaijani beginning with the letter **Cc**. The students will say that the letters are different in sounding.

Point to the picture of ex. 4 on p. 10 and ask what sound the words begin with. After the students name the objects in the picture point to the sound [k].

In exercise 5 the Ss have to listen and choose the words with the sound [s].

In exercise 6 on page 10 the students have to differentiate the sounds [s] and [k] matching them to the pictures.

So the students realise that the letter **Cc** is read as [s] and [k].

Practice

After students have learned letters **Ii, Cc** they can start writing them. After practising writing letters ask the students to practise writing and the words "*Hello, Hi, He, ice, Helen*". The simplest and most controlled form of practice is simple copying. But there is one disadvantage in copying that the students can get board copying without thinking. Therefore you can make copying more challenging using the technique called "delayed copying". You can write a word on the board (or show it on a card), and the students read it; then you erase the word, and the students write it. In this way, students have to think what they are writing, and they have to think of the word as a whole, not just as a series of letters. For example, you can write a word on

UNIT 1 LET'S LEARN LETTERS

the board. Then ask the students what it says. Ask the students to say by letters. The students should not write anything yet. Erase the word from the board. Ask the students to write it from the memory. Go round the classroom quickly and check making sure that students can join the letters properly. Repeat the procedure with other letters. If you want to check, you can ask students individually to come and write the letters on the board.

In exercise 7 on page 10 the students begin reading. After the letters

having been taught the students will be able to read sentences. Ask the students to spell the words too.

Lesson plan samples for teaching letters are similar. That's why in teaching the other letters teacher can use the lesson samples given. After finishing letter teaching you can sing "The Alphabet Song". This is a good way to memorise the ABC and a great fun as well. If there is enough time you can use the "Riddles of Alphabet".

Riddles of Alphabet

Q: What letter of the alphabet is an insect?

A: B. (bee)

Q: What letter is a part of the head?

A: I. (eye)

Q: What letter is a drink?

A: T. (tea)

Q: What letter is a body of water?

A: C. (sea)

Q: What letter is a pronoun like "you"?

A: The letter "I"

Q: What letter is a vegetable?

A: P. (pea)

Q: What letter is an exclamation?

A: O. (oh!)

Q: What letter is a European bird?

A: J. (Jay)

Q: What letter is looking for causes ?

A: Y. (why)

Q: What four letters frighten a thief?

A: O.I.C.U. (Oh I see you!)

Q: What comes once in a minute, twice in a moment but not once in a thousand years?

A: The letter "m".

Q: Why is the letter "T" like an island?

A: Because it is in the middle of water.

	Assessment criteria	fully	half	partially	poorly
1.	Follow the instructions				
2.	Pronounces small speech pattern correctly				
3.	Reads letters and letter combinations and words correctly				
4.	Writes letters and letter combinations and words correctly				

UNIT 2. COUNTRIES AND NATIONALITIES

UNIT 2. COUNTRIES AND NATIONALITIES

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

- demonstrate initial reading skills on the topic “Countries and nationalities”;
- read word combinations and sentences about their countries and nationalities correctly;
- read small texts about their country with correct intonation and demonstrate correct understanding of their contents;
- demonstrate the skills of building communication in the topic “Countries and nationalities” using “Where are you from?”, “What is your name?”, “How old are you?”.

UNIT 2
Countries and nationalities

Lesson 1

My Country

1 Look at the picture and describe the flag of Azerbaijan.



It is the flag of Azerbaijan.





2 PW. Read the text. Ask and answer the questions in turns.
I am Samir. I am ten. I am from Azerbaijan. This is the map of Azerbaijan. The capital of Azerbaijan is Baku.

1. What is your name?
2. Where are you from?
3. How old are you?
4. What is the capital of Azerbaijan?

32

LESSON 1. My Country

Standards: 2.1.2; 2.2.3; 2.2.4; 3.1.2; 4.1.1.

Objectives:

The student:

- pronounces the sentences learned about Azerbaijan and herself/himself with correct intonation;
- builds up communication introducing Azerbaijan and himself/herself;
- reads word combinations and sentences on the topic correctly;
- writes learned word combinations and sentences on the topic “My country” correctly.

Language: Azerbaijan, Turkey, China, America, England, Russia, a country, a map, where, from, a flag.

Receptive language: Introduce yourself, point to Azerbaijan/the flag/the map.

Resources: SB pictures, the map and the flag of Azerbaijan, flashcards, map of the world.

Warm up

The aim of “warm up” activities is to foster a climate of trust, awareness, and group cohesion in which creative collaboration can take place. They are also intended to put students in a relaxed, uninhibited state in which they are much more respectful than they would otherwise be. The teacher divides the class into two groups. They line up opposite each

other. The students greet their partners saying:

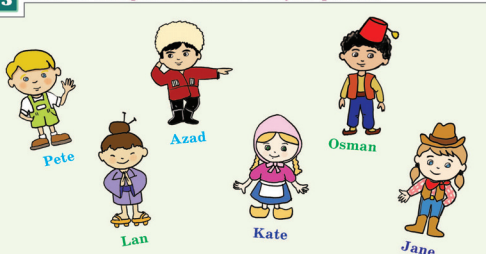
- Hi, my name is
- What's your name?
- Where are you from?
- I am from Azerbaijan.

UNIT 2. COUNTRIES AND NATIONALITIES

Lesson 1

UNIT 2 Countries and nationalities

3 Read the dialogue and act out with your partner.



A: - Where is Azad from?
B: - Azad is from Azerbaijan.

A: - Where is Pete from?
B: - Pete is from England.

A: - Where is Jane from?
B: - Jane is from America.

A: - Where is Lan from?
B: - Lan is from China.

A: - Where is Kate from?
B: - Kate is from England.

A: - Where is Osman from?
B: - He is from Turkey.

33

Presentation

Start your lesson using the dialogue given below. The aim of this dialogue is to lead the students to country names.

T: - Where are you?

S 1: - I am in the classroom.

T: - Where is the classroom?

S 2: - It's at school.

T: Where is your school?

S3: - It's in Baku.

T: - Where is Baku?

S 4: It's in Azerbaijan. Azerbaijan is our country.

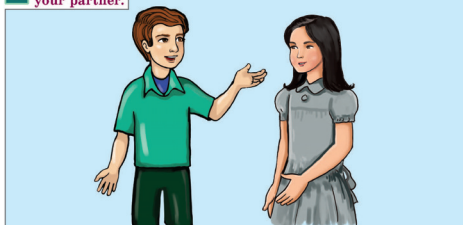
Point to the map and the flag of Azerbaijan on the wall and invite the students to say what they know about their country. For this purpose you can use SB exercise 1 on page 32.

Write the words *Azerbaijan*, *Turkey*, *China*, *the USA*, *England*, *Russia*, *country*, *a flag*, *a map* on the board. Point to the countries on the map. Then ask the students to point to the countries on the map and say

Lesson 1

UNIT 2 Countries and nationalities

4 Read the dialogue and continue it. Role play the dialogue with your partner.



A: Hello. I am Kate. What is your name?

B: I am Samir. Nice to meet you.

A: Nice to meet you, too. I am from America. And you?

B: I am from Azerbaijan.

5 Describe the flags. Say which countries they belong to.



34

the names of the countries. If you have a flag and a map in the classroom, use realia. You can also present the words by asking the Ss the names of the countries they have already learned and writing them on the board. Read the words for several times and let the students read the words after you for several times. Be sure that the students pronounce the words correctly.

Draw the students' attention to the pronunciation of the sound [ə:] in the words: *Azerbaijan* and *Turkey*. Demonstrate the following table to the students and say that the letter combinations *er*, *ir*, *ur* are read as [ə:].

[ə:]	ir (bird, girl, shirt, birthday)
	er (Azerbaijan, her)
	ur (Turkey, nurse, hurt, turn)

In exercise 2 on page 32 the Ss have to read the text and answer the questions below the picture.

UNIT 2. COUNTRIES AND NATIONALITIES

As the students have to read the text for the first time first read the text yourself. Let them listen to you attentively.

Practice

Ex 3. on p.33. Read the dialogues and act out with your partner. As the students know the expression “Where are you from?”, “Where is he/she from?” and the names of the countries orally concentrate Ss’ attention mainly to reading and writing. Ask the students to read the names first. Draw the students’ attention to the pictures. Pointing to each picture ask: — “Where is Pete from? Where is Azad from?” etc. As the pictures are familiar to Ss it won’t be difficult for them to read. Correct their pronunciation mistakes if there are any. Put the students in pairs. As it is the first time that they read the dialogue explain to the Ss that one of them is A and the other is B. Listen how they read and help if they need. Eg:

A:- Where is Pete from?

B:- Pete is from England.

PW. Invite the pairs to role play it.

GW. Exercise 3 can be used in the following way as well. Split the class into groups of 4. Cut the dialogues and the pictures into 6 pieces. Provide each group with 2 pictures and 6 dialogues. Ask the groups to match the pictures to the dialogues. There are some extra dialogues in the given

handouts. Invite the students to present their group work and role-play the dialogues.

Ex. 4 on page 34. Read the dialogue and act it with your partner.

Ex. 5. on page 34. The Ss have to describe the flags according mainly to their colours. As the Ss know the flags of different countries and the country names it will not be difficult to do the task and say the colours.

The students are familiar with the flags of the countries from the second form.

That's why it's easy for them to find the flags of different countries. Ask the students to find the flag of Azerbaijan and say its colours. You can also ask to what countries the flags belong to. Ask the colours of the rest flags if you feel need.

Production

You can use Venn diagramm to compare the flags. Encourage the Ss to compare different country flags in written form.

Use the “Capital Bee” as a review activity after studying countries. Have the students form a line in the front of the classroom, then announce a country name and ask the student at the head of the line to name its capital. If he is correct, he continues. If he misses, he must sit and watch, or move to the back of the line.

	Assessment criteria	fully	half	partially	poorly
1.	Pronounces the sentences on the topic correctly				
2.	Describes the flags of different countries				
3.	Builds up communication introducing Azerbaijan and himself.				
4.	Reads the names of countries and sentences on the topic correctly				
5.	Writes the names of countries and sentences on the topic correctly				

UNIT 2. COUNTRIES AND NATIONALITIES

LESSON 2. Nationalities

Standards: 2.2.4; 3.1.2; 4.1.2.

Objectives:

The student:

- builds up communication using country and nationality names taught;
- reads word combinations and sentences with country and nationality names correctly;
- writes word combinations and sentences related to the country names and nationalities correctly.

Language: nationality, Azerbaijani, Turkish, Chinese, American, English, Russian.

Receptive language: Introduce your country. Say your nationality. What's his/her nationality?

Resources: SB pictures, flashcards, the flags of the countries.

Warm up

Prepare the cards with the names of the countries and distribute them among the students. Let the students come to the front of the class and have the cards in their hands. Showing their cards to their partners say: "Hi, I am from...". They name the country and ask their partners where they are from. The partners show their cards and answer.

Presentation

Using body language say: "— I am from Azerbaijan. I am Azerbaijani. Samir is from Azerbaijan. He is Azerbaijani, too". Remind them the names from lesson 1 Pete, Osman and others. "Osman is from Turkey. He is Turkish", etc. Then ask: "What is Osman's nationality?", "What is Samir's nationality?" Make sure that

Lesson 2

UNIT 2 Countries and nationalities

Nationalities

1 GW. Read and discuss the information in your groups.



1. Hello, my name is Leila.
I am a student.
I am from Azerbaijan.
I am Azerbaijani.

2. Hi. We are Jane and Paul.
We are students.
We are from England.
We are English.



3. Hello. I am Lee.
I am a student.
I am from China.
I am Chinese.



4. Hi. My name is Osman.
I am a student.
I am from Turkey.
I am Turkish.



the students understood the meaning of the word "nationality".

Write the names of the countries and coinciding nationality names on the board. Ask the Ss to read them individually and in chorus.

GW. Draw the students' attention to exercise 1 on page 35. SB "Read and tell your group members about the students".

The students know how to introduce themselves with the structure "I am from...". It is important to consolidate the structures like "We are students", "They are students", "We are English" and "They are students" etc. before reading the text. The students know personal pronouns from the second form. Pointing to the pair of students or a group of students say: — "They are students". Then point to the girls and on behalf of one of them say: -We are students.

UNIT 2. COUNTRIES AND NATIONALITIES

UNIT 2
Countries and
nationalities

Lesson 2

5. Hi. They are Kate and Tom.
They are students.
They are from America.
They are American.





6. Hello. I am Tanya.
I am a student.
I am from Russia.
I am Russian.

2 PW. Complete the sentences with your partner and write in your notebooks.

1. Leila is from ...
2. Is she ... ?
3. Are ... English?
4. Is Lee ... ?
5. Is Osman ... ?
6. Kate and Tom are from ...
7. Is Tanya ... ?
8. Are Jane and Paul ... ?



36

Continue it with several pairs. First read one of the texts yourself:

Hello, my name is Leila.; I am a student. ; I am from Azerbaijan.; I am Azerbaijanian.

Draw the students' attention to the pronunciation of the sounds [ŋ] in the word *England* and *English*. Demonstrate the following table to the students and the say that the letter combinations ng is read as [ŋ] and [ŋ g]. The letter combination sh is read as [ʃ]

ng	{	[ŋ] evening, morning
	{	[ŋg] England, finger, angry
	sh [ʃ]	Turkish, she, shoe, ship, fish

Practice

Ask the students to read the rest of the texts. The students read the texts in turns.

! Attention!!! For assessment criteria look at the table of standards on page 8-9.

GW. Put the students into groups. Distribute the texts among the group members. Ask each student to read his/her text and tell about it to other group members.

Stick the badges with the names of countries on the students' clothes.

Ask the students to make two circles: inner and outer. (One student in the inner circle faces a student in the outer circle.) Each pair exchanges the phrases: — Are you from... ?

— Yes, I'm from... .

-What's your nationality? — I am Azerbaijanian.

The student having the badge with the word "English" is asked:

-Are you from England? —

-Yes, I am. I am from England.

- What's your nationality?

-I am English.

If you have enough time ask the Ss to sing a song "Where are you from?" taught last year. Deliver the copies of the song to the Ss.

In order to check the reading comprehension let the students concentrate on ex. 2 on page 36. The students complete the sentences in a written form. Nationality names and the verbs of «to be» in present is practiced. The answers are compared by the partners.

Production

Place a large world map in front of the class. One student goes to the map and chooses a country, but does not tell his classmates about his choice. He gives clues like: the flag, language or nationality of the country. Students take turns guessing the country until someone guesses correctly.

UNIT 3. NUMBERS

UNIT 3. NUMBERS

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

- demonstrate initial reading skills on the topic “Numbers”;
- read and write numbers in words and use them in sentences counting things and doing sums correctly;
- read short dialogues about telephone conversation with correct intonation and demonstrate correct understanding;
- demonstrate the skills of building communication in the topic “Numbers” using “How many..... have you got?”, “What is your telephone number?”, “What number is it?”.

LESSON 1. From one to nineteen

Standards: 2.2.2; 2.2.3; 3.1.2; 4.1.1.

Objectives:

The student:

- names the objects and their numbers;
- describes objects, using the numbers she/he have already been learnt;
- reads numbers from one to nineteen correctly;
- reads word combination using numbers;
- writes numerals from 1 to 19 correctly.

Language: eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, plus, minus.

Receptive language: Could you count the objects? Tell the number, please. Do the sums, please.

Resources: SB pictures, number, flashcards. CD, textbook, electronic slide

Warm up

There are flashcards with the numbers on the table. The teacher

UNIT 3
Numbers

Lesson 1

From One to Nineteen

1 Match the words to the numbers.

2 PW. Read the dialogue and act out with your partner.

A: -What is your telephone number?

B: -It's 412 39 08. (four, one, two, three, nine, zero, eight).

A: -Sorry, can you repeat, please?

B: -Sure. It is 412 39 08.

37

asks the students to close their eyes and takes off one of the cards .

The students have to find the number taken asking “Is it 4?”, “Is it 5?” and so on. It continues till the number is found. A winner is the student who finds the number.

Presentation





Most of the students know how to count from one to nineteen. They learned

UNIT 3. NUMBERS

UNIT 3
Numbers










Lesson 1

3 PW. Read the dialogue. Make up a new one with your partner and role-play it.

<p>- Has Narmin got cups? - Yes, she has. - Has she got seven cups? - No, she has not. She has got four cups.</p> 	<p>- Kenan has got baskets. - Has he got four baskets? - No, he has not. He has got three baskets.</p> 
<p>- What have the children got? - The children have got boats. - How many boats have they got? - They have got five boats.</p> 	<p>- Sevda has got stars. - How many stars has Sevda got? - She has got seven stars.</p> 

4 Ask your classmates the number of the objects.

*Example: — How many stars
— Eleven stars*

11 	10 	18 
14 	16 	15 
20 	12 	19 

38

it in the second form. Even most of the students learn counting from one to nineteen in the kindergartens. That is why the purpose of the lesson is mainly to teach how to read and write the number names.

Write the numbers from 11 to 19 on the board in a jumbled form. Then ask the students to say number names.

Remind them that they can only say the numbers, but can't write the numbers in words and ask the students if they see the similarity among the words. Get their answers and then stress the suffix "teen". Ask them to pronounce the numbers again. Be careful with the pronunciation of [i:] in "teen", and [θ] in the word "thirteen".

Say that the letter combination ee is read as [i:] and the letter combination th is pronounced as [θ]. For examples:

[i:] green, sixteen, fifteen, tree, queen

[θ] thirty, tooth, mouth, three

Practice

Draw the students' attention to exercise 1 on page 37. Ask the students to match the words to the numbers. As the students know number names orally and all the letters they can read the number names without any difficulty. GW. Have the flashcards with the spelling of the numbers from 11 to 19 and the numbers on the other flashcards. Ask the students to match the spelling to the numbers. The task for both groups are the same. Then the groups show the flashcards with spelling or numbers to each other and ask to show the appropriate flashcards.

In exercise 2 on page 37

Put the students into pairs. Let them act the dialogue. It would be better if the students come to the front and ask each other their telephone numbers using the structure "What's your telephone number?"

The students have to read the dialogue and act out with their partners. The students like talking on the telephone. That's why they will read the dialogue willingly and role-play the dialogue with great pleasure.

In exercise 3 on page 38 the students have to read the dialogue. Then ask the Ss to make up a new one with their partners and role play it. The students learn to read and repeat "have got" in positive and question sentences.

Production

Draw the students' attention to exercise 4 on page 38. They have to ask questions and answer them in turns: — How many stars?

— Eleven stars.

Be careful with the pronunciation of plural forming endings:

Eleven stars, fourteen plums, twelve baskets, etc. In order to practice writing number words ask the Ss to do ex. 4 in a written form.

UNIT 3. NUMBERS

LESSON 2. From Twenty to One Hundred

Standards: 1.1.2; 2.2.3.;
3.1.1; 4.1.1.

Objectives:

The student:

- does sums concerning the texts listened on numbers;
- describes objects using the words denoting numbers have already been learned;
- reads the numbers from ten to ninety;
- reads tens correctly;
- writes the numbers from ten to ninety correctly.

Language: thirty, forty, fifty, sixty, seventy, eighty, ninety.

Receptive language: How many...?

Resources: SB pictures, numbers, flashcards. CD, textbook, electronic slide

Warm up

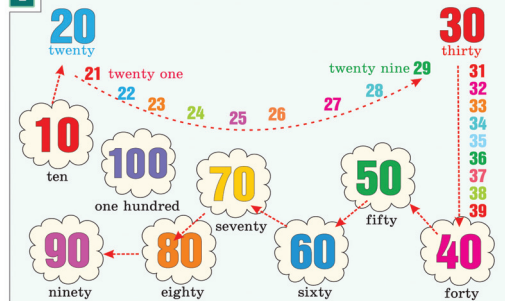
Invite 3 or 5 students before the class and stick a badge with any number to each student's back. Neither of the students taking part in the game know his\her numbers. Announce the sum of the numbers. For ex. 14. To find the sum is possible when the student sees the numbers on other students' back. Ask the participants to move in the classroom but in the way that the others won't be able to see the numbers on their backs. Don't allow them to stay in the same place without moving or leaning on the wall. A winner is the person who finds the number on his/her back.

Lesson 2

UNIT 3
Numbers

From Twenty to One Hundred

1 Read and count by tens.



2 Read and say the numbers in correct order.



39

Presentation

Write the numbers 20, 30, 40, 50, 60, 70, 80, 90 on the board or on paper and read them for several times. Draw the students' attention to the suffix "ty" and elicit from the Ss how tens are formed. Demonstrate the numbers in words on flashcards and read them. Then ask the students to repeat the words for several times. Stick the number flashcards to the appropriate word flashcards. Let them look at the spelling for some seconds.

Then jumble the numbers and number words. Ask the students to match the words to the numbers.

Draw the students' attention to Exercise 1 on page 39 of the SB. Let the students read the numbers by tens: 20, 30, 40, 50, 60, 70, 80, 90 again. Ask them to say the tens one by one. Don't forget to concentrate on

UNIT 3. NUMBERS

the numbers from 21 to 29 and from 31 to 39. Help the students with reading. Let them go on reading the numbers from 40 to 50, from 60 to 70 etc. Explain that the same rule is followed.

Practice

Distribute the flashcards with numbers among the students to count from... to ... Each of the students gets different tasks: count from 21 to 29, count from 31 to 39, count from 90 to 99 and so on.

Point to Exercise 2. Read and say the numbers in correct order. The numbers are written in letters. The students have to read the number names and put them in the correct order.

Production

1. Play a game for practice.

Ask the children to put the chairs

in a circle. The number of the chairs should be fewer than the number of the students. Explain that the children can sit on the chairs only when you announce tens: 20, 30, etc. As you call one of the tens the students try to sit on one of the chairs.

The student being late leaves the game. A winner is a person who leaves the game last.

2. Demonstrate different number flash cards.

Encourage the Ss first to name them and then to write down into their copybooks. Or you can invite the Ss to come to the front, take one of the number flashcards facing down, write its name on the board.

	Assessment criteria	fully	half	partially	poorly
1.	Does simple tasks concerning the texts listened				
2.	Describes the number of the objects with the words have already been learned				
3.	Reads letters and letter combinations and number names correctly				
4.	Writes and names number correctly				

UNIT 4. SCHOOL

UNIT 4. SCHOOL

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

- demonstrate initial reading skills on the topic “School”
- read word combinations and sentences about school and classroom objects correctly;
- read small texts about school with correct intonation and demonstrate correct understanding of their contents;
- describe school objects, cases and situations with the words have already been learned;
- demonstrate the skills of building communication on the topic school and classroom objects using “Can I haveplease? , “What have you got?”

LESSON 1. My school

Standards: 1.1.1; 2.1.2; 2.2.4; 3.1.2; 4.1.1.

Objectives:

The student:

- follows the instructions: stand up, sit down, turn the page, write please;
- pronounces the imperative sentences learned with correct intonation;
- builds up communication using the vocabulary on the topic “School”;
- reads word combinations and sentences correctly.

Language: a gymnasium (gym), a canteen, a corridor, a teacher’s room, a ceiling, a door, a window, a desk, a teacher’s table.

Possessive case (’s).

Receptive language: Can you tell me?

Resources: SB, flashcards, realia, textbook, electronic slide

Lesson 1

UNIT 4
School

My School

1 Choose the words and match them to the pictures.



Corridor

Teacher's room

Desk

Gym

Canteen

Door

Ceiling

Window

Classroom



2 Describe the classroom.



40

Warm up

What's missing?

This is a game that is good for revising lexical sets and vocabulary. It can be extended to practise reading and writing skills as well.

Collect together between five and ten picture flashcards illustrating words that you want to revise or consolidate with the children.

UNIT 4. SCHOOL

UNIT 4
School


Lesson 1

3 Read the text and say if the sentences are T (true) or F (false).

I am Anar. This is my school. It is large and clean. We have got a big gym.
We have got a canteen at our school. It is light and clean.
We have got a nice classroom. It has got 3 windows and a door. The ceiling is high. We have got 15 desks and a teacher's table in our classroom. The board is on the wall. This is my school bag. I have got books, notebooks, a pencil case, a ruler in it. My pens, pencils, erasers are in the pencil case.

1. We have got a gym at our school.
2. We haven't got a canteen at our school.
3. The canteen is light and clean.
4. Our classroom is not nice.
5. We have got sixteen desks.
6. The classroom has two windows.
7. My pens and scissors are in my pencil case.

4 PW. Ask your friend what he has got in his bag.



5 Write what you have got in your bag in your notebooks.

41

Line up the flashcards at the front of the class. Ask the children to identify each of the items. Then give them one minute to memorise the items: a ceiling, a door, a map, a book, a window, a wall, a board, a desk, teacher's table, a gymnasium, a canteen, a corridor, the teacher's room.

Tell the children to close their eyes. Remove one of the flashcards. Then tell the children to open their eyes and to see if they can spot which one has disappeared.

Repeat this process until all the words have gone.

You can extend the game to words.

You can use this game to practise reading skills.

Play the game in the same way, but rather than using picture flashcards, write the words on the

board for the children to memorise. Alternatively, if your flashcards have the words written on the back of them, you can line them up as described in the basic procedures.

Extending the game: realia

You can also play this game using REALIA for certain lexical sets, such as classroom objects.

Place the objects at the front of the class, where everybody can see them, e.g. on your desk. Then play the game, removing one of the objects, and putting it in a bag.

This game can also be played using items of school bag. Alternatively, children can play this game in pairs, using the contents of their pencil cases.

Presentation

Draw the students' attention to ex. 1 in SB page 40. As the Ss know all the letters it will not be difficult to do the exercise. Students read the words next to the pictures loudly. Then have your students read and match the words to the pictures. Pay attention to your students' pronunciation of words, especially to the sound [i:] in the word *ceiling* and *teacher*, [ou] in the word *window*.

Say that the letter combinations *ei* and *ea* is read as [i:]. For example:

[i:] ie (*ceiling, field, chief*)
 ea (*teacher, tea, sea, meat*)

Don't forget to compare:
read [rɪ:d], head [hed]
teach [t], bread [bred]

ow [ou] (*window, yellow, snow*)

UNIT 4. SCHOOL

Practice

In ex. 2 on page 40 the students have to describe their classroom. After describing the Ss can ask one another questions as well. After they go through the vocabulary draw the students' attention to the small reading passage in ex.3 on page 41. Read the passage in a loud voice and ask the students to follow you. Be as clear as you can in order not to confuse the new language learners. Be especially clear with possessive case. Tell the students what it means in their own language. But please don't go far and wide with explanation of possessive case of plural nouns. It is not important at this stage. Draw the students' attention to the examples of possessive case of nouns in singular in the grammar box SB on page 63.

Then have the Ss read the sentences below the reading passage and ask

them to say if the sentences are true or false.

Plan the lesson in the way that all the students could practice reading the passage. After reading the passage tell the students to look at the questions below it. Ask your students to work in groups and answer the questions.

Production.

Put the school building item and school object flashcards on the table facing down. Ask students to come in front of the class one by one and take one of the flashcards. She/he names the object in the flashcard and writes its name on the board.

There is another activity in SB ex. 4 on page 41 where the students have to ask their friends what they have got in their bags. This activity provides a natural revision of vocabulary and develops Ss' speaking skills.

	Assessment criteria	fully	half	partially	poorly
1.	Follows the instructions				
2.	Pronounces the sentences about school with correct intonation				
3.	Builds up communication using school vocabulary				
4.	Reads word combinations and sentences on the topic "school" correctly				
5.	Writes words on the topic correctly				

UNIT 4. SCHOOL

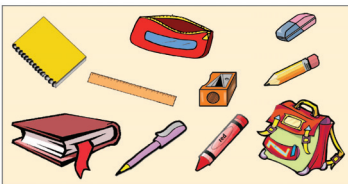
Lesson 2

UNIT 4
School

School Objects

1 Match the words to the objects in the picture.

- a bag
- a pencil sharpener
- a pen
- a ruler
- a notebook
- a pencil
- an eraser
- a pencil case
- a crayon



2 PW. Read the questions and write the answers in your notebooks.

Example:
 How many bags can you see?
I can see two bags.

1. How many pencils can you see?
2. How many books can you see?
3. How many pencil-sharpeners can you see?

4. How many erasers can you see?
5. How many pens can you see?
6. How many pencil-cases can you see?
7. How many rulers can you see?

42

LESSON 2. School Objects

Standards: 1.1.3; 2.1.1.; 2.2.4.; 3.1.2; 4.1.2.

Objectives:

The student:

- differentiates speech etiquettes (show, please);
- names and identifies the school objects and pronounces them correctly;
- builds up communication using the names of school objects;
- reads sentences with correct pronunciation.

Language: a book, a notebook, a pen, a pencil, an eraser, a bag, a ruler, a pencil sharpener; Have you got? What have you got? Can I have ..., please?

Receptive language: Read the words; Read the dialogue and act out in pairs please. Here you are.

Resources: different school objects, flashcards, electronic slides.

Warm up

Come to class with a bag, "My birthday bag" written on it and has a happy smile on your face. He/she is very happy today.

He/she says "It is my birthday today" He/she takes out some flashcards from the bag (the birthday presents) saying "I have got a robot. I have got a toy car and so on". Then he hands out the presents to the students.

The game begins. Play any music.

Ask the students "Put the robot on your head". Who has the robot does it, and has to dance a little, too. And also dances.

Presentation

Use "Brain storming".

Draw a circle, write "School objects" in the middle. Elicit from the Ss the

names of school objects and stick the flashcards of each school object around the circle as they say it. Ask one of the Ss repeat the names of school objects looking at the flashcards. Then write the words next to the flashcards.

Ask the students to do ex. 1 on page 42 of SB. The students have to match the words to classroom object pictures. As the students know all the letters let the students read the words themselves.

Draw the Ss' attention to the pronunciation of the sound [u] in the word *book* and *notebook* and the sound

UNIT 4. SCHOOL

Lesson 2

UNIT 4
School

3 PW. Read the dialogue and act out with your partner.



1. A: Ayten, have you got an eraser?
B: Yes, I have.
A: Can I have your eraser, please?
B: Here you are.
A: Thank you.
2. A: Sona, have you got a pen?
B: No, I haven't.

1.
A: Ali, have you got a ruler?
B: Yes, I have.
A: Can I have your ruler, please?
B: Here you are.

2.
A: Ibrahim, have you got a pencil?
B: Yes, I have.
A: How many pencils have you got?
B: I have got three pencils.
A: Have you got crayons?
B: No, I have not.



43

[ə] in the words *eraser*, *sharpener*, *ruler*. Mention that the letter combination *ar* is read as [a:], too.

Say that the letter combination *oo* is read as [u] and *er* is read as [ə]. For example:

oo [u] book, cook, foot, hook
er [ə] teacher, singer, eraser, ruler, sharpener
ar [a:] sharpener, car, star, farm, mark, garden.

Check if the students have matched the words to the school objects correctly.

Practice

In exercise 2 on page 42 the students have to read the questions and answer them. As the students have begun writing recently ask the students to write the answers. Writing is very important at this period of time.

The exercise can be followed by inviting the students to practice asking questions like "What is it?" and "Where is...?"

Another activity can be the following: "Describe the your classroom using classroom object vocabulary."

Draw the students' attention to SB, exercise 3 on page 43. Read the dialogue and act out with your partner.

Put the students in pairs and ask them to read the dialogue. Go around the classroom and give assistance if it is needed.

Production

At the next step the students can act the dialogue as well.

Ask the students to create their own dialogue like the one in the textbook in pairs. The students use the expression "Can I have your... ?" Have them to role play the dialogue.

	Assessment criteria	fully	half	partially	poorly
1.	Follows the instructions				
2.	Pronounces small speech patterns correctly				
3.	Builds up communication using the names of school objects				
4.	Reads word combinations and sentences correctly on the topic				
5.	Writes sentences on the topic correctly				

UNIT 5. FAMILY

UNIT 5. FAMILY

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

- demonstrate initial reading skills on the topic "Family"
- read word combinations and sentences correctly
- read small texts about family members and their professions with correct intonation and demonstrate correct understanding of their contents
- describe different people in their family and their professions with the words have already been learned
- build up communication using question sentences beginning with whose and practice 's possessive case
- demonstrate the skills of building communication on the topic "Family" and exchange information about their family members and their professions using the questions "Who is he/she?", "Who are they? ", "How old is he/she?"

UNIT 5
Family

Lesson 1

Family

1 PW. Read about John's family and discuss it with your partner.

*Your father's or your mother's brother = your uncle.
Your father's or your mother's sister = your aunt*

This is my family. My name is Tom Brown. Mary is my sister. Andy Brown is my father and Kate Brown is my mother. Mike Brown is my uncle. He is young. Ann Brown is my aunt. She is thirty two years old. John Brown is my grandfather and Susan Brown is my grandmother. They are old. My grandfather is seventy one years old. My grandmother is sixty eight years old.

2 Look at the picture and say the relation between them.

1. John Brown ____ (Susan)
 2. Susan Brown ____ (John)
 3. Andy ____ (Tom)
 4. Ann ____ (Tom and Mary)

5. Mary ____ (Tom)
 6. Kate ____ (Andy)
 7. Mike ____ (Tom and Mary)
 8. Tom and Mary ____ (Susan)

44

LESSON 1. Family

Standards: 2.1.1.; 2.2.1.; 2.2.3.; 3.1.3; 4.1.1.

Objectives:

The student:

- pronounces the sentences on topic "Family" with correct intonation;
- differentiates family members;
- describes the family using the family words have already been learned;
- reads small texts on the topic "Family" with correct intonation and demonstrates correct understanding of their contents;
- writes word combinations and sentences on the topic "Family" correctly.

Language: a family, a father, a mother, a sister, a brother, a grandmother, a grandfather, an uncle, an aunt, young, old, a son, a daughter

Receptive language: Speak about your family; Read the words; Write on the blackboard.

Resources: SB pictures, family tree, flashcards. CD, textbook.

Warm up

Start the lesson singing a "Family chant".

Have you got, have you got a brother?

- No, I haven't.

Have you got, have you got a sister?

UNIT 5. FAMILY

Lesson 1

UNIT 5 Family

3 GW. Look at the picture and answer the questions. Compare the families.

Example:

- Who is Mehdi?
Mehdi is Ayan's grandfather.
How old is he? *He is sixty five.*
- Who is Reyhan?
How old is she?
- Who is Ayan's father?
How old is he?
- Who is Kamran's grandfather?
Is he thirty years old?
- Is Vafa Nazrin's grandmother?
How old is she?
- Who is Vafa and Samir's son?
How old is he?
- Who is Kamran?
Is he eleven years old?
- Who is Ayan's brother?
How old is he?
- Who is Samir?
How old is he?
- Who is Samir's father? How old is he?

45

Lesson 1

UNIT 5 Family

4 PW. Read and role-play the dialogue.



- Is that boy with brown hair your brother?
- Oh, yes, he is. That is my brother. His name is Ziya.
- Is that woman with black hair and blue eyes your mother?
- No, she is not. That is my aunt.
- Are those your grandfathers?
- Yes, they are. They are my grandfathers. I love them very much.
- Who is the woman with short hair and grey eyes?
- She is my grandmother—my mother's mother. Her name is Zarifa. And that is my father's mother. Her name is Sevda.
- Is the man with black eyes your uncle?
- No, he is not. He is not my uncle. That is my father.

46

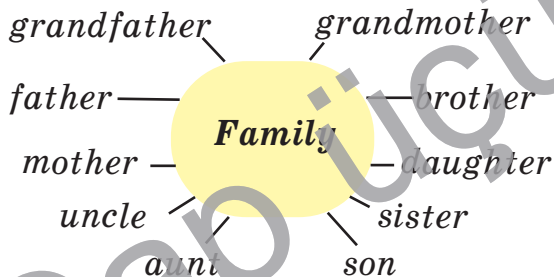
- No, I haven't.
- Have you got, have you got an uncle?
- No, I haven't.
- Have you got, have you got a lot of friends?
- Yes, I have a lot of friends.

Presentation

Use "Brainstorming"

Make a circle, write "Family" in the middle.

Elicit from the Ss the names of family members and write the words around the circle as they say them.



Draw the students' attention to the family words written on the board. Read the words one by one. Ask them to repeat the words after you. Then demonstrate the family word flashcards. Let the class read the words written on the flashcards.

Practice

Draw the students' attention to the family tree picture. Let the Ss speak on the family tree. Explain the grammar material in the box in ex.1 on page 44. Ask the Ss to read the questions below the pictures. Don't forget to explain the meaning of the adjectives "young, old". Pay attention to your students' pronunciation of words, mainly, to the sound [ð]. Get the Ss' attention to some family words with the sound [ð] explaining that letter combination "th" is pronounced as [ð] too. Encourage your class to pronounce

UNIT 5. FAMILY

the words: *mother, father, brother, grandfather, grandmother* correctly. Let the Ss read out the text “John’s Family” clearly on page 44. Ask the students to take turns while reading and answer the questions. Let the Ss compare the answers with other pairs.

Draw the students’ attention to SB page 44 ex. 2. Ask the students to look at the picture and find the relation between them. Pay attention to the usage of the possessive case of the nouns in the box.

Ask the students to close their SBs. Demonstrate “John’s Family Tree” picture and let the students answer your questions saying “Who is who”. Or ask them to speak about John’s family. To know how good your class is in writing arrange one writing activity on the new vocabulary. Involve your class to do writing activity as well.

Activity: Write the missing letters:

f _ _ h _ _ _
m _ _ t _ _ r
_ _ c _ e
g _ _ _ d _ a _ _ er

Key answers:

father
mother
uncle
grandfather

br _ t _ _ _
_ is _ _ _

brother
sister

Get the students’ attention to ex. 3 on page 45. Be especially clear with w/h question sentences: *How old ... ? Who is ... ?*

a) Let the students read the questions in turns. Pay attention to your students’ pronunciation of words.

b) PW. Now involve the Ss to work in pairs. A reads the questions, B answers.

Production. GW. Ask the Ss to compare the two families: “John’s Family” and “Mehdi’s Family” using Venn diagramme. The Ss have to find and write similarities and differences in the appropriate circles.

PW. Ex. 4 on page 46. Ask the students to read the dialogue. Then in pairs they play their roles.

Note: Your class can also play the game. Ask someone to come before the class and ask him/her to find someone in the classroom with certain features (a girl with black eyes, long hair, red jacket etc.). If the student finds who he/she is this student is announced a winner.

In pairs let the Ss make up a dialogue about their families using the new vocabulary.

	Assessment criteria	fully	half	partially	poorly
1.	Pronounces small speech patterns related to family correctly				
2.	Names the family members in				
3.	Describes the family members using vocabulary learned				
4.	Reads small texts on the family with correct intonation and demonstrates correct understanding of their contents				
5.	Writes family words correctly				

UNIT 5. FAMILY

LESSON 2. Professions

Standards: 2.2.4; 3.1.2; 4.1.2

Objectives:

The student:

- builds up communication using family and profession names;
- asks and answers the questions about family members and professions;
- reads word combinations and sentences on the family members and professions correctly;
- writes sentences on professions correctly.

Language: a doctor, a policeman, a singer, a teacher, a pilot, a driver, a student.

Receptive language: What's his/her job? What is he/she?

Resources: SB pictures, profession flashcards, CD, electronic slide.

Warm up

Ask the students to stand in a circle and one student to be in the middle of the circle. The student standing in the middle asks the others what they want to become. While answering the students should use the names of the profession taught in the second grade.

S1-What do you want to become?

S2- I want to become a teacher.

S1.....?

S3.....








Make sure all the students have participated.

Lesson 2

UNIT 5
Family

Professions

1 Read, ask and answer the questions on the picture. Take turns.

 a doctor My name is Tony. I am from England. I am a doctor.	 a pilot My name is Murad. I am from Azerbaijan. I am a pilot.	 a singer I am Ebru. I am from Turkey. I am a singer.
 a teacher My name is Tanya. I am from Russia. I am a teacher.	 a student My name is Leila. I am from Azerbaijan. I am a student.	 a driver My name is Lee. I am from China. I am a driver.
 a policeman My name is Bob. I am from America. I am a policeman.		

Presentation

Demonstrate the profession flashcards to the class. Ask the student "What is he/she?" Draw the students' attention to the profession words written on the separate paper. Let the Ss read the words. Then demonstrate the new words together with the pictures. Get the students spell the words as well.

Practice

Draw the students' attention to SB page 47, ex. 1. Ask the class to read the sentences under the pictures.


PW. Now the Ss will work in pairs asking and answering the questions about the people given in ex.1.


Draw the students' attention to the pronunciation of [ə] in the word doctor. Mention that the letter combination *or* is read as [a:].


UNIT 5. FAMILY


UNIT 5
Family
Lesson 2


2 Read and match the texts to the pictures.


a


b


c


d


e


f


1. He is in the doctor's room.
He is 48 years old.

4. He has got a car.
He is 35 years old.

2. She has got many books.
She is 12 years old.

5. She has got many students.
She is 56 years old.

3. She is a good singer.
She is 23 years old.

6. He is in the plane.
He is 31 years old.

48

For example:
or [ə] doctor, visior, sector, sailor,
donor.

Follow the given example:

A: Is Lee a teacher?

B: No, he is not.

A: What is he?

B: He is a driver.

A: Is Leila a student?

B: Yes, she is.

A: Has she got many books?

B: Yes, she has.

GW. Ex.2 on page 48. Involve the Ss to match the texts to the pictures.

Groups get ready to make presentation.

Production.

PW. Involve the students to make up a dialogue about their family members' professions through asking and answering appropriate questions.

Have the Ss write the questions and answers.

Example:

A: - Have you got a sister?

B: - Yes, I have.

A: - What is your sister?

B: - She is a student.

A: - What is your father?

B: - He is a pilot.

	Assessment criteria	fully	half	partially	poorly
1.	Builds up communication using profession names				
2.	Reads word combinations and sentences on the topic professions correctly				
3.	Writes correctly sentences on the topic				

UNIT 6. HOME

UNIT 6. HOME

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

- demonstrate initial reading skills on the topic “Home”;
- read word combinations and sentences correctly;
- read small texts about home with correct intonation and demonstrate correct understanding of its contents;
- describe different rooms in their flat with the words have already been learned;
- build up communication using question sentences beginning with “whose” and practice ’s – possessive case;
- demonstrate the skills of building communication on the topic and exchange information about their rooms and home.

LESSON 1. My Flat

Standards: 2.1.2.; 2.2.2;
2.2.3.; 3.1.3; 4.1.2.;

Objectives:

The student:

- pronounces the sentences learned with correct intonation on the topic “My flat”;
- describes objects in the flat have already;
- names features of the flat;
- describes correctly the place where she/he lives;
- reads small text on the topic “My flat” and understands its contents;
- writes words combinations and sentences on the topic “My flat” correctly.

Language: a living room, a bedroom, a kitchen, a hall, a bathroom, an arm chair, a sofa, a fireplace, a lamp, a carpet, a TV-set; Whose is this? How many...? Has it got...?

Receptive language Look at the picture. Write the words. Read the text. Work in pairs. Please, read and answer the questions.

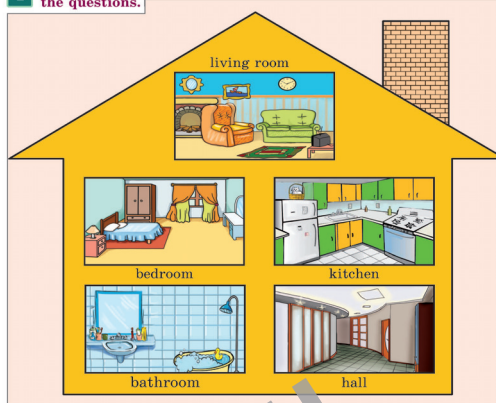
Resources: realia, flashcards, SB pictures, CD.

Lesson 1

UNIT 6
Home

My Flat

1 Do you know the objects in the picture? Read and answer the questions.



This is Bob's flat. He has got two rooms: a living room and a bedroom. It has got a kitchen, a bathroom and a hall, too.

1. What is this?
2. Whose flat is this?
3. How many rooms has he got?
4. Has it got a kitchen and a hall?
5. Is the hall long?

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Warm up

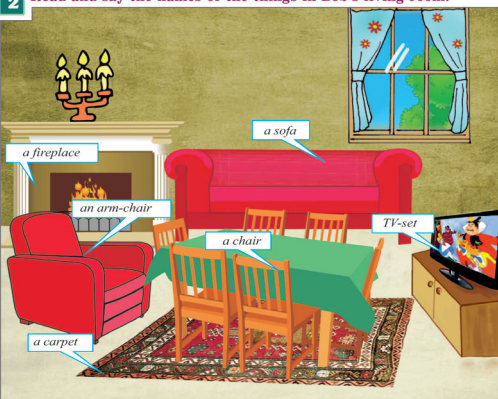
Stick a series of ten flashcards in a row on the board, e.g. home flashcards: a living room, a bedroom, a kitchen, a bathroom, a hall, an arm chair, a sofa, a fireplace, a carpet, TV-set with no label on them. Chant the words from left to right to the class, e.g. “living room, bedroom, kitchen, bathroom, hall, etc.”. Repeat

UNIT 6. HOME

UNIT 6
Home

Lesson 1

2 Read and say the names of the things in Bob's living room.



3 Look at the picture and say which the sentences are T (true) or F (false).

1. This is a classroom.
2. Bob has got a desk in his living room.
3. Bob has got a fireplace in his living room.
4. The sofa is black.
5. TV-set is small.
6. The carpet is big.
7. Bob has got four chairs in his living room.

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the chant, encouraging the children to join. A student comes up to the board and swaps the position of several flashcards. The class chants the words in the new order. Another student comes up and swaps ten cards and the class chant again. Go through the process until all children seem to memorise the words.

Presentation

In this stage it is important to lead the students to the question "Whose flat is this?". As the students learned possessive case of nouns they can answer this question.

SB page 49 ex. 1. Present the vocabulary: a living room, a bedroom, a kitchen, a bathroom, a hall, an arm chair, a sofa, a fireplace, a carpet, TV-set. Give clear pronunciation and

ask the students repeat after you. Draw the Ss' attention to the sound [tʃ]. The letter combination tch is read as [tʃ]. For example: kitchen, catch, watch.

Read out the text by pointing to the pictures in SB. There are five questions below the text. The questions will help you to check reading comprehension.

Practice

In ex. 2 on page 50 the students look at the pictures of household items: *an arm chair*, *a sofa*, *a fireplace*, *a carpet*, *a TV-set*. Encourage the Ss to read out the words. Then ask them to describe the room.

Production

PW. Ex. 3 on page 50. Students work in pairs and say which sentences are T (true) or F (false) according to the picture in Ex.2.

Then ask the Ss to share their answers with other pairs.

If you have time teach the chant: "Where's the sofa".

Where's the sofa?

It's in the living room.

Is this the living room?

Yes, it is.

Where's the table?

It's in the living room.

Is this the living room?

Yes, it is.

Where are the armchairs?

They are in the living room.

Is this the living room?

Yes, it is.

Where's the TV-set?

It's in the living room.

Is this the living room?

Yes, it is

Colourful and bright flashcards describing the chant will help the students to learn the words easily.

! Attention!!! For assessment criteria look at the table of standards on page 8-9.

UNIT 6. HOME

LESSON 2. My Room

Standards: 2.2.3.; 3.1.3; 4.1.2.

Objectives:

The student:

- describes his/her own room using the words have already been learned;
- reads small text "My room" with correct intonation and understands its contents by answering the questions;

- writes about his/her room using the vocabulary learnt.

Language: a wardrobe, a curtain, a room, a pillow, a mirror, a bed, a blanket; Whose is this? How many....? Has it got....? What has he got? a picture, a bookcase, a computer, a floor. Where is...? Whose is this? How many....? Has it got....? What has he got? a picture, a bookcase, a computer, a floor. Where is...?

Receptive language: Look at the picture. Write the words. Read the text. Work in pairs. Read and answer the questions.

Resources: realia, home flashcards, SB pictures.

Warm up "Memory game"

Guide your Ss to find a picture of a room in magazines during the break time. Provide them with magazines where you are sure the pictures needed are. A good picture will have several pieces of furniture and lots of household items. Next, tell your Ss that they will play a visual memory game. Explain to the student that he or she will have only one minute to look at the picture and remember as many pictures possible about the

Lesson 2

UNIT 6
Home

My Room

1 PW. Read the text and answer the questions. Compare your answers.



This is Samir's room. He has got a picture, a bookcase, books, a computer, a chair, a lamp, a telephone, a bed and a carpet in his room. The picture is on the wall. The books are in the bookcase. The computer is on the desk. The telephone is on a small table. The carpet is on the floor.

1. Whose room is this?
2. Where is the computer?
3. Where are the books?
4. Is the picture on the table?
5. Is the computer on the bed?
6. Is the telephone on the chair?
7. Where is the carpet?



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room. Turn the picture face down on the table, and ask your children to write as many questions and answers about it as possible. After your children have written four or five questions and answers, turn the picture face up and invite them to check the questions and answers.

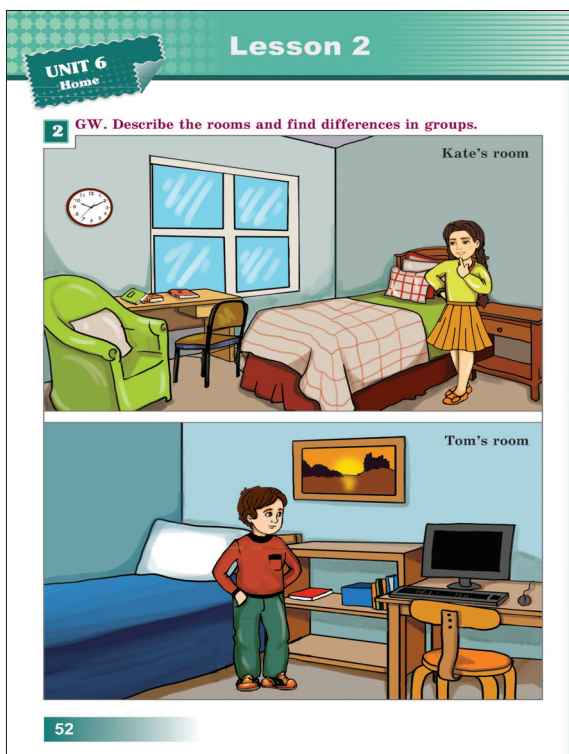
Presentation

Your students already know many words about home. The words in the text on page 51 in SB are familiar to the students. Therefore it won't be difficult for you to present the text.

Practice

Give more chance to students to practise the words. It makes them feel more confident of their own pronunciation. Draw the students' attention to the pronunciation of [u:] in the word *room*. Mention that the letter combination oo is read as [u:].

UNIT 6. HOME



For example: oo [u:] room, moon, spoon, tooth.

There is a suitable time for teaching prepositions through this short text. You can use the same questions to ask the places of the things in the classroom as well. In this stage it is important to lead the students to the question “Where is ...?” Ask some questions with “where” and encourage the Ss to answer. Now involve the Ss

ask and answer the questions in pairs starting with “where”. Remind them to use the classroom object vocabulary in their dialogue. For example:

S1: Where is your pencil?

S2: It is in my pencil case.

S1: Where is your pencil case?

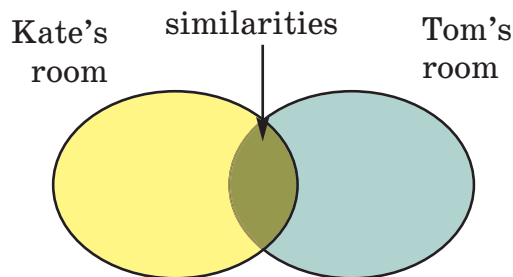
S2: It's on the desk. etc.

Tell the students to read the text in turns. Help them if they need.

After the students read the text invite them to describe the pictures in ex. 2 on page 52.

Production

You can use Venn diagram to compare Kate's and Tom's rooms.



You can ask the students to describe their own room in a written form. The Ss can ask one another about their rooms as well. So describing the room can be done either in a written form or orally.

	Assessment criteria	fully	half	partially	poorly
1.	Describes his/her room using the vocabulary learned				
2.	Reads small texts on the topic “My room” with correct intonation and understands their contents				
3.	Writes about his/her room correctly				

UNIT 7. CLOTHES AND COLOURS

UNIT 7. CLOTHES AND COLOURS

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

- demonstrate initial reading skills on the topic “Clothes and Colours”
- can read word combinations and sentences correctly;
- read small texts about clothes and with correct intonation and demonstrate correct understanding of their contents
- identify different types of clothing used depending on the weather;
- can build up communication using can/can’t;
- demonstrate the skills of building communication on the topic “Clothes and Colours”

LESSON 1. My Clothes

Standards: 2.2.1.; 2.2.3.;
3.1.3; 4.1.2.;

Objectives:

The student:

- names the clothes
- describes the clothes
- uses “can/can’t” in simple sentences;
- reads and writes the words and sentences on the topic “My clothes”.
- uses the vocabulary taught in communication correctly.
- sings the song “Rainbow”.

Language: What colour is your...?
What colour are your...? pyjamas, socks, a dress, shorts, a blouse, shoes, a skirt, trainers, trousers.

Receptive language: Read the colour. Write the words. Read the dialogue. Work in pairs. Act the dialogue.

Resources: realia, flashcards, SB pictures, balloons, CD, electronic slides

Lesson 1

UNIT 7
Clothes and
Colours

My Clothes

1 Read the names of clothes and say which of them you have got.



2 Look at the pictures in exercise 3. Ask and answer the questions on the pictures in turns.

Example:

What colour is the blouse?
It is grey.

Example:

What colour are the pyjamas?
They are green.

1. What colour is the skirt?
2. What colour is the dress?
3. What colour are the socks?
4. What colour are the shoes?

3 Look at the picture and say which sentences are T (true) or F (false).

1. The basket is red.
2. The blouse is black.
3. The trousers are yellow.
4. The pyjamas are violet.
5. The dress is orange.
6. The skirt is brown.
7. The socks are yellow.



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Warm up

To start the lesson with a chant “I can do it.” by Richard Graham.

The children sit in a circle, with one child standing in the middle. Call out e.g. Can you walk? The child in the middle says “Yes, I can” and walks forward to one person and asks: “Can you speak English?” The child answers the question and the game

UNIT 7. CLOTHES AND COLOURS

UNIT 7
Clothes and
Colours


Lesson 1

4 GW. Answer the questions in your group.

1. What colour is the Sun?
2. What colour is the grass?
3. What colour is the Sky?
4. What colour are the clouds?
5. What colour is a rainbow?

5 Sing the song «Rainbow».

I Can Sing a Rainbow,
Red and yellow and pink and green
Orange and purple and blue.
I can sing a rainbow,
Sing a rainbow,
Sing a rainbow too.
Sing everything you see.
You can sing a rainbow,
Sing a rainbow,
Sing along with me.
The sun is yellow, the grass is green.
Look how the sky is blue!



RAINBOW

54

Yes, I can play the piano.

Can you sing?

Yes, I can sing!

(Repeat Chorus)

Presentation

The students are familiar with clothes items from the second grade. As there are neither reading nor writing in the second grade according to the curriculum the students learn reading and writing of clothing item names this year. Ask students what clothes they like to wear. Have a small discussion with them. Don't forget to ask the colour of the clothes and about the colour they like most.

Demonstrate pictures of some people and ask the students to describe them. They have to describe not only their clothes but also their appearance: their face, hair, eyes, what they have got in their hands, etc. Let the students use the expression "Have you got?" and the adjectives they know.

Ask the students to do ex.1 at page 53 of SB. In the second grade they learned these words orally. Now they see nearly the same pictures of clothing items but this time with the names under them. The students have to read names of clothes and say which of them she/he has. Let them use the expressions "I like/I don't like to wear..."

Draw the students' attention to the pronunciation of [ou] in the word *coat* and [oi] in the word *boy*, [au] in the word *trousers*. Mention that the letter combinations *oa* is read as [ɔu],

continues. But it is advisable not to continue the chant more than 2-3 minutes. It is better to say this chant with students.

Note: You can put the flashcards of musical instruments; drum, piano, violin, trumpet, guitar in front of the class where you are sure the students will see them and ask questions "Can you play ...?"

Chant

Can you do it?

Yes, I can do it!

Can you do it?

Yes, I can do it!

Can you play the drums?

Yes, I can play the drums.

Can you play the piano?

UNIT 7. CLOTHES AND COLOURS

oy is read as [ɔi] and *ou* is read as [au].

For example:

oa [ɔu] coat, boat, goat, soap

oy [ɔi] boy, toy

ou [au] trousers, blouse, house, mouth.

Then ask Ss to read the words. Allow this task to go for a few minutes. Give help if it is needed.

Practice

Exercise 2 on page 53 SB. Ask the students to look at the pictures in exercise 3 on page 53 and answer the questions beginning with “It is.... . They are”. Examples are provided. These types of exercises help the students to practice question sentences and understanding of singular and plural forms of the nouns:

It is a dress. They are trousers.

PW. Ex.3 on page 53 SB is for working in pairs.

Ask them to look at the picture and say which sentences are T (true) or F (false).

Production

GW. Involve the Ss to work in groups and write at least 5 sentences on the pictures in Ex.3 and get ready to present their work.

GW. Ex.4 on page 54. Put the students into groups, ask them to answer the questions given ex.2.

Whole class activity. Ex.5 on page 54. The song «Rainbow».

Before teaching ask the Ss to do Ex.4 on page 54. They will read and answer the questions starting with “What colour...?”. Teach the students the lyrics of the “Rainbow” song and then involve all the Ss to sing the song together.

	Assessment criteria	fully	half	partially	poorly
1.	Names the clothes				
2.	Describes the clothes using “Clothes” vocabulary				
3.	Reads small texts on the topic “My clothes” and understands the contents of it				
4.	Writes learned word combinations and sentences correctly on the topic				

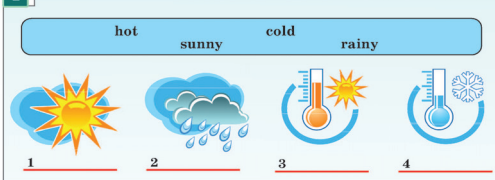
UNIT 7. CLOTHES AND COLOURS

Lesson 2

UNIT 7 Clothes and Colours

Weather and Clothes

1 Match the weather symbols to the words.



2 PW. Read the dialogue and act out with your partner.

A: Hello, Peter.
B: Hi, Jane.
A: Is it cold today?
B: Yes, it is.
A: Pete, have you got a scarf?
B: Yes, I have.

A: And have you got mittens?
B: No, I haven't. And what have you got for cold weather?
A: I have got a coat, a jacket, a scarf, trousers.
B: Great.

3 PW. What has Helen got for sunny weather? What has Ann got for sunny weather? Compare your answers



55

Warm up

Deliver the Ss with different clothing item flashcards in different colours. Give orders: Blue trousers – hop!. “Blue trousers – hop!” The Ss having blue trousers flashcards hop. Then say: “Stop!” and they stop hopping. Continue giving orders for other clothing item flashcard, e.g. “Green T-shirts – stand up!”, “Black shoes – sit down!”, “Red skirts – jump!” Children follow the instructions properly.

Note: This game can also be played using physical features, e.g. long/short hair and blue/brown/green eyes.

Presentation

This lesson is designed to talk about weather and clothes. Ask the Ss to look out the window and say what the weather is like today. Point to the sky and ask them: “What’s the weather like today?” Continue asking questions

LESSON 2. Weather and Clothes

Standards: 1.1.3; 2.2.3.; 2.2.4.; 3.1.2.; 4.1.1.

Objectives:

The student:

- differentiates speech etiquettes;
- differentiates clothes appropriate for weather;
- communicates about weather and clothes using the vocabulary learned;
- can read and write the words on the topic “Weather and Clothes”;
- describes different items of clothes;
- describes the weather.

Language:

What colour is your...? What colour are your...? A cap, a coat, weather, cold, hot, sunny, rainy.

Receptive language: Name the colour. Write the words. Read the dialogue. Work in pairs. Act the dialogue. Be responsible.

Resources: realia, flashcards, SB pictures, electronic slide

about weather. Example: “*Is it hot today or is it cold today?*” Mime hot (by pretending to wipe sweat from your forehead) and cold (by shivering and chattering your teeth). Now answer the question yourself present sunny/cloudy vocabulary using weather flashcard, etc. Repeat the question and let the children answer in English, e.g. it’s rainy.

Pay attention to students’ pronunciation of the sound [ei] in the word rain. Mention that the letter combination *ai* is read as [ei].

For example:

ai [ei] (*rain, main, tail, mail*)

UNIT 7. CLOTHES AND COLOURS

UNIT 7
Clothes and
Colours

Lesson 2

4 Choose clothes according to the weather and write in your notebooks.



Hot weather
Example: Hat

Cold weather

56

Point to the pictures in the course book where the weather is different, e.g. cold, sunny.

Practice

Put the children into pairs and ask them to point to different pictures and ask and answer the question.

PW. Draw the Ss' attention to the pictures on page 55 in SB exercise 1. The Ss have to read and match the weather symbols to the words.

Ex. 2 on page 55. Involve the Ss to read the dialogue in pairs. After reading let the Ss in pairs act out roles of A and B.

Production

PW. Ex. 3 on page 55 SB. Provide the pairs with handouts written some questions on them:

What has Helen got for sunny weather?

What has Ann got for sunny weather?

Point to a picture of a sunny day and ask the students to work in pairs and write down answers to the questions.

Ask the Ss to share their answers with other pairs.

You can ask the Ss to describe the picture as well.

In ex.4 on page 56 the students are asked to look at the pictures and choose the clothing items for different kind of weather and write them in their notebooks.

You can also use "Cube" strategy to characterize the items from 6 sides:

For example: A coat

1. Its colour is red
2. It looks like a raincoat
3. It looks like a man
4. It is made of leather
5. I can wear it. I can use it as a blanket
6. I wear it in cold weather.

	Assessment criteria	fully	half	partially	poorly
1.	Differentiates speech etiquettes				
2.	Describes the weather				
3.	Builds communication about weather and clothes using vocabulary learned				
4.	Reads word combinations and sentences correctly on the topic				
5.	Writes the names of clothing items				

UNIT 8. BODY

UNIT 8. BODY

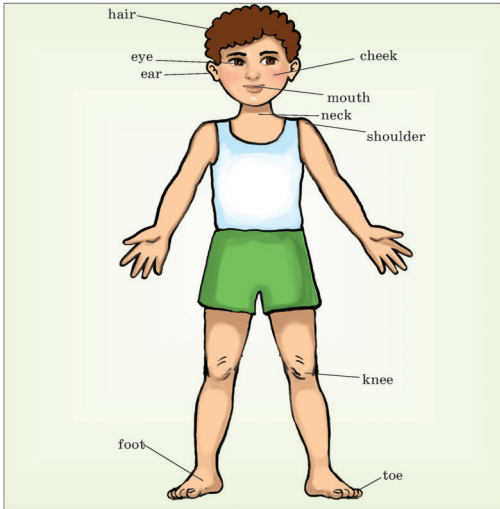
By the end of the unit the students will be able to:

- demonstrate initial reading skills on the topic “Body”;
- read word combinations and sentences correctly;
- read small texts about body with correct intonation and demonstrate correct understanding of their contents;
- describe different parts of body with the words have already been learned;
- build up communication using question sentences beginning with whose and practice 's possessive case;
- demonstrate the skills of building communication on the topic “Body” using the opposites.

Lesson 1

Parts of Body

1 Read the names of body parts and say the names of body parts you know.



2 PW. Point to the parts of the body in the picture and ask questions. Use the question “What is it?”.

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LESSON 1. Parts of Body

Standards: 1.1.1; 2.2.3; 2.2.4; 3.1.2; 4.1.2.

Objectives:

The student:

- follows the instructions: touch, stamp;
- describes the people using the body words;
- uses the vocabulary on the topic in communication correctly;
- reads and writes the vocabulary on the topic parts of body.

Language: hair, a head, an eye, an ear, a nose, a cheek, a mouth, a lip, a neck, a shoulder, an arm, a finger, a hand, a leg, a foot, a knee, a toe. How old...?

What colour....?

Receptive language: Look at the picture. Write the words. Work in pairs. Read and answer the questions.

Resources: realia, home flash-cards, SB pictures, WB pictures. CD, textbook, electronic slide

Warm up

“Simon Says”

Have fun with “Simon Says” listening comprehension activity in the target language. Tell students to touch, wiggle, raise, or tap various body parts ... but only if they hear Simon says. After sufficient teacher modeling, students can be Simon, too

UNIT 8. BODY


Lesson 1


UNIT 8
Body

3 Read and answer the questions in turns.

This is Jim. He is ten years old. Jim's hair is yellow. His eyes are big and blue. His nose is small. His hands are big.

1. How old is Jim?
2. What colour are Jim's eyes?
3. What colour is his hair?
4. Are his eyes big?





This is Aytan. She is my friend. She has got black hair, a round face, black eyes, a small nose, a mouth and red lips.

1. What colour is Aytan's hair?
2. Is her mouth small?
3. Are Aytan's eyes black?
4. What colour are her lips?

4 Answer the questions about yourself.

1. Is your hair long?	3. Is your face round?
2. What colour is your hair?	4. What colour are your eyes?

5 Learn the poem by heart.

Ten little fingers. Ten little toes. Two little ears. And one little nose; Two little blue eyes.	That shine so nice. And always so bright; One little mouth To kiss Mum Good night.
--	---

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Presentation

Parts of the body are fairly easy to teach in class by pointing at the relevant part of the body, but you will find flashcards for all the basic body vocabulary which can be used for presenting and practicing vocabulary. Use the flashcards and word cards for matching activities, guessing games, memory games or simple spelling activities. If you have the song "Heads, shoulders, knees and toes" you could distribute the flashcards to different students and have them hold up the correct flashcard as they listen to the song before doing the actions themselves. Of course, you shouldn't

forget the correct pronunciation of sounds; mainly the sounds [iə] in the word "ear", [ai] in the word "eye". You can also draw your students' attention to ex:1 on page 57 in the SB. Read the words aloud and ask the students to repeat after you.

Practice

Ex.1 on page 57. Ask the students to read the labeled words individually. While they are reading the labeled words on the topic "Body" go around the classroom and give assistance if it is needed.

PW. Ex.2 on page 57. Ask Ss to work in pairs. Give them clear instruction: *Point to the picture in Ex.1. Ask at least 3 questions about parts of body. Use "What is it?" question model.*

Ex.3 on page 58. They read the texts about Jim's and Aytan's appearance. There are some questions under each text which will help you to check the reading comprehension of exercise 3. The questions are also suitable for pair work. While your students work in pairs go around the classroom and give assistance if it is needed. Get randomly pairs' answers.

Production

After doing exercise 3 the students will find it easy to answer the questions about themselves by the help of the questions in exercise 4 on page 58.

Ex. 5 is a short easy memorable poem. Involve the Ss to read the poem. You can invite some Ss to recite it.

Attention!!! For assessment criteria look at the table of standards on page 8-9.

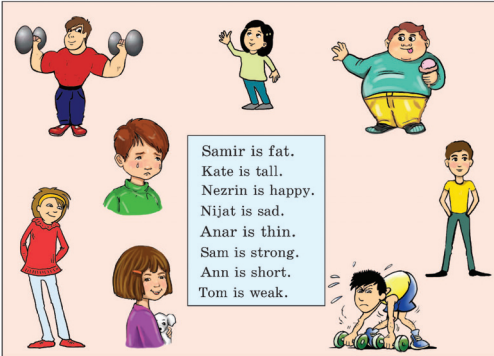
UNIT 8. BODY

Lesson 2

UNIT 8
Body

Opposites

1 Read and match the words to the pictures.



2 Read the dialogues and act out with your partners.

- | | | | |
|-----------------------|-------------------------------------|----------------------|---------------------------------|
| A: - Is Nezrin happy? | B: - Yes, she is. | A: - Is Nijat happy? | B: - No, he is not. He is sad. |
| A: - Is Samir thin? | B: - No, he is not thin. He is fat. | A: - Is Anar thin? | B: - Yes, he is. He is thin. |
| A: - Is Kate tall? | B: - Yes, she is. | A: - Is Ann short? | B: - Yes, she is. |
| A: - Is Sam weak? | B: - No, he is not. He is strong. | A: - Is Tom strong? | B: - No, he is not. He is weak. |

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LESSON 2. Opposites

Standards: 2.2.3.; 3.1.3.; 4.1.2.

Objectives:

The student:

- describes the people differentiating the opposite adjectives correctly;
- reads small texts with correct intonation and understands their contents;
- writes word combinations and sentences on the topic correctly.

Language: Yes/No questions. "fat, thin, strong, weak, sad, happy, tall, short"; action verbs.

Receptive language: Look at the picture. Remember the opposites. Read the dialogues. Work in pairs. Act out the dialogue.

Resources: realia, body flashcards, SB pictures.

Warm up

"Head to Head"

Students stand, facing each other. Clap or snap your fingers to create a rhythm. Name a set of body parts and the students will repeat them three times in rhythm while touching those body parts together. For example, while repeating "Head to Head", students will put their heads together, while repeating "Foot to Foot", they will put their feet together, etc. You can mix up the body parts, too: head to shoulder, finger to back, foot to knee. This game is sure to generate some giggles.

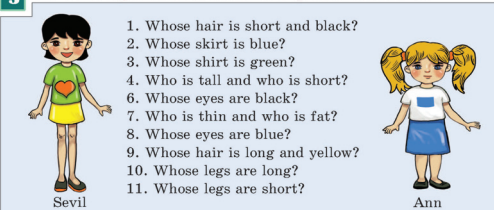
Presentation

Give a very good description of opposite adjectives. Explain the opposites by facial expressions (happy/sad) and using your hands (tall/short). Avoid pointing to some students to explain the words (thin/fat, strong/weak). This will make them get embarrassed.

Lesson 2

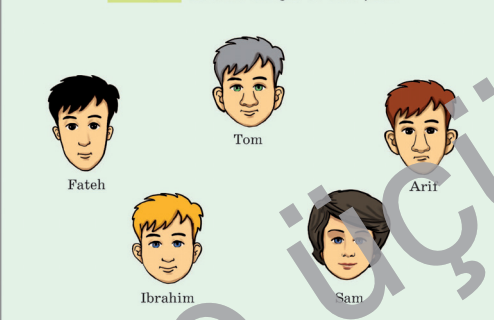
UNIT 8
Body

3 Look at the picture and answer the questions in turns.



4 Describe the people in the picture.

Example: Ibrahim has got a round face.



60

UNIT 8. BODY

Lesson 2

UNIT 8
Body

Two Frogs

5 PW. Read the story «Two frogs». Discuss the questions below the story with your classmates.



Green Frog: I am a big frog.
Blue Frog: I am a little frog.



Green Frog: I am a green frog.
Blue Frog: I am a blue frog.



Green Frog: I am a pretty frog.
Blue Frog: I am an ugly frog.



Green Frog: Ha, ha! You are a little, blue, ugly frog. Are you sad?



Blue Frog: No, I am happy.

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Practice

Let the Ss do the Ex. 1 on page 59. Ask them to read the words and match them to the pictures. As they know the meaning of the words from the second grade it will not be difficult to match. They can work in groups or in pairs. Invite the Ss to present their work. Involve the Ss to read the dialogue in ex.2 on page 59.

Ask Ss in pairs act out the dialogues. Ex. 3 and 4 on page 60 are designed for the students' practice too. In exercise 3 they look at the pictures of the two girls and answer the questions. Ex. 4 is for description of different parts of face. The Ss can compare the boys' faces using body and colour names.

One of the most enjoyable and effective ways of teaching children a foreign language is through story telling. Children love stories and therefore

Attention!!! For assessment criteria look at the table of standards on page 8-9.

Lesson 2

UNIT 8
Body



Green Frog: Happy? Are you happy?



Blue Frog: Yes. The hungry bird likes to eat big, green, pretty frogs.



Green Frog: What hungry bird?



Blue Frog: That hungry bird.



Green Frog: Ahhhh! Help me! Help me!

1. Why is green pretty frog sad now?
2. Why is little blue ugly frog happy now?

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are intrinsically motivated. This story is appropriate for the young learners level and it is rich with elements of repetitive language. Ask your students to act the story in pairs. Let them practice it for ten minutes. Call a voluntary pair to perform the story in front of the class.

Practice reading and acting the story «Two frogs» on pages 61-62. After reading the story ask students a question beginning with «What colour..?»

For example: What colour are the frogs?

Is blue frog big? Is green frog little?
Is green frog ugly? Is blue frog happy?

Use opposite adjectives while asking questions. Encourage the Ss to write some sentences about the frogs using adjectives.

Production. Invite the Ss to act out the story.

TEST YOURSELF 1

Test yourself tests are for student to check what they have learned. You can copy and provide your students with them.

Circle the correct answer:

1. The colours of the Azerbaijan flag are

- a) blue, red, green
- b) red, blue green
- c) green, red, blue

6. It is a

- a) fish
- b) mouse
- c) zebra



2. The girl is from

- a) England
- b) China
- c) Russia



7. It is a

- a) yard
- b) window
- c) umbrella



3. The boy is

- a) America
- b) American
- c) Turkish



8.is Helen.

- a) he
- b) she



4. Tom is from

- a) English
- b) England



9. It is

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



5. It is

- a) an apple
- b) an orange
- c) a lemon



10. He is a

- a) king
- b) queen
- c) boy



TEST YOURSELF 2

It is very essential to test the students' knowledge of English in order to identify vulnerable points. Therefore we decided to introduce Test yourself section. You can do it in many different ways depending on your class size, level of English of your students and so on. The following is only one of the possible ways how you can test their knowledge. Special hours are not given for "Test yourself". Teachers can use these sections at any appropriate time for them.

Playing the game.

Basic procedure

Choose categories of lexis that you would like to practise with the children.

Countries and nationalities	number	colour	school
<i>Azerbaijan Azerbaijani</i>	<i>one</i>	<i>red</i>	<i>book</i>

Give the children a photocopied grid.

Give an example of what they have to do. Elicit from the class one word for each of the categories, and write them in.

Then give the children three minutes (or however long you think the children need) to fill in as many words as they can. Allow them to use their course books or dictionaries to help.

Let the children compare their answers with a friend, and fill in any gaps they may have. Check the answers with the whole class and see how many words they found for each category.

Divide the class into pairs or groups. Have your students get ready for presentation. Take notes first when the students work individually. You can also evaluate them when they are working in pairs or in groups.

TEST YOURSELF 3

Circle the correct answer.

1) Aydan has got . . . hair.

- a) long
- b) short

2) Her eyes are

- a) black
- b) blue

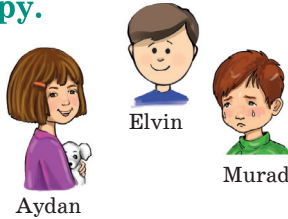
3) She is

- a) fat
- b) thin



4) _____ is happy.

- a) Murad
- b) Aydan
- c) Elvin



5) A bear is a _____ animal.

- a) weak
- b) small
- c) strong



6) The mouse is _____.

- a) small
- b) big
- c) strong



7) Choose the right opposite.

- a) strong/thin
- b) thin/fat
- c) fat/strong

8) I have got a _____ in the living room.

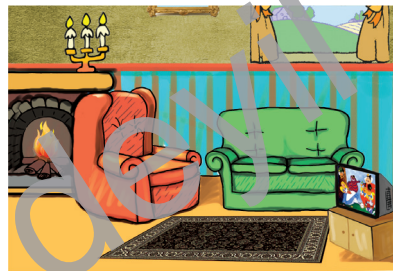
- a) wardrobe
- b) fireplace
- c) blanket

9) The _____ is in the bedroom.

- a) pillow
- b) armchair
- c) table

10) The carpet is _____.

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



Key Answers:

- | | |
|------|-------|
| 1. b | 6. a |
| 2. a | 7. b |
| 3. b | 8. b |
| 4. c | 9. a |
| 5. c | 10. c |

TEST YOURSELF 4

Choose the correct answer:

1) It is a _____.

- a) hat b) cup c) cat



2) The girl is _____.

- a) Azerbaijanian
b) Azerbaijan
c) America



3) Twenty is:

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

4) They have not got a _____ in their classroom.

- a) map
b) sofa
c) pencil

5) _____ is a lilac.

- a) these
b) those
c) this

6) Cats _____ sing songs.

- a) can
b) can't

7) Animals _____ speak.

- a) can
b) cannot

8) Children _____ play games.

- a) can
b) can't

9) Banana is _____.

- a) red
b) orange
c) yellow

10) My grandmother is my _____.

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

SUMMATIVE TEST 1

A special hour is delivered to summative testing. You can use the tests for assessment like the following.

Summative test 1. You can plan to test your students' knowledge in many different ways. Some teachers do it only by giving them grammar tests. But at the same time we can evaluate the students' knowledge while they are participating in the activities or giving presentations.

Give each child a blank piece of paper (half an A4 sheet cut vertically is ideal) and explain how to play the game. The four basic steps are as follows:

1. They write something, according to the questions you ask them.
2. They fold their paper over, so that nobody can see what they've written.
3. They give the paper to the person sitting next to them.
4. They repeat steps from 1 to 3 with a new question.

Show the children how they must fold the paper after they have written each section.

Guide the game by asking the children to think of an imaginary character and then asking them questions. Ask:

What's your name?

How old are you?

How many eyes have you got?

How many legs have you got?

Have you got many friends?

What is your friend's name? and so on.

When everybody has finished, tell them to pass the paper on one more time and then let the children unravel their consequence sheet and read the description.

You can ask the children to tell each other or the class about their character.

There is another suggestion below. You can play the game as well. While the students are playing you can evaluate your students' knowledge of the language.

The 'Pen' game

Aims of the game This is a writing game good for revising vocabulary items and for recognising words outside the confines of a lexical set.

Basic procedure

Show the children how to play the game. Write a word on the board, e.g. pen. Then elicit a word beginning with each of the letters from the class. Write the words next to each letter.

Pencil
Egg
Notebook

Ask the children to take a piece of paper or their exercise books. Dictate words to them, or write words on the board for the children to copy.

Then let the children work in pairs to see how many of the word puzzles they can complete. Check the answers with the whole class, and see how many words the children have thought of.

If you've already covered plurals, you might like to play the game using only plural words, e.g. P – pencils, E – elephants, N – noses.

2 Extending the game: flashcards

Hold up a FLASHCARD and ask the children to write the word, e.g. cat. Then let them play the game in pairs as before.

3. Extending the game: making sentences

Once the pairs have completed each word puzzle they might like to try to make sentences using each word, e.g. I've got 10 pencils. Notebooks are blue.

4. Children playing in groups

The children can easily play this game in pairs or groups of four.

5. Adapting the game: word steps

This game can easily be adapted: rather than asking the children to use each letter in a word, ask them to make steps using the last letter of each word. See how many steps the children can make, without repeating a word, e.g.

6. Homework option

You could easily adapt this game to include a homework activity by giving the children one or two base words and asking them to play the game at home.

pen
1. notebook
2. kite
3. egg
4. grey

SUMMATIVE TEST 2

Choose the correct answer:

1. I.... a student.

- A) are B) is C) am

2. Where he from?

- A) am B) are C) is

3. How old.....they?

- A) are B) am C) is

4. Thisa cat.

- A) are B) is

Choose the plural nouns.

5. A) a book, pens, a pencil
 B) bags, blouses, socks
 C) head, shoes, dress
 D) skirt, pijamas, trousers

Complete the dialogue.

6. A:-Is Kate tall?

B:- Yes,

- A) he is B) she is C) they are

7. A:- Are they your brothers?

B:- No,

- A) are they B) they are not C) they are

Choose the opposites.

8. Jane's hands are small.

- A) nice B) big C) sad

9. The frog is ugly.

- A) green B) happy C) pretty

Choose the correct answer.

10. Samir six masks.

- A) have got B) has got C) is

11. They five boats.

- A) has got B) are C) have got

12. Your mother's sister is your.....

A) grandmother

B) aunt

C) friend

13. Your father's brother is your.....

A) uncle

B) grandfather

C) brother

14. A) The teacher's table is brown.

B) The teacher's table brown.

15. A) The boy has got many books.

B) The boy is got many books.

16. Make up a dialogue.

1. - Ali, have you got a ruler?

2. - Here you are.

3. - Yes, I have.

4. - Can I have your ruler, please?

- A) 1,4,2,3 B) 1,3,4,2 C) 1,4,3,2

17. Leila is a She has got many students.

A) driver

B) teacher

C) doctor

18. Anar is He has got many books.

A) a policeman

B) a driver

C) a student

19. Four and five is

A) eight

B) ten

C) nine

20. -What colour is the lemon?

- It is..... .

A) red

B) yellow

C) white

TALES

WHERE IS MY MOTHER?

SUMMARY

A little dog wakes up one morning and finds his mother is missing. A group of flying monkeys offer to help. They discover that the mother is being held by a ferocious tiger. With their special flying powers the monkeys save the day. Mother and son are reunited happily.

CHARACTER FLASHCARDS

- * The Sad Little Dog (SLD)
- * The Mother Dog
 - * The Cat
 - * The Horse
- * The 3 Monkeys
 - * The Tiger
 - * The Tree
 - * The Sun

SET-UP Choose the children to play the various roles. Now arrange them like in the picture above. Make a small bed for the little dog in the front of the class (lay a blanket on the floor). Set aside an area of the class to be the park (put up some tree pictures). The mother dog and tiger stand in the park. All the other actors sit in the back of the class or on the side until it is their turn to go on.

Use the colored character flashcards to make headband masks, or, fasten a string to the pictures and hang them around the children's necks.

THE SCRIPT

The SLD wakes up, throws off his blanket, stretches and then calls out for his mother.

SLD: Oh, I am thirsty. Mother. Mother. I want some water.

The SLD waits for an answer but hears nothing.

SLD: Mother. Mother. I want some water.

Again, he waits for an answer but hears nothing. The SLD gets up and looks around the house.

SLD: Mother, mother. Where are you?

Again, no answer. The SLD looks worried and starts to wander about. He goes outside. A cat walks up to the SLD.

CAT: Hello little dog.

SLD: Oh, hello little cat. Can you help me?

CAT: Yes, I can help you. What's the matter?

SLD: I can't find my mother.

The cat thinks for a moment.

CAT: Is your mother at home?

The SLD shakes his head.

SLD: No, my mother isn't at home. Oh, where is my mother?

The SLD wanders around again looking for his mother. The cat exits. A horse walks up to the SLD.

HORSE: Hello little dog.

SLD: Oh, hello horse. Can you help me?

HORSE: Yes, I can help you. What's the matter?

SLD: I can't find my mother?

The horse thinks for a moment.

HORSE: Is your mother at home?

The SLD shakes his head.

SLD: No, my mother isn't at home. Oh, where is my mother?

The SLD wanders around again looking for his mother. The horse exits. Three monkeys walk up to the SLD.

MONKEYS: Hello little dog.

SLD: Hello monkeys. Can you help me?

MONKEYS: Yes, we can help you. What's the matter?

SLD: I can't find my mother.

The monkeys look at each other.

MONKEYS: Your mother is in the park.

The SLD is excited.

SLD: Really? My mother is in the park.

MONKEYS: Yes, come. We can fly to the park.

The SLD is surprised.

SLD: You can fly?

The three monkeys show the SLD their wings.

Monkeys: Yes, look. We can fly. Come.

The 3 monkeys take the SLD and fly him over to the park area of the classroom. In the park a tiger is holding Mother Dog. The tiger student can stand over the mother dog or even have a small rope around her waist.

SLD: Look. Look. It's my mother. And a tiger. Oh, help my mother. Please.

The three monkeys stop and put the SLD down.

MONKEYS: Stay here.

The monkeys then fly over to the tiger. The tiger growls and makes lots of noise. The monkeys hoot and holler. This is fun time. Let all the students make noise and funny gestures. Then, the monkeys carry the tiger off to a corner and make a circle around him. The tiger snarls like he is trapped in a cage.

The SLD rushes over to his mother.

SLD: Oh Mother. You are okay.

MOTHER: Oh little dog. Thank you.

They give each other a big hug. Let the students ham this part up if they want.

MOTHER: Let's go home.

SLD: Okay. I am thirsty.

The SLD and Mother Dog exit.

TALES

SADLITTLE

SUMMARY

A little worm has no friends: no big friends, no little friends, no tall friends, no short friends, etc. Eventually, he finds an apple to be his friend. But what do worms like to do to apples? Eat them, of course. The poor worm loses his only friend.

CHARACTER FLASHCARDS

- * The Sad Little Worm (SLW)
- * The Big Cow
- * The Pretty Ant
- * The Long Snake
- * The Boy
- * The Apple
- * The Tree
- * The Sun

SET-UP Choose the children to play the various roles. Now arrange them like in the picture above. The SLW stands in the front of the class. To the side stand the apple and tree. All the other characters can sit behind waiting for their turn.

Use the colored character flashcards to make headband masks, or, fasten a string to the pictures and hang them around the children's necks.

THE SCRIPT

The SLW paces back and forth in front of the class. He makes gestures to match the descriptive words "big, little, tall, short, pretty and ugly".

SLW: I have no friends. No big friends. No little friends. No tall friends. No short friends. No pretty friends. No ugly friends. I have no friends. Boo hoo.

As the SLW cries the cow walks up to him.

COW: Hello.

The SLW looks up.

SLW: Hello. Who are you?

COW: I am Big Cow.

SLW: Oh, are you my friend?

The cow shakes his head and laughs:

COW: Oh, no, no, no. I am not your friend.

The SLW asks why in a very dramatic fashion.

SLW: Why?

COW: Because I am big and you are little. I don't like little friends.

The SLW is very angry.

SLW: Oh, I don't like you. Go away.

The cow shrugs and walks away. The SLW cries again.

SLW: Oh, I have no friends, and I am little.

Just then the ant walks by and says:

ANT: You are not little.

The SLW is excited again.

SLW: Really. Who are you?

ANT: I am Pretty Ant.

SLW: Oh, are you my friend?

The ant laughs and says:

ANT: Oh, no, no, no. I am not your friend.

The SLW is confused again.

SLW: Why?

ANT: Because you are ugly and I am pretty. I don't like ugly friends.

The SLW is angry again.

SLW: Oh, I don't like you. Go away.

The ant shrugs and walks away. The SLW starts to cry.

SLW: Oh, I have no friends. And I am ugly.

Just then the snake walks by and says:

SNAKE: You are not ugly.

SLW: Really? Who are you?

SNAKE: I am Long Snake.

SLW: Are you my friend?

The snake laughs and says:

SNAKE: Oh, no, no, no. I am not your friend.

SLW: Why?

SNAKE: Because you are short and I am long. I don't like short friends.

The SLW is even more angry this time.

SLW: Oh, I don't like you. Go away. Go away.

The snake shrugs and walks away. The SLW starts to cry again. He sits down near the apple tree.

SLW: Oh, I have no friends.

In the apple tree, the apple says:

APPLE: I am your friend.

The SLW looks for the voice. The apple is up high but the SLW keeps his eyes low as he looks around.

SLW: What? What? Who are you?

APPLE: I am Red apple.

SLW looks around for the apple again.

SLW: Where are you?

The Apple waves his hands and shouts:

APPLE: Here. In the tree.

TALES

SLW looks up. Just then the boy walks by and stands over the SLW.

BOY: Oh, look. It's a short, little, ugly worm. I don't like worms.

The boy lifts his leg to step on the SLW. The Apple shouts:

APPLE: No!!!!!!

The apple jumps down from the tree and knocks the boy on the head. The boy falls down. He shakes and rubs his head. Then he spots the apple who is now sitting on the floor beside the SLW.

BOY: Oh, it's a red apple. I like red apples.

The boy opens his mouth and pretends to bite the apple. The apple backs up. This can be a funny scene with the boy chasing the apple around the classroom a few times.

APPLE: Help me! Help! Little worm! Help me!

The SLW stands up and runs between the apple and the boy. The SLW makes a protective gesture in front of the apple. The boy stops and says:

BOY: Oh. The apple has a worm. Yuck.

The SLW makes an ugly face and barks at the boy.

SLW: Go away!

The boy walks away in disgust.

The SLW and the apple hug each other.

APPLE: Thank you friend. Thank you.

The SLW looks surprised.

SLW: What? Are you my friend?

APPLE: Yes. I am your friend.

SLW: Oh, I have a friend. Hurray. Hurray.

The SLW jumps up and around in happiness.

SLW: I am so happy. Let's go eat.

APPLE: Eat? Eat what?

The SLW thinks for a moment.

SLW: Let's eat.....you! Yes, let's eat you.

The apple looks scared.

APPLE: Eat me?

SLW: Yes, I am a worm. Worms like to eat apples.

The SLW opens his mouth and moves toward the apple. The apple screams and runs away. The SLW chases the apple around the class. Eventually the apple gets away (he can leave the classroom).

SLW: Come back. Come back.

The SLW stops running and stands in front of the class again. He looks very sad. He sighs and says:

SLW: Oh, I have no friends.

THE MOUSE FAMILY CHRISTMAS

SUMMARY

It's Christmas day but the mouse family has no presents. Why? Because the cat is sitting outside their hole waiting. Father braves the cat to get some presents for his family. He succeeds and in the process turns the feline into a true fat-cat.

CHARACTER FLASHCARDS

- * Father Mouse
- * Mother Mouse
- * Baby Mouse
 - * The Cat
 - * Fat Cat
- * Presents
- * Christmas tree
- * Stinky Cheese

SET-UP Choose the children to play the various roles. Now arrange them like in the picture above. Make sure there is some kind of divider between the cat and mouse family: a desk on its side, an old blanket, a classroom divider, a large sheet of cardboard, etc. Outside the classroom, place a number of wrapped boxes in a sack.

Use the character flashcards to make headband masks, or, fasten a string to the pictures and hang them around the children's necks.

THE SCRIPT

Father and Mother mouse are in their mouse hole sitting around the Christmas tree. Baby Mouse wakes up and runs to the tree.

BABY: Merry Christmas, Mother. Merry Christmas, Father.

MOTHER AND FATHER: Merry Christmas Baby Mouse.

Baby Mouse looks at the tree. There are no presents under it.

BABY: Where are the presents?

FATHER: We have no presents. I'm sorry.

BABY: No presents. Why?

MOTHER: We can't go out to buy presents. The cat is there. Look.

Mother takes baby mouse to the divider and shows him the cat. Make sure both students peep around the divider cautiously, as if they really are scared to be seen by the cat.

BABY: Oh, you bad cat!

MOTHER: Shh! He can hear you.

Baby Mouse starts to cry.

BABY: Oh, no presents. Boo hoo.

MOTHER: It's okay. It's okay.

Father stands up and makes an angry face.

FATHER: I am going to buy some presents.

MOTHER: No. No. The cat will eat you.

FATHER: It's okay. I have an idea.

Father takes out a big piece of stinky cheese.

MOTHER AND BABY: Whew! That smells bad.

FATHER: Yes, it is old and bad cheese. Look.

Father throws the cheese over or around the divider. The cat jumps on the cheese and eats it up (the student stuffs it under his shirt). Then, the cat starts to moan. He rolls on the ground and holds his stomach.

CAT: Oh, the cheese is old and bad. I have a stomachache.

FATHER: Okay, I can go now.

Father steps around the divider and walks carefully past the cat. The cat looks at father and tries to swipe him with a paw, but he is in too much pain to move. Father walks across the floor and exits through the classroom door. A few seconds later he opens the door and steps back into the classroom with a large sack of presents. The cat sees him and jumps up.

CAT: I feel better now.

FATHER: Are you hungry?

CAT: Yes, I am very hungry.

FATHER: Then eat this.

Father throws a present at the cat. The cat pounces on it and eats it up (again, the student stuffs it under his shirt). Note: it is important that the mouse student not throw the present too close to him or herself the first time.

CAT: That tastes good. But I want to eat you.

The cat takes a step toward Father Mouse.

FATHER: No. Eat this.

Father throws another present at the cat. The cat pounces on it and eats it up.

CAT: That tastes good, too. But I want to eat you.

The cat takes another step toward Father Mouse.

FATHER: No. Eat this.

Father throws another present at the cat. The cat pounces on it and eats it up.

CAT: That tastes good, too. But I want to eat you.

The cat takes another step toward Father Mouse. He should be very close now. Father looks very scared. Meanwhile, Mother and Baby can be watching this activity from behind the divider.

FATHER: No. Eat this.

Father throws another present at the cat. The cat pounces on it and eats it up.

CAT: That tastes good, too. But I want to eat you.

The cat takes another step toward Father Mouse. This time though, he falls and lands on his big stomach. He tries to push himself up but can't. His stomach is too full of presents.

CAT: Oh, I can't move. My stomach is too big.

FATHER: Ha. Ha. Then you can't eat me.

Father mouse walks over and pinches the cats tail. The cat tries to turn around but can't. Father laughs and goes back around the divider into the mouse hole.

BABY: Father, you're back. Hurray!

FATHER: And I have presents for everyone. Merry Christmas.

MOTHER AND BABY: Merry Christmas.

The mouse family sits down and starts to open the presents. If the class is performing for an audience, the family (and cat) can sing a Christmas carol at this point.

TALES

THE EASTER BUNNIES

SUMMARY

Two Easter bunnies deliver a chocolate bunny to each child in the class. Unfortunately, one Easter Bunny loves chocolate too much and eats a part of each bunny. He gets a useful lesson in the end though, when a dog (who loves Easter bunnies) tries to take a bite of him.

CHARACTER FLASHCARDS

- * Easter bunny 1
- * Easter bunny 2
- * chocolate bunny
 - * student
 - * dog

SET-UP Choose two children to play the Easter Bunnies. Get them to stand at the front of the class. Provide them with a bag filled with paper chocolate bunnies.

Arrange the class in a U shape so the Easter bunnies can go student to student handing out the chocolate bunnies. Choose one child to play a dog. Get this child to sit with the last student in the U.

Make paper bunny ears for the two Easter bunnies. Fasten them to a thin band of paper (stapled into a circle) and place them on the bunny children's heads. Tie some cotton to a string and get the bunny students to tuck the string into the back of their pants. This will give them a fluffy white tail.

THE SCRIPT

The two bunny children stand at the front of the class. The first one says:

EB1: It's Easter. We have to give chocolate bunnies to all the children.

EB2 says in an exaggerated, proud voice:

EB2: I looooooove chocolate bunnies.

It is important that EB2 says this line in a funny, exaggerated voice. Encourage the children to really ham it up by setting the example.

EB1: Me too. Okay. Let's go.

EB1 picks up a bag of chocolate bunnies and gives it to EB2. The two start to walk around the classroom. EB2 walks behind EB1. He pretends to nibble on

the chocolate bunnies. Suddenly EB1 turns around. He looks at the chocolate bunnies.

EB1: Oh, no. You ate the ears, head, legs, and nose.

EB2 smiles and says in his exaggerated voice:

EB2: Yes. I looooooove chocolate bunnies.

EB1 sighs.

EB1: Let's go.

The two bunny children walk to the first student. They stand in front of the student and pretend to ring a doorbell.

Student1: Hello. Who is it?

EB1 & 2: The Easter bunny.

Student1 pretends to open his door.

EB1: Here you are. Here is your chocolate bunny.

Student1: Thank you.

Student1 looks at chocolate bunny.

Student1: Hey. Where are the ears?

EB1 points to EB2.

EB1: I'm sorry. He ate the ears.

EB2: Yes, I looooooove chocolate bunnies.

Student1 huffs and closes his door angrily. The two bunnies walk to the second student. Again they pretend to ring a doorbell.

Student2: Hello. Who is it?

EB1 & 2: The Easter bunny.

Student2 pretends to open his door.

EB1: Here you are. Here is your chocolate bunny.

Student2: Thank you.

Student2 looks at chocolate bunny.

Student2: Hey. Where are the ears?

EB1 points to EB2.

EB1: I'm sorry. He ate the ears.

EB2: Yes, I looooooove chocolate bunnies.

Student2 huffs and closes his door angrily. The two bunnies walk to the second student. Again they pretend to ring a doorbell.

Student3: Hello. Who is it?

EB1 & 2: The Easter bunny.

Student3 pretends to open his door.

EB1: Here you are. Here is your chocolate bunny.

Student3: Thank you.

Student3 looks at chocolate bunny.

Student3: Hey. Where are the ears?

EB1 points to EB2.

EB1: I'm sorry. He ate the ears.

EB2: Yes, I loooooove chocolate bunnies.

Student3 huffs and closes his door angrily.

The bunnies continue around the classroom. Each child receives a bunny but then is angry that a part of the bunny is missing. Finally, the Easter bunnies come to the last child. They pretend to ring the student's doorbell.

Last Student: Hello. Who is it?

EB1 & 2: The Easter bunny.

The student pretends to open the door. Another student is sitting with this child pretending to be his dog.

EB1: Here you are. Here is your chocolate bunny.

Student: Thank you.

The student looks at the chocolate bunny.

Student: Hey. Where is the leg?

EB1 points at EB2.

EB1: I'm sorry. He ate the leg.

EB2: Yes, I loooooove chocolate bunnies.

The dog student barks suddenly. EB2 is scared and starts to run away. The dog chases EB2 around the class. They both run outside. EB2 takes off his ears and then both children run back inside.

EB1: Where are your ears?

EB2 (looking very upset) points to the dog.

EB2: He ate them.

The dog barks and smiles. In the same exaggerated, proud voice as EB2 he says:

Dog: Yes, I loooooove Easter bunnies.

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Çap için değil

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Əliyeva Rəfiqə Həmid qızı
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