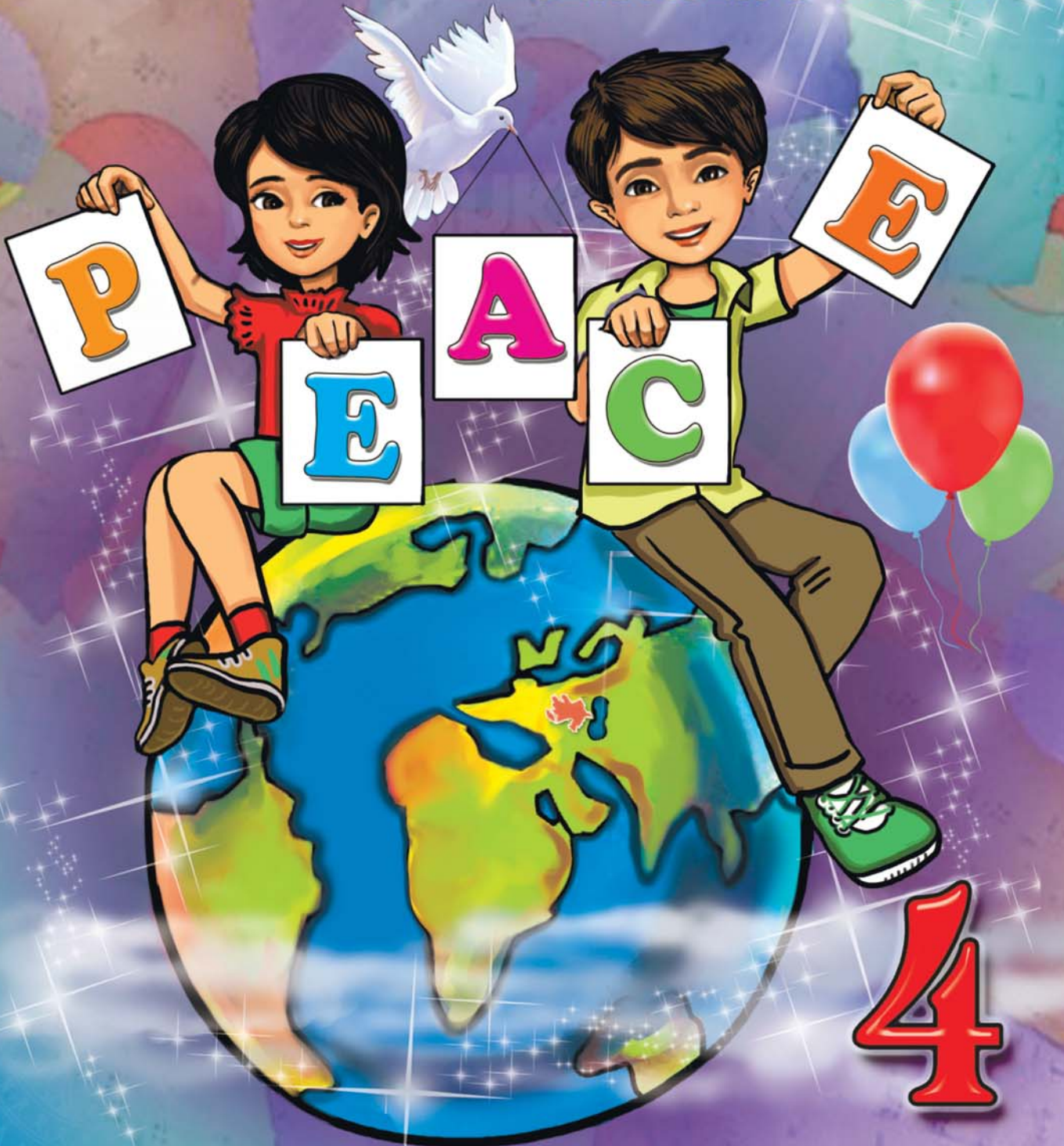


English

TEACHER'S BOOK





Azərbaycan Respublikasının Dövlət Himni

*Musiqisi Üzeyir Hacıbəylinin,
sözləri Əhməd Cavadındır.*

Azərbaycan! Azərbaycan!
Ey qəhrəman övladın şanlı Vətəni!
Səndən ötrü can verməyə cümlə hazırız!
Səndən ötrü qan tökməyə cümlə qadiriz!
Üçrəngli bayrağınla məsud yaşa!
Minlərlə can qurban oldu!
Sinən hər bə meydan oldu!
Hüququndan keçən əsgər,
Hərə bir qəhrəman oldu!

Sən olasan gülüstan,
Sənə hər an can qurban!
Sənə min bir məhəbbət
Sinəmdə tutmuş məkan!

Namusunu hifz etməyə,
Bayrağını yüksəltməyə
Cümlə gənclər müştəqdir!
Şanlı Vətən! Şanlı Vətən!
Azərbaycan! Azərbaycan!

NƏRMİNƏ ƏLİYEVƏ, GÜLŞƏN HÜSEYNOVA,
RƏFİQƏ ƏLİYEVƏ

English

Teacher's book

4-cü sinif

MÜƏLLİM ÜÇÜN METODİK VƏSAİT

*Azərbaycan Respublikası Təhsil Nazirliyinin
17.06.2011-ci il tarixli 1133 №-li əmri ilə təsdiq edilmişdir.*



- **School Again**
- **Countries and Nationalities**
- **Food**
- **Hobbies**

- **Holidays**
- **Time**
- **Animals**
- **Sport**



BAKI-2015

İxtisas redaktoru: Dünyamin Yunusov,
filologiya elmləri doktoru, professor

Ə 56 Nərminə Əliyeva, Gülşən Hüseynova, Rəfiqə Əliyeva

İngilis dili. 4-cü sinif. Müəllim üçün metodik vəsait.

Bakı, «Təhsil», 2015, 88 səh.

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

© Azərbaycan Respublikası
Təhsil Nazirliyi, 2015

Introduction

Welcome to English 4

Dear teachers,

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

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

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

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

Unit 2 Simple Present tense Wh questions;

Unit 3 like + verb + ing;

Unit 5 Prepositions; Irregular nouns

Unit 6 What time is it? Alternative questions

Unit 7 Can

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

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

STUDENT'S BOOK

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

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

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

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

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

Majority of exercises serve to extend speaking often with an optional writing component.

Remember section develops study skills, with practice activities.

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

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

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

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

English 4 is text based. The texts given in each unit serve to teaching language skills (listening, speaking, reading and writing). Reading passages are also the key on the way of teaching grammar and language materials. The reading passages keep the balance of different

styles of reading. They deal with everyday life and school issues, countries and nationalities, stories, tales, animals, food, hobbies, time, holidays and sport and games.

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

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

The texts in the Student's book have their own design. After each text there are different kinds of related questions and tasks. Majority of reading tasks start with Pre reading which makes teachers and students' work comfortable. Because the aim and objective of the questions direct them to identify the appropriate content line. The instructions of the tasks are in different colours.

TEACHER'S BOOK

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

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

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

Important elements in English 4

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

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

- Topics and content

We aim to motivate learners by basing units around up-to-date topics of their interest. Students are encouraged to learn more about the world and other cultures through the medium of English, and personalization is strongly emphasized. The differing needs of city and village school children have been kept in mind throughout.

Teaching grammar

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

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

Teaching vocabulary

A wide vocabulary is vital to communicative success, so new lexis is introduced and practiced at every stage in the lessons. Vocabulary input is closely related to the topics and tasks in the units, allowing for plenty of natural recycling. Further practice is provided in the summative

section at the end of each unit. All of the units are topic-based vocabulary lessons. Encourage learner independence to refer to the dictionary throughout the SB.

The speaking tasks

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

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

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

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

Listening

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

Writing

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

- regular type of exercises in the Students' Book, which focus on writing short compositions, letters, notices, etc;

Dealing with correction

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

Learning skills

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

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

Small Summative and Big Summative

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

Give priority to pronunciation... but be realistic

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

Drilling

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

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

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 of the perspectives featured on the cube, as follows:

a) Describe: colours, shapes, sizes, etc.

b) Compare: What is similar? What is different?

c) Associate: What does it make you think of?

d) Analyze: Describe what it is made of.

e) Apply: What can you do with it? How can you use it?

f) Stand for or against it.

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

Making tasks work

Pay attention to seating arrangements. Whether you have fixed desks or more portable furniture, when working in groups or pairs always make sure that students are sitting so that they can hear and speak to each other comfortably. Groups should be in a small circle or a square rather than a line, for example. Empty desks between students may mean that they have to raise their voices to a level at which they feel self-conscious when speaking English – this can have a negative effect on any pair work or a group work activity.

Give students time to think and plan

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

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

Give your feedback at the end and make it positive!

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

The table of realization of the content standards.

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

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

There are four content lines for the fourth grade:

1. listening;

2. speaking;

3. reading;

4. writing.

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

The number of the content line	The number of the standard	The number of the benchmark	Grade 4
1	1	1	Follows the instructions. N.L.: 1.1.1 S.s.: 3.1 Tech.: 1.3.5. CS.: 3.2.2.;
1	1	2	Does simple tasks concerning the texts listened. N.L.: 1.1.1. Tech.: 2.1.4; Math.: 1.1.2; Arts.: 2.2.4. Inf.: 3.2.4.
1	1	3	Differentiates speech etiquettes in the listened text. N.L.: 1.2.5; 4.1.6; CS.: 1.2.3;
2	1	1	Pronounces small speech patterns correctly. N.L.: 1.2.1. Mus.: 3.1.1;
2	1	2	Pronounces the sentences learned with correct intonation. N.L.: 2.2.1.
2	2	1	Names objects, cases and situations (flat, the place he/she lives in). CS.: 3.1.1; A.: 2.2.1.
2	2	2	Counts features (quality, form) of the named objects, mentions their places. CS.: 1.1.1.; L.K.: 1.1.1; 2.3.1; 4.1.1.; N.L.: 2.2.1; 4.1.6; S.s.: 1.3.1; Arts: 1.2.1; 3.1.4;
2	2	3	Describes objects, cases and situations with the words that have already been learned. CS.: 2.2.3; 1.1.1.; 1.3.2; 2.3.2; 4.1.1; Arts.: 2.2.2; S.s.: 2.3.1; N.L.: -2.3.2.
2	2	4	Builds up communication using language material. N.L.: 1.2.4; 2.1.2;
3	1	1	Reads letters and letter combinations and words correctly.
3	1	2	Reads word combinations and sentences correctly.
3	1	3	Reads small texts with correct intonation and demonstrates correct understanding of its contents. N.L.: 2.2.1.
4	1	1	Writes letters and letter combinations and words correctly.
4	1	2	Writes learned word combinations and sentences correctly.

The abbreviations mean the following:

SB – student’s book	TPR Total Physical Response	Math Mathematics
WB – workbook	S-S Social Studies	FL Foreign Language
Ex – exercise	T teacher	A Art
PW – Pair Work	P pupil	Az L Azerbaijani language
p. page	Ps pupils	Tech Technology
GW – Group Work	NL Native Language	Mus. Music
HOs – Handouts	Ph T Physical Training	CS – Computer Studies

INTRASUBJECT INTEGRATION Grade 4

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

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

Exercises

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

Fill in the blanks

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

2. There are some words or phrases left in the passage. It is asked to fill the blanks with appropriate words or phrases.

3. There are some words (sentences, paragraphs) left in the passage. Jumbled words (sentences, paragraphs) are given and the student is asked to use (write or read) sentences in the appropriate place.

Following the coherency

1. The text is coherent, but illustrations given are jumbled. It is required to put illustrations in the right order.

2. Words in sentences are jumbled. It is required to put the words in the right order.

3. Some pictures reflecting the content of the text are given in the task. Students should find the coherency according to the content of the text.

4. Some words are wrong either in listening or reading. Students listen /read and find it according to the content.

True or False

1. There are some sentences in the exercise. Some of them reflect the content of the text and some don't. Students write the true and false statements in the appropriate cell.

Find the matches

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

Training technologies

To choose the right method in the organization of the lesson is an important issue. The coordination of the separate pupils and groups' independent activity with the training implemented by the teacher are essential here. The main goal in the modern training is not only to adopt training material, give current knowledge and skills to the pupils, but also to work independently with the facts and sources, develop the abilities of analyzing and extracting independent results. Evaluation concept is also different. Here we take into account the knowledge and ability of perception of reading, thinking logically and creatively, generalization, working independently as an essential evaluation criteria. Besides this, it is important to say that, an interactive method is not only a goal, but also the aim of realization of the content standards in the Curriculum. That is why a teacher should choose the most effective way of realization of these standards. The experience shows that, it is possible to achieve the aim more effectively with interactive methods. In order to achieve the goal it is important to use some activity models and methods within the lesson. The explanations of some methods spread widely in the interactive teaching. Textbook authors have given some of them below.

KWL reading method

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

K stands for Know

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

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

Think of it as a pre-reading inventory.

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

W stands for Will or Want

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

- Preview the text's table of contents, headings, pictures, charts etc.
- Discuss what you want to learn
- List some thoughts on what you want, or expect to learn, generally or specifically.
- Think in terms of what you will learn, or what you want to learn about this.
- Turn all sentences into questions before writing them down.

- They will help you focus your attention during reading.
- List the questions by importance.

L stands for Learned

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

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

Brainstorming is also implemented to draw attention and carry out diagnostic evaluation. Its literal meaning is 'brain thinking'. The question is written on the blackboard. The pupils do not hesitate to express their opinions on the questions. All ideas are noted without any discussion and right ideas are found out, summarized and analyzed in the end.

Word associations play as a diagnostic evaluation role testing the pupils' associative thinking ability during the motivation. The main word relating with the content that is going to be learned is written on the blackboard. Pupils express their ideas around this word.

Group WORK model offers opportunity to the development of pupils' critical thinking in the process of receiving information and responding to it. Here the activity occurs according to the following scheme:

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

When the group work activity works, we are pleased. But when it does not—when the learners stare at each other without speaking or when two learners begin an argument that threatens to disrupt the whole lesson—we know we should have done it better.

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

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

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

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

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

Classroom Language

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

Intersubject and Intrasubject integration

Some of the content standards on English language to be attached to the perception, and others to the applying stage offer opportunities for Intersubject integration. For instance, some words are eliminated in the text and it is ordered to determine the grammatical form of them from the point of context thus creating vertical integration among the reading and language rules content lines. Sometimes, realized content standards are approached. For example, in the interpretation of lesson, 'Can identify the parts of a reading passage' belongs to the fifth class content standard. During the intersubject integration, integrated content standards sometimes are not shown as teaching objective. This depends on the weight of that standard in the lesson.

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

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

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

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

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

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

Assessment and evaluation

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

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

The means used for diagnostic assessment:

- Observation
- Talks
- Interview
- Tasks
- Cooperation with parents and other subject teachers, monitoring of progress (formative assessment).
Can students progress toward adopted standards?
- Means for formative assessment:

- Observation
- Students' oral answers
- Analyzing students' written work
- Test results
- The schemes for formative assessment

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

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

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

The schemes for holistic assessment

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

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

- Presentations
- Tests
- Demonstration of achievement

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

Self-assessment table on group work

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

A sample of Self evaluation

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

A sample of teacher's evaluation

Criteria	Excellent	Good	Satisfactory	Weak
The student can:				
choose....				
identify....				
fill.....				
speak on the topic.....				
reply				
match....				
write about.....				
listen and find the general meaning.....				
listen and find specific info.....				

Criteria	Excellent	Good	Satisfactory	Weak
The student can:				
work in groups....				
work in pairs...				
speak about.....				
read the topic on				
understand the meaning of new words in the context				
develop questions on the content of the text.....				
write short passages				
recognize tense forms and places the event happened				

SYLLABUS

	Standards	Unit	Topic	Hour	Integrat	Resources	Evaluation
1.	Diagnostic assessment 1h						
2.	1.1.1; 1.1.2; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.4; 3.1.1; 3.1.2; 4.1.1; 4.1.2.	Unit 1 School again	Lesson 1. Welcome to school There is/are Is there/ Are there	2h	NL 1.1.1 Ss 3.1 Tech 1.3.5 CS 3.2.2	Pictures. Text book , electronic slides	Checklists Self evaluation
3.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.2; 4.1.1; 4.1.2.		Lesson 2. At my uncle's How many....? Singular and plural form of Irregular nouns	1h	NL 1.1.1 Math 1.1.2 Arts 2.2.4 Tech 1.3.5 CS 3.2.2	Pictures. Text book, electronic slides HOs	Self-assessment
4.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.2; 4.1.1; 4.1.2.		Lesson 3. At the picnic Simple Present Tense	1h	NL 1.2.5 4.1.6 CS 1.2.3 Math 1.1.2 Arts 2.2.4 Tech 1.3.5	Pictures. Text book, electronic slides	Peer assessment
5.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.2; 4.1.1; 4.1.2.		Lesson 4. At the summer house Simple Present Tense 3rd person singular Yes/No questions	2h	NL 1.1.1 Math 1.1.2 Arts 2.2.4 Tech 1.3.5 Mus 3.1.1	Pictures. Text book , electronic slides HOs	Self assessment Presentation
6.	Small summative 1 1 h						
7.	1.1.1; 1.1.2; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.2; 4.1.2.	Unit 2 Countries and nationa- lities	Lesson 1. My pen friend Simple Present Tense WH questions	2h	NL 2.2.1 Math 1.1.2 Arts 2.2.4 Tech 1.3.5 CS 3.1.1	Pictures. Text book, electronic slides HOs	Self-assessment

	Standards	Unit	Topic	Hour	Integration	Resources	Evaluation
8.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.2; 4.1.1; 4.1.2.		Lesson 2. The United Kingdom	2h	CS 1.1.1 NL 2.2.1 4.1.6 Ss 1.3.1 Arts 1.2.1 3.1.4	Pictures. Text Book pictures, electronic slides Flash cards	Self-assessment Presentations
9.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.2; 4.1.1.	Unit 3 Food	Lesson 1. My favourite food Like+verb + ing	1h	CS 2.2.3 1.1.1; 1.3.2; 2.3.2; 4.1.1; Arts 2.2.2 Ss 2.3.1 NL 2.3.2	Pictures. Text Book pictures, electronic slides Flash cards	Self-assessment
10. Small summative2 1 h							
11.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.2; 4.1.1.		Lesson 2. Green boy's food	1h	NL 1.2.4 2.1.2	Pictures. Text Book pictures, electronic slides Flash cards	Self-assessment Peer assessment
12.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.2; 4.1.1 4.1.2		Lesson 3. Cookies, cookies, cookies	1h	NL 2.2.1 Math 1.1.2 Arts 2.2.4 Tech 1.3.5 CS 3.1.	Pictures. Text Book pictures, electronic slides Flash cards HOs	Self-assessment Questionnaire
13. Big summative 1 1 h							
14.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.2; 4.1.1.	Unit 4 Hobbies	Lesson 1. My hobby	1h	NL 1.1.1 Math 1.1.2 Arts 2.2.4 Tech 1.3.5 Mus 3.1.1	Pictures. Text Book pictures, electronic slides Flash cards	Self-assessment Presentations
15.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.2; 4.1.1; 4.1.2.		Lesson 2 Computer games	2h	NL 1.1.1 Math 1.1.2 Arts 2.2.4 Tech 1.3.5 Mus 3.1.1	Pictures. Text Book pictures, electronic slides Flash cards HOs	Self-assessment
16.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.2; 4.1.1; 4.1.2;		Lesson 3. My favourite TV programme	1h	NL 1.1.1 Math 1.1.2 Arts 2.2.4 Tech 1.3.5 CS 3.2.2	Pictures. Text Book pictures, electronic slides Flash cards	Self-assessment Presentations
17.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.2; 4.1.1; 4.1.2.	Unit 5 Holidays	Lesson 1. Happy New Year	1h	NL 1.1.1 Math 1.1.2 Arts 2.2.4 Tech 1.3.5 Mus 3.1.1	Pictures. Text Book pictures, electronic slides Flash cards	Self-assessment
18.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.2; 4.1.1; 4.1.2.		Lesson 2. Hello spring	1h	NL 1.1.1 Math 1.1.2 Arts 2.2.4 Tech 1.3.5 Mus 3.1.1	Pictures. Text Book pictures, electronic slides Flash cards HOs	Self-assessment Presentations

	Standards	Unit	Topic	Hour	Integration	Resources	Evaluation
19. Small summative 3 1h							
20.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.2; 4.1.1; 4.1.2.		Lesson 3. Novruz holiday	1h	NL 1.1.1 Math 1.1.2 Arts 2.2.4 Tech 1.3.5 Mus 3.1.1	Pictures. Text Book pictures, electronic slides Flash cards HOs	Self-assessment Presentations
21.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.2; 4.1.1.	Unit 6 Time	Lesson 1. What time is it?	1h	NL 2.2.1 Math 1.1.2 Arts 2.2.4 Tech 1.3.5 CS 3.1	Pictures. Text Book pictures, electronic slides Flash cards HOs	Self-assessment Peer assessment
22.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3 2.2.4; 3.1.1; 3.1.2; 4.1.1 4.1.2.		Lesson 2. My day	1h	NL 2.2.1 Math 1.1.2 Arts 2.2.4 Tech 1.3.5 CS 3.1	Pictures. Text Book pictures, electronic slides Flash cards	Self-assessment
23.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3 2.2.4; 3.1.1; 3.1.2; 4.1.1 4.1.2.		Lesson 3. Months and dates	1h	NL 1.1.1 Math 1.1.2 Arts 2.2.4 Tech 1.3.5 Mus 3.1.1	Pictures. Text Book pictures, electronic slides Flash cards HOs	Self-assessment Presentations
24.	1.1.1; 1.1.2; 1.1.3; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.2; 4.1.1; 4.1.2.	Unit 7 Animals	Lesson 1. At the Zoo	1h	NL 1.1.1 Math 1.1.2 Arts 2.2.4 Tech 1.3.5 Mus 3.1.1	Pictures. Text Book pictures, electronic slides Flash cards	Self-assessment
25.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.2; 4.1.1; 4.1.2.		Lesson 2 Funny animals	1h	NL 2.2.1 Math 1.1.2 Arts 2.2.4 Tech 1.3.5 CS 3.1	Pictures. Text Book pictures, electronic slides Flash cards	Self-assessment Presentations
26. Small summative 4 1h							
27.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.1; 3.1.2; 4.1.1; 4.1.2.	Unit 8 Sport	Lesson 1. In the playground	1h	NL 2.2.1 Math 1.1.2 Arts 2.2.4 Tech 1.3.5 Ph s 1.1.1	Pictures. Text Book pictures, electronic slides Flash cards HOs	Self-assessment Checklist
28.	1.1.1; 1.1.2; 1.1.3; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3 2.2.4; 3.1.1; 3.1.2; 4.1.1; 4.1.2.		Lesson 2. Outdoor games	1h	NL 2.2.1 Math 1.1.2 Arts 2.2.4 Tech 1.3.5 Ph. s 1.1.1	Pictures. Text Book pictures, electronic slides Flash cards HOs	Self-assessment Checklist
29. Big summative 2 1h							

Resources

Appendix 2 Books and articles list & websites

Books

1. Blundell, L. Stokes, J. (1981) Task Listening, Cambridge University Press
2. Burbidge, N. and Leather, S. Co-teaching Global Issues: Teacher Development by Stealth' in Teacher Development Newsletter no.27/1994
3. Buzan, T. (2003) Use Your Head, BBC Active
4. Csikszentmihalyi, M. (1990) Flow (The Psychology of Optimal Experience), Harper Perennial
5. Davis, C. (1995) Extensive Reading: an expensive extravagance? ELT Journal, Vol. 49-4-5 July 1995
6. Day & Bamford (2004) Extensive Reading Activities for Language Teachers, Cambridge University Press
7. Driscoll, L. (2004) Reading Extra, Cambridge University Press
8. Edge, J. (1992) Cooperative Development, Longman
9. Fried-Booth, D. (2002) Project Work (Resource Books for Teachers S.), Oxford University Press
10. Gower, R., Walters, S. and Phillips, D. (1995) Teaching Practice Handbook (Handbooks for the English Classroom Series), Macmillan
11. Gairns, R. & Redman, S. (1992) Working with words, Cambridge University Press
12. Grellet, F. (1981) Developing Reading Skills, Cambridge University Press
13. Harmer, J. Is PPP Dead? Modern English Teacher Vol. 5, no. 2 pp 7-14
14. Hill, David A. Pair work and group work Practical English Teaching, Issue 34
15. Harmer, J. (2001) The Practice of English Language Teaching (3rd ed.), Longman.
16. Head, K. & Taylor, P. (1997) Readings in Teacher Development, Heinemann
17. Harris, M & McCann, P. Assessment (1998), (Macmillan Heinemann)
18. Hill, David A. (1994) Visual Impact: Creative Language Learning Through Pictures, Pilgrims Resource Book
19. Hofstede, G. (1991) Cultures and organizations: Software of the mind, London: Harper Collins
20. Klippel, F. (1984) Keep Talking, Cambridge University Press
21. Kovacevic, Z. Who gives the instructions? English Teaching Professional, Issue 32 (May 2004)
22. Lee, W.R. (1979) Language Teaching Games and Contests, Oxford University Press
23. Nolasco, R. and Arthur, L. (1987) Conversation, Oxford University Press
24. Revell, J. and Norman, S. (1997) In your hands NLP in ELT, Saffire Press
25. Rinvolucri, M. (1994) Grammar Games, Cambridge University Press
26. Rinvolucri, M. & Davies, P. (1995) More Grammar Games, Cambridge University Press
27. Scrivener, J. (2005) Learning Teaching (2nd ed.), Macmillan
28. Spratt, M. Pulverness, A. & Willeams, M. (2005) The TKT (Teaching Knowledge Test) Course, Cambridge University Press
29. St. Clair Stokes, J. (1984) Elementary Task Listening, Cambridge University Press
30. Swan, M. & Walter, C. (1997) How English Works – A grammar practice book, Oxford University Press
31. Tomalin & Stempelski (1993) Cultural Awareness, Oxford University Press
32. Ur, P. (1996) A Course in Language Teaching, Cambridge University Press
33. Ur, P. (1984) Teaching Listening Comprehension, Cambridge University Press
34. Ur, P. (1981) Discussions That Work, Cambridge University Press
35. Ur, P. & Wright, A. (1992) Five-minute activities, Cambridge University Press
36. Utley, D. (2000) The culture Pack, Intercultural communication resources for trainers, York Associates
37. Wajnryb, R. (1992) Classroom Observation Tasks, Cambridge University Press
38. Willis, J. (1996) A Framework for Task-based Learning, Longman Handbooks for Language teachers
39. Woodward, T (2001) Planning lessons and courses, Cambridge University Press
40. Wright, A. (1994) 1000 pictures for teachers to copy, Pearson ELT

Websites British Council sites Teaching English

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

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

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

Language Assistant Manual

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

Other

The Teacher Trainer

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

Developing Teachers

<http://www.developingteachers.com>

Humanising Language Teaching

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

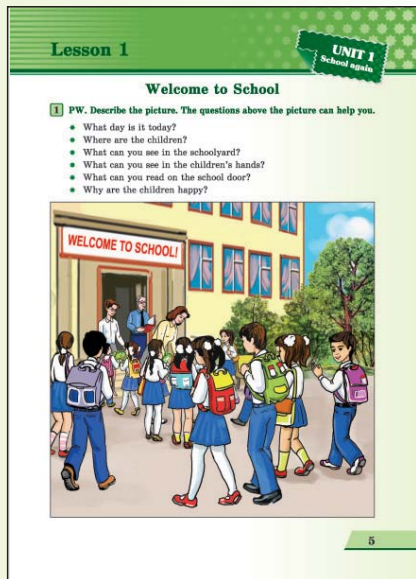
Self assessment

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

Publisher

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

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



Lesson 1 must be taught within 2 hours.

Warm up

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

Hands up! Yes! Yes! Yes!

Shout! No! No! No!

Help! Yes! Yes! Yes!

Sleep! No! No! No!

Eat! No! No! No!

Speak in English

Yes! Yes! Yes!

One, two.

One, two, three.

Speak in English,

Speak with me!

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

Motivation.

Problem situation.

Collective work.

1. What day is it today?
2. Why are you happy today?

Unit 1 School Again

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

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

Lesson 1 Welcome to School

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

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

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

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

Lesson 1

UNIT 1 School again

3. How do you welcome your teachers and friends?

Ask your students to open their SB on page 5. Draw their attention to the picture of school and ask them to describe the picture. For sure this won't be that easy for the students to describe the picture in a very short time. There might be some difficulties. Therefore the authors thought to develop some helpful questions below the picture. With the help of the questions the students can describe the picture and also this will lead them to develop their own sentences as well. When the students are describing the picture add some flavor to their description by asking your own questions using *there is/are*. And help them to begin the answers with the construction *there is/ there are*. After having practiced the description of the picture of school immediately you can start the presentation of new grammar material. Explain to the students the construction *there is/are* by showing them one book on the table. Tell the students: "Look! *There is a book on the table.*" And then showing two books on the table use *there are*. "*There are two books on the table.*" Ask the students: "*Why there is / Why there are.*" Let them identify themselves. At least one will be found there who will guess the singularity and plurality of the objects. Provide other examples. Then draw the students' attention to the grammar rule on page 6 of the SB. Depending on the level of your students and the time left, you can explain *Yes/No* question form of *there is/there are*. Or you can continue at the next lesson. The question form will be easy for your students as they already know the forms of "to be" come before the noun in question sentences. The same rule is appropriate for "there is/are." We can say just the same for the negative form of *to be* in "*there is/are*" construction.

Research question:

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

Draw the students' attention to the pictures on page 6 and 7 in the SB.

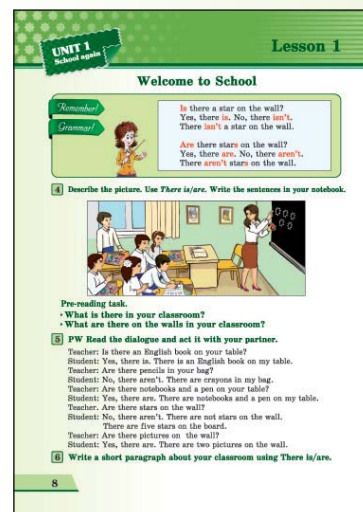
The students see the differences in the number of items in the pictures. Guide them to develop the rule themselves.

Interaction: Collective, Pair and Group work, Individual work

Strategy: Describing, Role play, filling in the gaps

Summarizing.

Output: Students find out the differences between *There is/ There are* and their usage.



EVALUATION TASK:

1 Write *There is / There are*.

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

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

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

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

Example:

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

Lesson 1

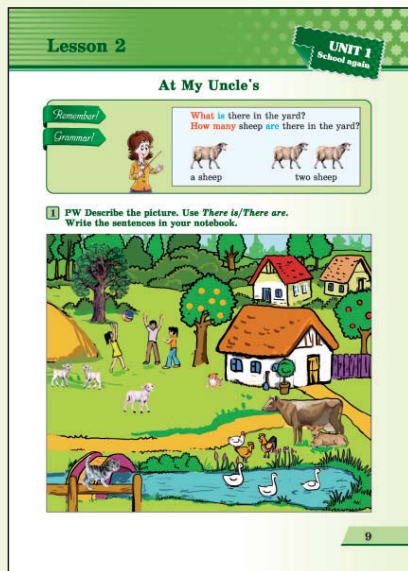
UNIT 1
School again

A sample of Self evaluation

Criteria	Always	Sometimes	Rarely	Never
I can:				
react on the classroom language				
use <i>How many....?</i>				
describe the school in the picture.				
demonstrate the ability of asking questions related to things and situations.				

A sample of teacher's evaluation

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



Lesson 2 must be taught within 1 hour.

Warm up

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

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

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

Motivation. Problem situation.
Collective work.

Lesson 2 At My Uncle's

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

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

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

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

1. Why do you like summer?

Collect the students’ ideas and direct their attention to page 9 in the Student’s book.

Input: Stick some pictures of a village on the wall. Lead the students' attention towards the question sentence “What is there in the picture? Show some pictures of the animals and ask questions: “How many hens are there? How many cows are there? How many sheep are there?” Show a picture of *one sheep* and then show a picture of *two sheep*. Don't tell them the rule yourself. Let your students make a rule for an irregular noun *a sheep- sheep*.

Research questions:

Why do many people go to the village in summer?

How many of you go to the village in summer?

Interaction: Collective, Pair and Group work

Strategy: Describing, Role play, filling in the gaps

Summarizing.

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

EVALUATION TASK:

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

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

2 Circle the correct form.

Example: A sheep – sheeps

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

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

Our village is very beautiful. There ...

A sample of Self evaluation

Criteria	Always	Sometimes	Rarely	Never
I can:				
respond to all questions.				
use There is/are.				
describe our village.				
role play the dialogue				

A sample of teacher's evaluation

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

Lesson 3 **UNIT 1**
School again

At the Picnic

Remember!
Grammar

Simple Present Tense

I
You
We
They → go to picnic.

We use *always, often, usually, every day, after school* in Simple Present Tense.

1 Read the words and practise with your partner.
Write the words in your notebook.

2 Describe the picture. Use Simple Present Tense.

11

Lesson 3 must be taught within 1 hour.

Warm up

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

Motivation. Problem situation.
Collective work.

1. Why do you go to picnic?

Interaction: Collective, Pair and Group work, Individual work

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

Ex 3 Listen to the teacher and fill in the gaps

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

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

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

Lesson 3 At the picnic

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

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

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

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

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

Ask your students to call out the verbs they know (speak, write, read, run, jump, draw, learn, wear etc.). Then ask them to say a pronoun and a verb. Let the students see it is just a bare verb. Practice it for 5 to 10 minutes. Then ask your students to open their SB on page 11. Draw their attention to the picture of a picnic in the forest and ask them to describe the picture. For sure this won't be that easy for the students to describe the picture in a very short time. It is important to present the words in the picture. Let the students read the words and remember them. Start with the verbs that they know. Lead them to use Simple Present Tense. For ex. *They eat bread, cheese, ..., ... Cousins eat chicken and potatoes.* On page 12 there is a short passage about a picnic in the forest. Ask the students the questions in pre-reading task and then ask them to read the passage and answer the questions below it.

Divide the students into groups. Ask them to work in groups and do exercise 4 on page 12. Your students work in groups and describe the picture. The questions in this task are very much helpful to organize their speech using the verbs go, *play, like, eat, love, have a good time* in Simple Present Tense.

Summarizing.

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

EVALUATION TASK:

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

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

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

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



Lesson 3

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

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

A sample of Self evaluation

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

A sample of teacher’s evaluation

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

Lesson 4 **UNIT 1**
School again

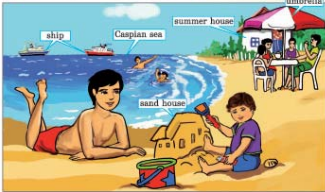
At the Summer House

Remember!
Grammar! Simple Present Tense
He / She / It swims in the sea.

Pre-reading task

- Do you have a summer house?
- Where is it?

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



We have got a _____ in Novkhani. It is on the _____. Every summer we go there. We like hot weather. My mother often takes us to the sea. My little sister Nermin swims in the sea. My little brother Tofiq lies in the Sun. My cousin Amil builds a _____. My uncle and his children drink tea under the _____. There are two _____ in the sea. We love the Caspian sea.

2 Read the text again and choose the verbs in Simple Present Tense. Write them in your copybook.

13

Lesson 4 must be taught within 2 hours.

Warm up

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

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

Motivation. Problem situation.

Collective work.

1. Why do people go to summer house?

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

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

Ask your students to say the verbs they know (*speak, write, read, run, jump, draw, learn, wear etc.*). Then ask them to say a pronoun and a verb. Let the students practice it for 5 to 10 minutes. Then ask your students to open their SB page 13. Draw their attention to the picture of summer house and ask them to describe the picture. For sure this won't be that easy for the students to

Lesson 4 At the summer house

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

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

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

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

describe the picture in a very short time. It is important to present the words in the picture. Let the students read the words and remember them. Start with the verbs that they know. Lead them to use Simple Present Tense. For ex. “*Nermin swims. Tofiq lies in the Sun. Amil builds a sand house.*” On page 13 there is a short passage about the summer house. Ask the students lead in questions and then tell them to read the passage and choose the verbs in Simple Present Tense and write them in their copybooks.

As it is mentioned above this lesson must be taught within 2 hours. At the next lesson there is a presentation of Simple Present Tense, *Yes/No* questions with short answers and negative form of Simple Present. It is advisable to start lesson dividing the students into two groups. Call group 1 “*Do*” and group 2 “*Does*”. Tell them if the sentence begins with *I/you/we/they* group 1 will shout “*Do*”, if the sentence begins with *He/she/it* group 2 will shout “*Does*”. In this way your students will remember the word order and usage of “*Do/Does*” better. Show the students different flashcards and ask them questions in Simple Present Tense. Explain *Yes/No* short answers to the students. Draw the students' attention to the pre-listening questions in SB page 14. Students

listen to the teacher and do exercise 3 on page 14. It is very important to practise new vocabulary. Tell the students to do ex. 4 on page 14. Ask your students to look at the picture in exercise 5 on page 15. Practice Present Simple asking questions about the picture. Then put the students in pairs. Tell them to ask and answer the questions in Simple Present Tense. (exercise 5 on page 15).

Tell the students do True, False statements on page 15. While the students are doing the exercise walk around the classroom and give help.

 Ex 3. Listen to your teacher and fill in the blanks.

I live in the village. My friend Habil lives in Baku. He usually comes to the village during summer. He likes our village. This summer I have my summer holidays in Baku with my friend's family. They have a nice summer house in Bilgah. You can see many flowers in the garden. There are many fruit trees in the garden. On hot summer days we sit under the trees and eat a lot of fruit. Sometimes..... we go to the Caspian sea. We swim in the sea and play games.

Summarizing.

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

EVALUATION TASK:

1 Write answers to the following questions.

1. Do you have a summer house in Novkhani?

2. Do you go to your summer house every summer?

3. Do you like hot weather?

4. Does your brother like the sea?

5. Does your mother often take you to the seaside in summer?

6. Does your little sister usually swim in the sea?

2 Write Yes/No questions to the following sentences.



1. I love my mother very much.

2. She loves her brother very much.

3. We go to the park every evening.

4. I read story books every week.

5. My teacher gives me homework.

A sample of Self evaluation

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

A sample of teacher's evaluation

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

SMALL SUMMATIVE 1

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

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

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

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

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

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

4 Choose the correct answer.

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

Unit 2 Countries and Nationalities

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

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

Lesson 1. My pen-friend

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

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

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

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

Lesson 1 must be taught within 2 hours.

Warm up

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

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

UNIT 2
Countries and nationalities
Lesson 1

My Pen-Friend

Remember!
Grammar!

Simple Present Tense
Wh Questions
Where do you come from?
Where does he/she come from?

Pre-reading task

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

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

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

1 Uli: Hi, Jane. Who is this?
 Jane: Canada? I don't come from Canada.
 Jane: That's Nicole. She's my pen friend. She's twelve.
 Jane: She comes from Canada.
 Uli: Where do you come from?
 Uli: Where does she come from?
 Uli: Do you come from Canada, too?
 Jane: I come from England.

16

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

Motivation. Problem situation. Collective work.

1. Why do you need a pen friend?

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

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

Lots of children around the world are learning English. So your pupils could write to other children anywhere in the world, not just to children whose mother tongue is English. Writing to pen friends is a very practical way to use English. It lets children see the real value of learning another language, communicate and find out about other people. When children do this they are learning about other attitudes and ways of doing things. They are not just practising English. They are opening their minds to the rest of the world. Lots of teachers are interested in finding pen friends for their pupils. You may be able to

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

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

For practice step there is a very good task in the SB on page 16. The teacher can begin with pre-reading task.

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

These two questions are very helpful to do other exercise in the SB and WB. The teacher asks the students to look at the exercise 1 on page 16 where

they can see different students from different countries. She divides the students into small groups under the name of the country in the book. They ask and answer the questions about the people in the picture.

There are dialogues on page 16 and 17 in the SB. The teacher asks the students to work in pairs and practice the dialogues. These dialogues are very good to practice the questions in the Simple Present form. After your students practice the dialogues you can pass to page 18 in the SB. Authors decided to design an extra page for your bright students. Because sometimes bright students find the dialogues easy. On the other hand many students have pen friends in other countries. This page will help them to be able to write messages to their friends. You can start with general questioning. Ask your students about messaging. Then ask them to read the message in the book and write the message to their pen friends.

The students act the dialogues on pages 16 and 17. They also write a message to their pen friends after reading a message on page 18 in the SB. The students take a role of a guide and tourist.

EVALUATION TASK:

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

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

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



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

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

2 Write answers about you.

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



A sample of Self evaluation

Criteria	Always	Sometimes	Rarely	Never
I can:				
respond to all questions.				
use Simple Present tense Wh questions.				
describe the picture “My pen-friend”.				

A sample of teacher’s evaluation

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



Lesson 2 must be taught within 1 hour.

Warm up

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

Motivation. Problem situation.

Collective work.

1. What countries speak English?

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

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

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

Lesson 2 The United Kingdom

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

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

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

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

ex1 Listen to your teacher and put (✓) to the places you hear. (page 19 SB)

Then the teacher draws the students' attention to the SB Exercise 1 on page 19. They look at the map of the UK and answer the questions below the picture. Tell the students about The United Kingdom. Tell them how many countries there are in Great Britain. Tell them about Northern Ireland in The United Kingdom. Present them the country, its capital, nationality and the language. Show them the flags and national costumes of the countries. There is a text about England on page 21 in the SB. Before reading the passage ask your students to look at the picture on page 21. Ask the students questions in the pre-reading task. Then introduce to them the text. Show them the pictures of the places of interest in London. Tell the students to open SB page 21 and recognize the places of interest in London. It is very important to pay attention to the students' pronunciation of new

vocabulary *a yellow taxi, a red letter box* and the names of places of interest. After asking a couple of questions in the pre-reading task, read the passage in a clear, loud voice. Make pauses after each name of interest in London.

For practice stage there is a very good task in SB page 20. The students look at the picture of children from different countries. They have the flag of the country in their hands. Ask the students to work in the groups and write answers to the questions below the picture. Monitor the class when the students are working in groups. Make sure the students have a discussion in English. Go around the classroom. Give help when the students need. Check the students' comprehension by asking questions below the text.

The students do group presentations.

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

Facts about the UK

Population- 60.2 million (2005)

Official language - English

Capital- London

Area- 242,514 sq km

Main religion- Christianity

Currency- Pound Sterling (£1.00 equals 100 pence)

Life expectancy- 76 (men) 81 (women)

Main exports- Chemicals, foodstuffs and manufactured goods

Head of State - Queen Elizabeth II



England

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

England is home to more than 84% of the population of the UK.

National Day- St George's Day (23rd April)

National Emblem - The Rose

National Flag - The St George's Cross, a red



cross on a white background
Capital- London

Wales

Wales is called Cymru in Welsh. It is located to the west of the UK. Welsh people are often fiercely patriotic, and all signs in Wales are printed in both English and Welsh.

National Day - St David's Day (1st March)

National Emblem - The Leek and the Daffodil

National Flag - The Welsh Dragon, a red dragon on a background of white over green

Capital - Cardiff



Scotland

Scotland is to the north of the UK, and has the lowest population density of the UK. Scotland also has its

own language, Celtic, although it is more common to hear English being spoken. Scotland is distinct from the rest of the UK, in that they have their own education and legal system.

National Day - St Andrew's Day (30th November)

National Emblem - The Thistle

National Flag - St Andrew's Cross, also known as the Saltire, a white diagonal cross on a blue background.

Capital- Edinburgh



Northern Ireland

Northern Ireland is a part of the United Kingdom of Great Britain and Northern Ireland in the

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



Lesson 2

UNIT 2 Countries and nationalities

 Listen to your teacher and fill in the blanks with missing words. (page 21 SB)

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









Summarizing.

Output:

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

EVALUATION TASK:

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

Flag	Country	Capital	Nationality
			
			
			
			
			
			
			
			

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

	countries	capitals
1		
2		
3		
4		

A sample of Self evaluation

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

A sample of teacher's evaluation

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

Unit 3 Food

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

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

Lesson 1 My favourite food

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

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

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

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


UNIT 3
Food
Lesson 1

My Favourite Food

Pre-reading task

- Have you got a canteen at school?
- Do you like eating your lunch at school?

1 Read the text «At the school canteen» and fill in the blanks with the words in the picture.



At the School Canteen

We have got a good canteen at school. We have got many things there. I like eating my lunch at school. I eat _____, rice and drink _____. Sometimes I drink milk or _____. My friend Aygun likes eating _____ and fruit. She likes apples and bananas. My friend Farid likes _____. He doesn't like eating salad with tomatoes and cucumbers. He likes potato chips very much.

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

A: What do you like eating for lunch at the school canteen?
B: I like eating chicken soup. What about you?
A: _____

22

Motivation. Problem situation.
Collective work.

1. What is your favourite food?

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

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

Lesson 1 must be taught within 1 hour.

Warm up

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

Start the presentation with pre-reading task on page 22 SB. Then ask the students to open SB page 22 and look at the picture of the school canteen. You can ask the students the differences and similarities between their school canteen and the school canteen in the picture. For comparing you could use Venn diagram. Present the words on page 23 of the SB.

The students work in pairs. They do ex 4 using “likes; doesn’t like” about Bob and Jane in the picture on page 24 of the SB.

Summarizing.

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

EVALUATION TASK:

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

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

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

2 Write answers about you.

1. What is your favourite food?

2. What do you like eating for breakfast?

3. What do you like eating for lunch?

4. What do you like eating for dinner?

3 Describe your favourite food.

Lesson 1

UNIT 3 Food

A sample of Self evaluation

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

A sample of teacher’s evaluation

Criteria	Excellent	Good	Satisfactory	Weak
The student can:				
use like +verb+ing.				
perform a dialogue on the “At the school canteen”.				
fill the blanks with correct form of the verb.				
speak on the topic “My favourite food”.				
reply to Wh questions.				
write a short passage.				
work in groups.				
work in pairs.				
develop questions on the content of “At the school canteen”.				
pronounce the sentences and speech etiquettes correctly				
react on the classroom language				
write the words and sentences correctly based on the picture and short text (4.1.1.)				

SMALL SUMMATIVE 2

1 Look at the picture and write answers to the questions.



1. What do you see on the table? _____
2. What does Father like eating for breakfast? _____
3. What does Mother like drinking for breakfast? _____
4. What does the girl like having for breakfast? _____
5. What does the boy like having for breakfast? _____

2 Write 5 sentences about your favourite food.

My favourite food is ... _____

3 Write answers to the following questions.

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

2. What is the nationality of people in Scotland?

3. What is the nationality of people in England?

4. What is the nationality of people in Wales?

Lesson 2 Green boy's food

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

Aim: Have the students speak about the 'Green boy's food' in the story.

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

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

Lesson 2 must be taught within 1 hour.

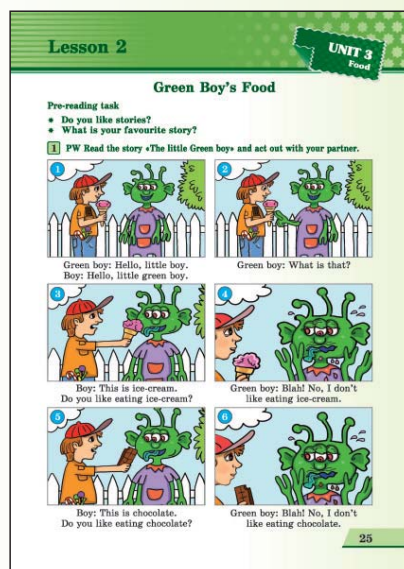
Warm up

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

Motivation. Problem situation.

Collective work.

What is your favourite food?



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

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

Young children acquire language unconsciously. The activities you

do in class should help this kind of acquisition. Stories are the most valuable resource you have. They offer children a world of supported meaning that they can relate to. Later on you can use stories to help children practice listening, speaking, reading and writing. Tell the student to open SB page 25-26 and read about Green Boy's food.

The students read the story and answer the questions below it.

The students take a role of a Boy and Little Green Boy.

Summarizing.
Output:

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

1 Write answers to the questions.

- a) Do you often have a cold? _____
- b) What do you do when you have a cold? _____
- c) What do you usually eat? _____
- d) What do you usually drink? _____

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

A sample of Self evaluation

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

A sample of teacher's evaluation

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

Lesson 3. Cookies, cookies, cookies

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

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

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

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

Lesson 3 must be taught within 1 hour.

Warm up

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

Motivation. Problem situation.

Collective work.

What kind and shape of cookies do you like?

Tell the students to open their books on page 27 in the SB, look at the girl's picture there. Ask them these questions: “Why is the girl happy? Does she like cookies? Why?”

Then tell the students to look at exercise 2 where they can see different cookie shapes. Present the vocabulary *a diamond cookie, a heart cookie, a circle cookie, a star cookie, a triangle cookie, a square*



cookie, an oval cookie. Say each word and have the class repeat it chorally and individually. Check students' understanding and pronunciation of the words.

Collect the students ideas and direct their attention to page 27 in the Student's book.

Input: Practice vocabulary as a class, in pairs, or in small groups. Ask them to cover the word under the picture and ask his/her partner the word. Teach the students expressions *Really? Can I have.....?*

Can I help you? Here you are on page 28 of the SB.

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

Research questions:

What shape of cookies do people like ?

Where can you buy cookies?

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

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

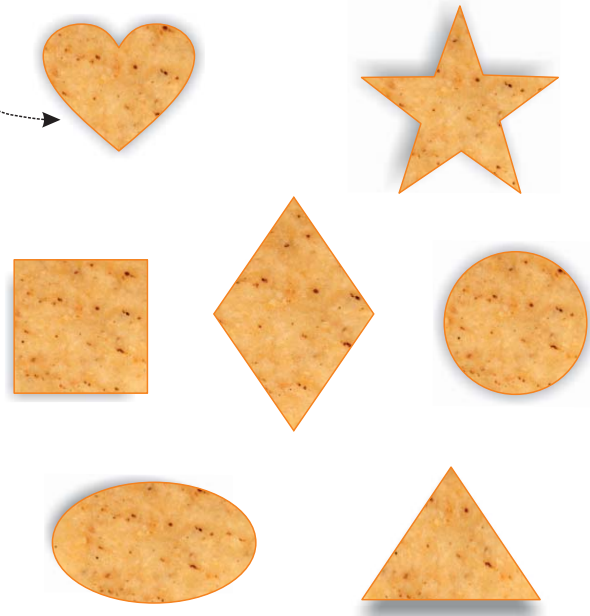
Summarizing.

Output: Students can use vocabulary of shape. They also find out where they can buy cookies and they can also ask the price and answer. The students can make a polite request.




EVALUATION TASK:

1 Write the words and match them to the shapes.




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






2 Read and check.

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

3 Read and circle.

1.  Is this a triangle?
Yes, it is/No, it is not.
2.  Is this a star?
Yes, it is/No, it is not.
3.  Is this a diamond?
Yes, it is/No, it is not.

4.  Is this a heart?
Yes, it is/No, it is not.
5.  Is this a circle?
Yes, it is/No, it is not.
6.  Is this a square?
Yes, it is/No, it is not.

Lesson 3

UNIT 3 Food

A sample of Self evaluation

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

A sample of teacher's evaluation

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

BIG SUMMATIVE 1

I. Choose the correct answer.

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

II. Write answers to these questions.

1. Have you got a canteen at school?

2. What have you got there?

3. Do you like eating your lunch at school?

4. What do you like eating for breakfast?

5. What do you eat for lunch?

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

Love, takes, bench, seaside, ships, beautiful

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

IV. Write answers to the following questions.

1. When do your summer holidays start?

2. Where do you go on your summer holidays?

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

4. Are there farm animals in the village?

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

6. What do you and your friends do in the village?

V. Look at the picture of the school garden. What is there in the school garden? Write six sentences.

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



Unit 4 Hobbies

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

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

Lesson 1 My hobby

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

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

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

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

Lesson 1 must be taught within 1 hour.

Warm up

Draw a circle on the board and write inside "In my free time". Ask the students to come and write the things they like doing in their free time and put their names in the bracket next to them. Or you can ask your students

Lesson 1

UNIT 4 Hobbies

My Hobby

Pre-reading task

- What do you do in your free time?
- What is your hobby?

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



Ibrahim is 9 years old. He is a schoolboy. He lives in a small house in Baku with his family. He walks to school. He likes to read books. He likes to listen to music. His hobby is collecting toy cars. His favourite subject is English.

Leyla is 7 years old. She lives in a flat. She likes painting pictures. She has many picture books. She likes sport very much. Her hobby is collecting stamps. Her favourite subject is Math.



music. His hobby is collecting toy cars. His favourite subject is English.

2 PW Ask and answer the questions. Use *Whose is/are ...*. Write the questions and answers in your copybook.

Example:

- Whose is a toy car?
- It is Ibrahim's.
- Whose is ...?
- It is ...



Use these words:

stars	disks	toy cars	short stories
brushes	stamps	pens	a tennis racket

29

to interview one another and take notes about their hobbies. Allow them five minutes and after five minutes ask the students to report back.

Motivation. Problem situation.

1. What do you do in your free time?

Collective work

Collect the students ideas and direct their attention to page 29 in the Student's book.

Tell the students to open their books on page 29 in the SB. You can organize a pair work. One of the pairs reads about Ibrahim and the other one reads about Leyla. Then they tell each other about the person they read about. They continue working in pairs. This time they ask and answer questions in exercise 2 on page 29. The example is given so that the students could ask and answer the questions. There is a word box under the pictures. The students choose the right word for Ibrahim's and Leyla's hobbies and use them in their answers.

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

Research question: What is your hobby?

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












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

Summarizing.

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

EVALUATION TASK:

1 Find the words and match to the pictures.

1 C H E S S  2
 3
 4
 5
 6
 7
 8
 9
 10
 11


A sample of Self evaluation

Criteria	Always	Sometimes	Rarely	Never
I can:				
respond to all questions.				
use hobby vocabulary.				
describe different kinds of hobbies.				
role play the dialogue.				

A sample of teacher's evaluation

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

Lesson 2. Computer games

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

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

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

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

Lesson 2 must be taught within 2 hours.

Warm up

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

Motivation. Problem situation.

Collective work.

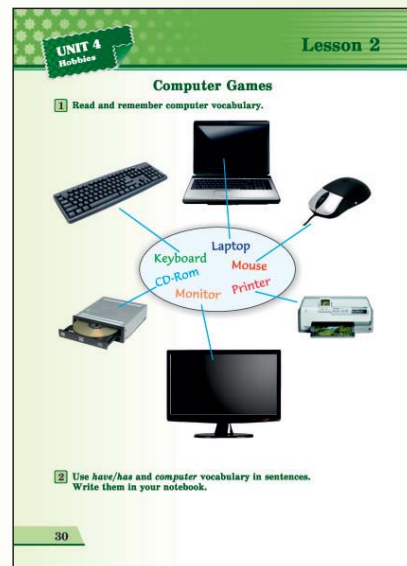
Collect the students' ideas and direct their attention to page 30 in the Student's book.

Input:

1. Why do you need a computer?

Put some parts of the computer on your table. Present computer vocabulary *a mouse, a laptop, a keyboard, a monitor, a CD- Rom, a printer.* Let them go around the computer room. Show one another the parts of the computer. Before the students describe the picture in exercise 2 on page 31 in the SB ask students some questions like:

- ♦ Do you have a computer?
- ♦ What do you do on your computer?



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

Tell the students about

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

Let your students read the text “George and computer” part 1. Ask questions to make sure if the students understood the content of the text. There is the second part of the text on page 32 of the SB. The text book writers decided to give the text in 2 parts as part 1, and part 2 in order to raise the interest of the students towards reading and learning. After the students read “George and computer” part 2 they answer the questions below the text.

Research question:

What can a computer do for you?

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

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

Summarizing.

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

A sample of Self evaluation

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

A sample of teacher's evaluation

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

Lesson 3. My favourite TV programme

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

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

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

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

Lesson 3 must be taught within 1 hour.

Warm up

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

Motivation. Problem situation.

Collective work.

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

Collect the students' ideas and direct their attention to page 30 in the Student's book.

Input: Ask your students the questions in the pre-reading task on page 34 in the SB.

Tell your students to work in pairs and read the dialogues on page 35 and 36.


Lesson 3

UNIT 4 Hobbies

My Favourite TV Programme

Pre-reading task


- ♦ What is your favourite TV programme?
- ♦ Why do you like it?



1 PW Read the dialogue and act it with your partner.

Dialogue

— Hello, Natig.
— Hi, Ayres.
— How are you today?
— Fine. And you?
— I am very happy today. We have the English programme on TV today.
— The English programme on TV?
— Yes. Don't you watch the English TV programme "From A to Z"?
— The English TV programme "From A to Z"? That's interesting. Which channel is it on?
— It's on Public TV every Saturday.
— How nice! What time is the programme on?
— At 5 o'clock.
— Oh, and I have a swimming class at that time.
— But you can watch it on Sunday, too.
— Really? How nice.



34

Ask questions to make sure if the students understood the content of the dialogues. Encourage your students to watch the English programme "English from A to Z" on Public Television. The dialogue has been designed as part 1 and part 2 in order to motivate the students towards speaking English. After they read part 1 the really become more interested in what is going to happen in part 2.

Research question:

Do TV programmes help you to learn English? How?

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

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

Summarizing:

Output: Students can speak about English programme on TV.

A sample of Self evaluation

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

A sample of teacher's evaluation

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

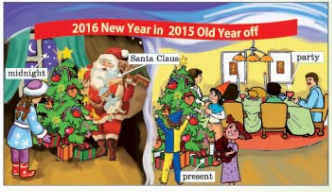
Lesson 1 **UNIT 5 Holidays**

Happy New Year!

Pre-reading task

- What's your favourite day?
- What happens on that day?

1 PW Fill in the blanks with the words in the picture.



My favourite day is _____ day. We have the New Year day on the 31st of December. _____ comes with his granddaughter on holiday night. He puts his _____ under the New Year Tree. We have _____ and don't go to bed until midnight. We see the New Year in and the _____ off. We eat delicious food.

2 Match the words.

snow	tree
Santa	year
New Year	night
mid	year
old	Claus

37

Lesson 1 must be taught within 1 hour.
Warm up

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

Motivation. Problem situation.

Collective work.

1. What holidays do we have in winter?

Collect the students ideas and direct their attention to page 37 in the Student's book.

Research question:

What is your favourite holiday?
Why do you like it?

Input: Present vocabulary : *see New Year in, see Old Year off, midnight, party, a present.* Tell the students to look at the picture of New Year on page 37 in the SB. Tell them to read the passage silently and copy out unknown words in their notebooks. If new vocabulary is still unknown to them, explain the words using the picture in the book or in the best way you can do. Ask the students to repeat the words after you. Pay attention to their pronunciation.

Unit 5 Holidays

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

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

Lesson 1. Happy New Year!

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

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

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

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

Present vocabulary *big round snowball, small round snowball, put together, carrot nose, come out, melt, build* exercise 1 on page 37 in the SB and practise them as a class, in pairs or groups.

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

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

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

Tell them to cover the word under the picture and ask his/her partner the word. Ask your students to look at the picture on page 37 above the reading passage. Let them describe the pictures. Ex 2 on page 37 is a very good task for vocabulary practice.

Tell your students to read the text on page 38 and fill in the gaps.

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

Summarizing.

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

EVALUATION TASK:

Complete the dialogue. Use the words in the box.

Teacher: Happy New Year, children!

Children: Happy New Year, teacher!

Teacher: Oh! What is this?

Children: It is a snowman.

Teacher: Great! How do you make it?

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

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

Teacher: Ok! How do you put its nose?

Child 3: We have a carrot.

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

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

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

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

Teacher: Wonderful!



A sample of Self evaluation

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

A sample of teacher's evaluation

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

Lesson 2. Hello, spring!

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

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

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

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

This lesson must be taught within 1 hour.
Start the lesson with a warm up activity.

Motivation. Problem situation.


Collective work.

1. What is the weather like in spring?

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

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

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

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

Lesson 2

Hello, Spring!

1 GW Describe the picture. Use these words: *the Sun, to come out, to melt, to build, next year.*



2 PW Ask and answer the questions about the picture.

- Why does the snowman melt?
- Are the children happy now?
- What does the snowman say to the children?
- How do the children say “Good bye” in the picture?

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

Input: Draw the students’ attention to the picture of mice in exercise 3 on page 40 in the SB. Revise prepositions with them. Guide them by asking sample questions “Where is....? Where are?” While the students are working in pairs walk around the

classroom and help them with using prepositions correctly by showing the places of mice in the picture.

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

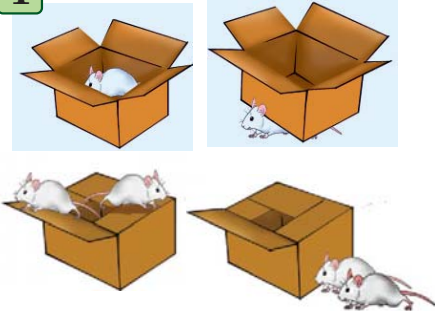
Summarizing.

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

EVALUATION TASK:

1

Where is the ant? Fill in with prepositions.



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

A sample of Self evaluation

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

A sample of teacher's evaluation

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

SMALL SUMMATIVE 3

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



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

2 Write the names of the parts of computer.













SMALL SUMMATIVE 3

3 Look at the pictures and write five sentences about the holidays.



4 What is your favourite holiday?
Write ten sentences about your favourite holiday.

My favourite holiday is ...

5 Write the plural form of the words.

1. a mouse – _____

4. an egg – _____

2. a person – _____

5. a New Year tree – _____

3. a monkey – _____

6. an apple – _____

Lesson 3 Novruz Holiday

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

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

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

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

Lesson 3 must be taught within 1 hour.

Warm up

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

Motivation. Problem situation.

Collective work.

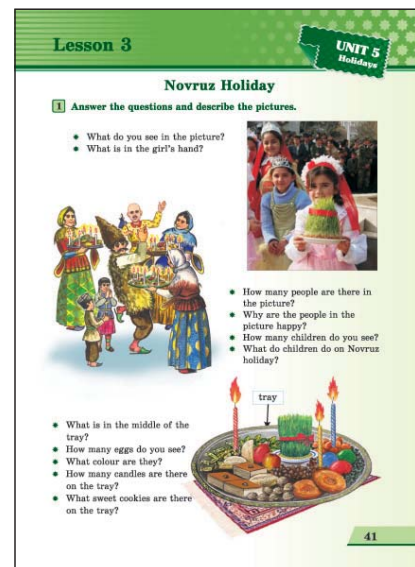
1. What holidays do we have in spring?

Collect the students’ ideas and direct their attention to page 41 in the Student’s book.

Research question:

What is your favourite holiday? Why?

Input: Present vocabulary : *coloured eggs,*



sheker-burah, sheker-churek, pakhlava, nogul, pistachios, nuts, fruit, apples, oranges, samani, sweet cookies, plov, tray, candle, bonfire, jump over.
Tell the students to look at the picture of Novruz holiday on page 41 in the SB. Tell them to read the passage silently and

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

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

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

🎧 Ex 2. Listen to your teacher and fill in the blanks with the words you hear.

Novruz holiday

Novruz is an old holiday in Azerbaijan. Novruz is “A new day”. On this holiday people clean their yard, house and clothes. On Novruz holiday all family are at home. They put on new clothes and begin the party. People do not work on this day. Novrus comes on March 21st. The symbol of Novruz is “samani”. Novruz is a lovely holiday.

Lesson 3

UNIT 5 Holidays

Children love this holiday very much. Because they get presents from their parents. People usually have Azeri plov, sweet cookies and fruits on holiday table. There are heart, star, oval, triangle, circle sweet cookies, sheker-burah, sheker-churek, pakhlava, nogul, pistachios, nuts, fruits, apples, oranges, candles, coloured eggs, samani etc. on the tray on the table.

Children jump over bonfires. People sing songs about Novruz.

Practice vocabulary *coloured eggs, sheker-burah, sheker-churek, pakhlava, nogul, pistachios, nuts, fruit, apples, oranges, samani, sweet cookies, plov, tray, candle, bonfire, jump over* as a class, in pairs, or in small groups.

Tell them to cover the word under the picture and ask his/her partner the word. Have your students look at the pictures on page 41. Let them describe the pictures. The questions next to the pictures will help them to describe the pictures.

Ask your students to read the text on page 42.

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

Summarizing.

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

A sample of Self evaluation

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

A sample of teacher's evaluation

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



Lesson 1 must be taught within 1 hour

Warm up

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

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

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

Unit 6. Time

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

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

Lesson 1. What time is it?

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

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

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

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

Lesson 1

UNIT 6 Time

HICKORY, DICKORY, DOCK.

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



Motivation. Problem situation.

Collective work.

1. Why time is important?

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

Research question: How do you tell time?

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

Summarizing.

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

Present vocabulary: *o' clock, past, to, a quarter, minute*, expressions: *Good morning, Good afternoon, Good evening, Good night* with correct intonation and demonstrate correct understanding, and act with a partner. Tell the students to look at the pictures of clocks telling the time on page 43 in the SB. Tell them to read the time under the clocks.

Interaction: Collective, Pair and Group work

Strategy: Describing, Role play, filling in the gaps Practice vocabulary *o' clock, past, to, a quarter, minute* and the sentence "It is... o'clock" as a class, in pairs, or in small groups. Have a look at the pictures of clocks on page 43-47 and ask his/her partner the time and get answer. Example is provided.

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

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

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

— *It is half past eleven.*

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

— *Good luck to you.*

— *Thank you.*

EVALUATION TASK:

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



A sample of Self evaluation

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

A sample of teacher's evaluation

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

Lesson 2. My day

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

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

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

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

Lesson 2 must be taught within 1 hours.

Warm up

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

Motivation. Problem situation.

Collective work.

Collect the students’ ideas and direct their attention to page 48-49 in the Student's book.

Research question:

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

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

Tell the students to look at the pictures on page 48 in the SB. Ask them to read the sentences under the pictures in pairs. Let the students read about Ibrahim’s day and tell their friends about their own day.







Lesson 2

My Day

Pre reading task

- When do you get up?
- When do you go to school?

1 PW Read about Ibrahim's day. Tell your friend about your day.

 <p>What time is it? It is 7 o'clock. Ibrahim usually gets up at 7 o'clock.</p>	 <p>Ibrahim makes his bed every day.</p>
 <p>Ibrahim always washes his hands and face in the bathroom.</p>	 <p>Ibrahim usually puts on his clothes before breakfast.</p>
 <p>Ibrahim usually has bread and butter for breakfast.</p>	 <p>Ibrahim always goes to school in the morning.</p>

48

This lesson must be taught within 2 hours.

This lesson has been designed to practice alternative questions and Simple Present positive, negative and question forms.

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

Strategy: Describing, Role play,

filling in the gaps.

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

In practice stage tell the students to work in pairs and ask and answer the alternative questions in Simple Present Tense. The students do exercise 2 on page 49 in the SB in pairs. While they are working in pairs go around the classroom and give help when it is needed. Exercise 3 on page 50 in the SB is better to do as a group work. Students are familiar with the pictures. They can tell the time and use alternative questions and Simple Present in positive, negative and question sentences. Simple Present is mostly practiced through WB exercises.

Summarizing.

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

EVALUATION TASK:

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



Husseyn gets up.



He does his exercises.



He has a shower.



He has breakfast.



He prepares his lessons.



He puts on his school uniform.



He goes to school.

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

A sample of Self evaluation

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

A sample of teacher's evaluation

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

Lesson 3. Months and dates

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

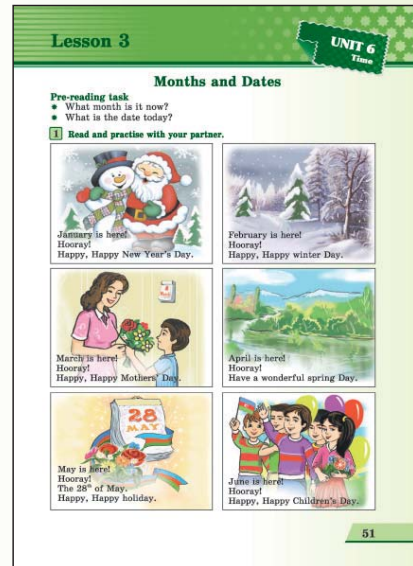
Aim: Students will be able to say names of months correctly, learn what holidays there are in different months and tell the date of months and use them in sentences.

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

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

Lesson 3 must be taught within 2 hours Warm up

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



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

Motivation. Problem situation.

Collective work.

1. What is your favourite month? Why?

Collect the students' ideas and direct their attention to page 51, 52 in the Student's book.

Research question:

What dates are important for you? Why?

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

Tell the students to look at the pages 51-52 where they can see the pictures describing months. Ask them to read about each month and remember the names of the months on pages 51-52 in the SB. Tell the students to look at page 53 on the SB where they can ask the date and answer the questions. The example is provided. Let the students read the chant “Happy Birthday” and answer the questions on page 54 in the SB.

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

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

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

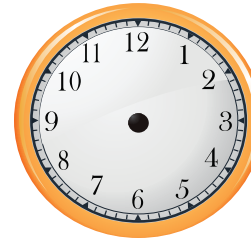
In practice stage tell the students to work in pairs. Tell them to ask and answer the questions in Present Simple The students do exercise 2 on page 53 in the SB in pairs. They ask the date and answer the questions using the example. They use questions “What is the date today?”, “What day is it today?”. Ask your students to read the chant on page 54 in the SB and learn it. There are five questions under the poem. The students practice asking and answering the questions. While they are working in pairs go around the classroom and give help when it is needed.

Summarizing.

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

EVALUATION TASK:

1 Draw the time and write sentences about your day.



I get up at seven o'clock.

2 Fill in with prepositions.

_____ the 17th _____ December

_____ the 14th _____ April

_____ the 23rd _____ February

_____ the 27th _____ May

_____ the 8th _____ March

_____ the 21st _____ June

3 Write answers to the questions.

1. How many hours are there in a day?

2. How many days are there in a month?

3. How many days are there in February?

Lesson 3

UNIT 6
Time

A sample of Self evaluation

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

A sample of teacher's evaluation

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

Unit 7. Animals

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

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

Lesson 1. At the Zoo

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

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

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

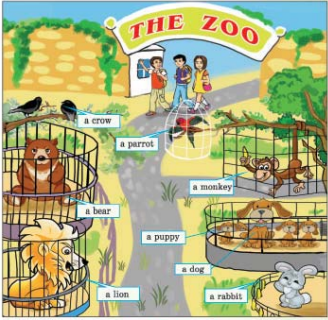
- ♦ react on the classroom language (1.1.1.)
- ♦ develop questions Where do the animals live? What do animals eat? (1.1.2.)
- ♦ demonstrate the ability of pronunciation skills in speech using rising tone in question sentences “What is your favourite animal” (2.1.2.)
- ♦ name the places using prepositions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

Lesson 1

UNIT 7
Animals

At the Zoo

1 Read the words and remember them.



2 PW Are the sentences true (T) or false (F)?

1. There are two parrots in the picture.
2. There is a lion in the cage.
3. The bear is white.
4. There is one crow on the tree.
5. The rabbit has got a banana.
6. There are five puppies in the picture.

55

Lesson 1 must be taught within 1 hour.

Warm up

The Ball

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

Present new vocabulary *a crow, a parrot, a monkey, a bear, a dog, a lion, a rabbit, a puppy* pronounce them with correct pronunciation by showing them pictures of animals.

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

Motivation. Problem situation.

Collective work.

1. Why are animals important?

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

Lesson 1

UNIT 7 Animals

Research question:

Why do animals live at the Zoo?

Input: Practice new vocabulary *a crow, a parrot, a monkey, a bear, a dog, a lion, a rabbit, a puppy*. In practice stage tell the students to work in pairs and ask and answer the questions. The students do exercise 2 on page 55 in the SB in pairs. While they are working in pairs go around the classroom and give help when it is needed. Students are familiar with the pictures. Therefore it won't be difficult for your students to describe the picture on page 56 in the SB.

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

Strategy: Describing, Role play, filling in the gaps, True / False, peer check.

Now that your students have sufficient vocabulary to speak about animals ask them to

work in pairs, ask and answer the questions about their lovely animals.

Summarizing.

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











🎧 Read the text on page 56 in the SB and ask your students to listen to you and fill the blanks.

The Zoo

Many animals live at the Zoo: bears, monkeys, rabbits, lions. The bear is brown. Monkeys can jump and climb the trees. The lion is very big. It is the king of all animals. The rabbits are grey and very lovely. You can see 3 parrots and 2 crows in the tree. The parrots are red, yellow, green and blue. The crows are black. There is a big dog there. The dog has got 3 puppies. They are very funny.

EVALUATION TASK:

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

rohse ○ — ○ —		olni ○ ○ — —		
 xfo — — —		raffeig — ○ — — — — ○		
 myknoe ○ — ○ — — —	tibrab — — — — — ○ —	folw ○ — ○ —		
 raeb — — ○ —	rezba — — — — — ○	tca — — — —		

Now fill with letters and read the sentence.

— — — — — v — — — — —
— — — — — l — — — — — !

A sample of Self evaluation

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

A sample of teacher's evaluation

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

Lesson 2. Funny animals

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

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

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

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

Lesson 2 must be taught within 1 hour

Warm up

Pass the secret

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

Motivation. Problem situation.

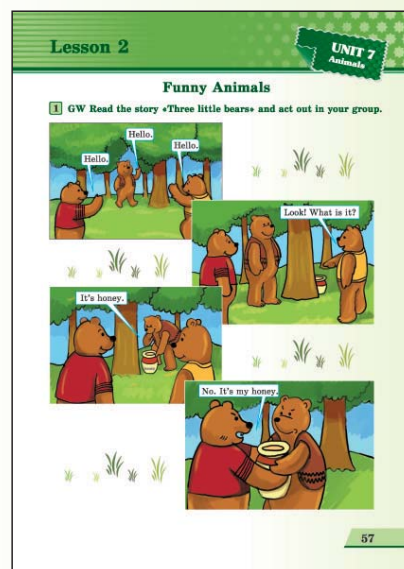
Collective work.

Collect the students’ ideas and direct their attention to page 57-58 in the Student’s book.

Research question:

Why are animals funny?

Input: Children are used to hearing stories from the very beginning of their lives. Often stories are traditional tales from their culture or stories about everyday life in the local



community: they can be old stories, they can be new stories.

Stories are all around us all the time. Many ordinary conversations during the day are stories, for example. Introducing children to stories in the target language introduces them to a full range of language, which is extremely

central to success in the target language. There are two stories in this lesson about animals: “Three little bears”, “I can fly”. They are not difficult, they are easy and very interesting. Present the stories through pictures and use good practicing the Present Simple Tense.

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

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

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

Summarizing.

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

EVALUATION TASK:

- 1** Look at the picture and complete the dialogue.

At the Pet Shop



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

A sample of Self evaluation

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

A sample of teacher's evaluation

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

SMALL SUMMATIVE 4

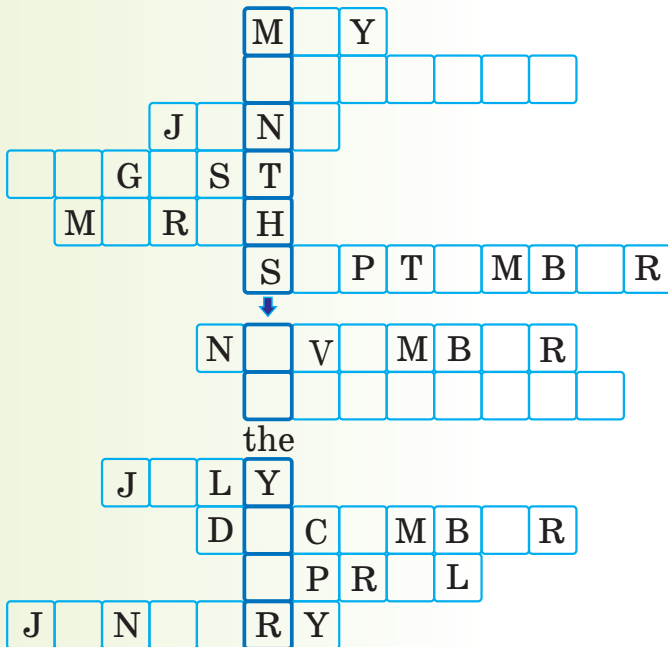
1 Write the dates.

Example:

December, 17 — The seventeenth of December

- October, 8 _____
- October, 11 _____
- June, 21 _____
- November, 13 _____
- May, 27 _____
- February, 24 _____

2 Complete the months of the year.



4 Write answers to the following questions.

- What are the symbols of Novruz? _____

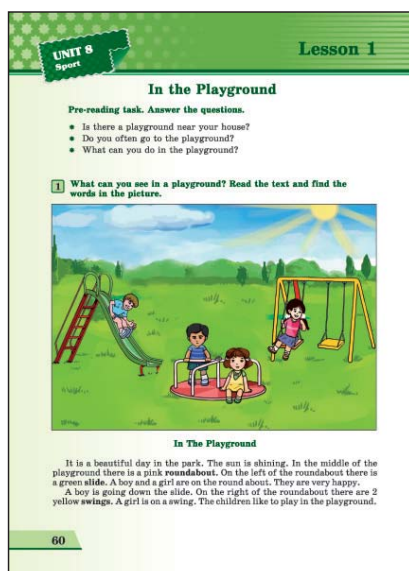
- What do you do on Novruz holiday? _____

5 What time is it?



3 Write answers to the following questions.

- Can a lion fly? _____
- What can a lion do? _____
- Can a zebra run? _____
- What can a crocodile do? _____
- Can a monkey swim? _____
- What can a monkey do? _____
- Can an elephant fly? _____
- What can an elephant do? _____



Lesson 1 must be taught within 2 hours.
Warm up

Find someone who loves playing in the playground.

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

Presentation

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

Pronounce them with correct intonation by showing them the pictures of the equipment in the playground.

Tell the students to look at the picture in the Student's Book on page 60 and read the words under the pictures and remember them. Ask the students to work in pairs, ask and answer the questions below the picture in turns.

Motivation. Problem situation.

Collective work.

1. Where do you go to play?

Collect the students' ideas and direct their attention to page 60-61 in the Student's book.

Unit 8. Sport

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

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

Lesson 1 In the Playground

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

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

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

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

Research question:

What do you do in the playground?

Input: Practice new vocabulary *swings, see saw, roundabout, slide, climbing frame*. In practice stage tell the students to work in pairs and ask and answer the questions in Simple Present. Use pictures as clues to meaning. Encourage students to look at the pictures and match words that they think they will find in the text. The students do exercises 2 and 3 on page 61 in the SB in pairs. While they are working in pairs go around the classroom and give help when it is needed. Students work in groups and find appropriate pictures to the rule. In the exercises 2 and 3 the students practice the rules in the playground. The rules are very important when the children play in the playground. They are for their safety. Your students will also enjoy these exercises because they will learn them in English.

Interaction: Collective, Pair and Group work

Strategy: Describing, Role play, filling in the gaps

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

Summarizing.

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

EVALUATION TASK:

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

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

2 Match the pictures to the words.



- | | |
|---------------------------|-------------|
| a) playing football | c) laughing |
| b) playing with a toy car | d) swinging |

A sample of Self evaluation

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

A sample of teacher's evaluation

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

Lesson 2. Outdoor games

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

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

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

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

Lesson 2 must be taught within 1 hour.

Warm up

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



to reach the opposite wall or to cross the rope is the most sporty member of the class.

Motivation. Problem situation.

Collective work.

Collect the students' ideas and direct their attention to page 63 in the Student's book.

Research question:

What outdoor games do you play?

Input: Present new vocabulary **tennis, basketball, hockey, volleyball, baseball, football, defender, striker, forward, win, pass, score**

Pronounce them with correct intonation by showing them the pictures of the equipment in the playground.

Tell the students to look at the picture in the Student's Book on page 63, read the words under the pictures and remember. Ask the students to work in pairs, ask and answer the questions below the picture.

Practice new vocabulary **tennis, basketball, hockey, volleyball, baseball, football, defender, striker, forward, win, pass, score.** In practice stage tell the students to work in pairs and ask and answer the questions in Simple Present. Use pictures as clues to meaning. Encourage students to look at the pictures and match words that they think they will find in the text. The students do exercise 3 on page 63 in the SB in pairs. While they are working in pairs go around the classroom and give help when it is needed.

Interaction: Collective, Pair and Group work

Strategy: Describing, Role play, filling in the gaps

Your students have sufficient vocabulary to speak about outdoor games, and also they know the rules in the playground. You ask them to work in pairs, ask and answer the questions about football players. There is a song about football game on page 64. One of the most common and effective ways of teaching English to children is through the use of songs. Songs provide a context within which to work on language. They give the children more listening practice, but also help them practice new structures and vocabulary in a memorable and meaningful context. Once the children have learnt a new song, it is a good idea to repeat it as an introductory or closing activity in the next few units.

Summarizing.

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

EVALUATION TASK:

1 Write the words.

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

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

Word search

b	o	t	s	l	e	d	h	s	l	b
h	a	f	e	k	v	o	f	a	l	a
e	o	s	f	n	c	w	c	o	a	s
m	v	c	e	k	n	r	d	w	c	k
e	i	k	e	b	o	i	o	m	r	e
u	m	y	r	s	a	i	s	o	o	t
z	k	x	s	p	y	l	s	b	s	b
d	s	o	c	c	e	r	l	t	s	a
y	k	i	l	u	n	s	n	l	e	l
g	f	o	o	t	b	a	l	l	e	l
v	o	l	l	e	y	b	a	l	l	r

A sample of Self evaluation

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

A sample of teacher's evaluation

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

BIG SUMMATIVE 2

1 Fill in the blanks with the names of countries, capitals and nationalities.

Countries	Capitals	Nationalities
Azerbaijan		Azerbaijani
England	London	
	Belfast	Irish
Scotland	Edinburgh	
Wales		Welsh
	Washington, DC	American
Australia		Australian
	Ottawa	Canadian

2 Do you go to the playground? What do you do there? Write 8-10 sentences.



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



BIG SUMMATIVE 2

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

rohse — ○ — ○ —



olni ○ ○ — —



xfo — — —



tibrab — — — — ○ —

5 Write the words.

1. entnis _____

4. lleyobvall _____

2. otlbfoal _____

5. bskbaletal _____

3. baellabs _____

6. hckeoy _____

6 Choose the right answer.

1. a) Ibrahim wash his hands and face.
b) Ibrahim washes his hands and face.

2. a) Ibrahim go to school.
b) Ibrahim goes to school.

3. a) Ibrahim doesn't go to school.
b) Ibrahim don't go to school.

4. It is January.
a) It often snows.
b) It often rains.

5. It is August.
a) Children go to the sea.
b) Children go to school.

6. It is March.
a) People have Novruz holiday.
b) People have NewYear holiday.

7. It is Febuary.

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

8. There are _____ in a year.

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

9. There are _____ in a day.

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

10. There are _____ days in 3 months.

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

CONTENTS

Introduction3

UNIT I. SCHOOL AGAIN

Lesson 1.18

Lesson 2.22

Lesson 3.25

Lesson 4.28

Small summative 131

UNIT II. COUNTRIES AND NATIONALITIES

Lesson 1.32

Lesson 2.35

UNIT III. FOOD

Lesson 1.39

Small summative 242

Lesson 2.43

Lesson 3.45

Big summative 148

UNIT IV. HOBBIES

Lesson 1.49

Lesson 2.51

Lesson 3.53

UNIT V. HOLIDAYS

Lesson 1.55

Lesson 2.58

Small summative 360

Lesson 3.62

UNIT VI. TIME

Lesson 1.64

Lesson 2.67

Lesson 3.69

UNIT VII. ANIMALS

Lesson 1.72

Lesson 2.75

Small summative 478

UNIT VIII. SPORT

Lesson 1.79

Lesson 2.82

Big summative 285

**Nərminə Mehdiğa qızı Əliyeva
Gülşən Xanlar qızı Hüseynova
Rəfiqə Həmid qızı Əliyeva**

İngilis dili

4-cü sinif

(Müəllim üçün metodik vəsait)

Bakı, «Təhsil», 2015.

Redaktoru *Elşadə Əzizova*

Bədii və texniki redaktoru *Abdulla Ələkbərov*

Rəssamlar *Gündüz Ağayev, Nailə Zülfüqarova*

Kompüter tərtibatçısı *Təhmasib Mehdiyev*

Korrektoru *Ülkər Şahmuradova*

Çapa imzalanmışdır 27.02.2015. Kağız formatı 57x82 ¹/₈.

Ofset çapı. Ofset kağızı. Məktəb qarnituru.

Fiziki çap vərəqi 11. Uçot nəşr vərəqi 9,8.

Sifariş 14. Tiraj 7000. Pulsuz.

«Təhsil Nəşriyyat-Poliqrafiya» MMC

Bakı, AZ 1052, F.Xoyski küç., 121^A

e-mail: tahsil_az@yahoo.az

PULSUZ

