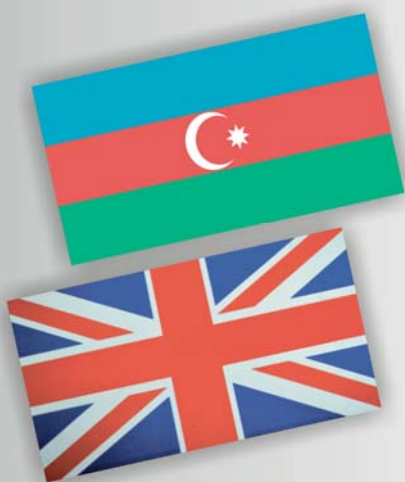


English

teacher's book



2



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!

RAFIGA ALIYEVA, GULSHAN SAMADOVA,
HUZURA AGHAYEVA

ENGLISH 2

Teacher's Book

English as the main foreign language for the 2nd
grade of the general education schools



Your inquiries, comments and suggestions should be sent to
tahsil_az@yahoo.com and derslik@edu.gov.az email addresses.
Thank you for your cooperation in advance.



BAKU – 2018

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The Set of **STUDENT'S BOOK, WORKBOOK** and **TEACHER'S BOOK** has been designed 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 second 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 so that to achieve practical language skills. Modern teaching technology and methodology have been considered in the course to achieve effective results.

EXPLANATORY NOTES

STUDENT'S BOOK

The new language material is presented in the Student's Book through the pictures as there is neither reading nor writing in the second grade. As to the newly developed curriculum there are four content lines in teaching English: listening, speaking, reading and writing. But for the second grade there are only two content lines: listening and speaking. And the SB has been designed on these two content lines.

The Student's Book comprises 12 units. They are 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 already learn and perform everyday dialogues using language material taught and achieve practical oral communicative skills.

WORKBOOK

Consists of activity sheets to use in class as additional material for better comprehension and memorising of the language material taught. A lot of picture based tasks have been created to develop pupils' skills taking into account their multiple intelligences.

Doing workbook activities children are concentrated on the new language material and memorize it better. This is enjoyable practice for children. The answer keys for the workbook activities are given on page 63.

TEACHER'S BOOK

Contains a lot of necessary information for the teachers:

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

The standards of listening integrate to speaking standards and at the same time they integrate to the standards of different subjects, mostly the Azerbaijani language as a native language, Informatics, Music, Social Studies and Physical Training.

For ex:

intrasubject	intersubject
Unit 1 lesson 2 1.1.2., 1.1.3. 2.2.1. 2.2.2. 2.2.3.	1.1.1. → Tech.: 1.3.4.; 1. 1. 2. → N.L.: 2.2.1; Ph.t.: 2.1.1. A.: 1.2.2. Inf.: 2.1.5.; 3.2.2. Tech.: 2.1.1.;

As there are two content lines for the second grade: 1. listening and 2. speaking the standards related to listening are noted by 1.1. and to speaking 2.1. The benchmarks related to the standards find their reflection in the documents in such a way: 2.2.1. and 2.2.2.

The sign like (1.1.3) means the following:

1.-the content line; (listening) 1.-standard 3.- benchmark

The sign 2.2.1. means:

2.-the content line; (speaking) 2.-standard 1.- benchmark

The sign like → means integration.

Standards

- 1.1.1** Follows the instructions
- 1.1.2** Identifies the objects and the situations in the given pictures according to the listening material they hear.
- 1.1.3** Identifies the objects and the situations according to the features they hear.
- 2.1.1** Repeats the words and word combinations they hear.
- 2.1.2** Repeats the simple sentences they hear.
- 2.1.3** Pronounces the words and word combinations they learnt.
- 2.1.4** Pronounces the simple sentences they learnt.
- 2.2.1** Names the objects and situations in different pictures on different topics
- 2.2.2** Enumerates the features (shapes and quantity) of the objects named
- 2.2.3** Describes the objects and situations in the picture using the vocabulary they learnt
- 2.2.4** Builds up communication using the words and simple speech etiquettes they learnt

Intersubject Integration

Coding			Grade 2
The number of the content line	The number of the standard	The number of the benchmark	
1	1	1	Follows the instructions; Ph-t.: 2.1.4
1	1	2	Identifies the objects and the situations in the given pictures according to the listening material they hear. ; S.S.: 2.3.1. Inf.: .2.1. Tech. 1.2.2; 1.2.4.
1	1	3	Identifies the objects and the situations according to the features they hear. S.S.: 1.3.2. Inf.: 4.1.1;1.2.3. Tech. 2.1.1; 2.1.2.
2	1	1	Repeats the words and word combinations they hear.

2	1	2	Repeats the simple sentences they hear.
2	1	3	Pronounces the words and word combinations they learnt.
2	1	4	Pronounces the simple sentences they learnt.
2	2	1	Names the objects and situations in different pictures on different topics Inf.: 1.2.3.
2	2	2	Enumerates the features (shapes and quantity) of the objects named S.S.: 1.4.1.; 4.2.2; Ph.T.: 1.1.4.
2	2	3	Describes the objects and situations in the picture using the vocabulary they learnt N.L.: 1.2.1.
2	2	4	Builds up communication using the words and simple speech etiquettes they learnt. N.L.: 1.2.4; 1.2.5; S-S.: 3.1.1.

The abbreviations mean the following:

SB – student’s book

WB – workbook

Ex – exercise

T – teacher

P – pupil

Ps – pupils

Ss – students

PW – Pair Work

p. – page

GW – Group Work

NL – Native Language

Inf. – Informatics

Ph.T – Physical Training

TPR – Total Physical

Response

Maths – Mathematics

FL – Foreign Language

A – Art

S-S – Social Studies

Az L – Azerbaijani

Tech. – Technology

Mus. – Music

Intrasubject Integration

Listening and comprehension	Speaking
1.1.2. Identifies and points to the objects and situations.	2.2.1. Names different objects and situations (family and school) described in the pictures on different topics.
1.1.3. Identifies objects and situations according to their features they hear.	2.2.2. Enumerates the features of the objects named (shape and quantity). 2.2.3. Describes the objects and situations shown in the picture using the vocabulary learnt.

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

Recommendations for teachers

It is an oral course of English designed to introduce English to children of 7-8 years and prepare them for the successful study of the language in outlook.

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

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

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

So language material in each unit is introduced by sentence patterns which form the basic language material and new words are mostly presented through pictures. They are practised in the classroom until they are thoroughly learned. Reading is not taught here: the pictures replace the speech patterns and words in written form. The written titles and instructions to the exercises are given for teachers as the Ss can neither read nor write yet.

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

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

Grammar: There is no need to teach grammar rules at this level. But grammar rules, pattern sentences are taught gradually so as to enable the children to learn and use them in their daily activities.

Poems, chants and songs are favourite occupations with all the children of that age. The book holds a number of them. Reciting, singing and acting out chants help to revise the language learnt during the course, promotes the development of speech, the students' fluency, improves their pronunciation and enlarges their vocabulary.

As a general rule **a teacher uses only English at the lesson.** The repetition and direct association of these words and sentences with real life situations and meaning rapidly develop the students' ability to understand them and to respond. Therefore the translation in whole should be avoided.

Summative test

Summative tests are carried out at least every three or four weeks, at the end of two or three units. The number of the sub-summative and general summative tests has been given in **Syllabus Table** (see: Syllabus, p.p 8-10). You can find some examples on summative tests on pages (p.p.33-36, 63-64). They are just samples given into your consideration. You should design your own summative tests according to your learners' levels.

Before doing the tests clearly explain to the Ss what to do. Give them examples on it and get the whole class understand what to do. Instructions should be simple, understandable. Repeat each instruction 2 or 3 times.

References:

1. “Start With English” D.H.Howe; Oxford University Press; 1998
2. “Fun English 1” Jill Leighton, Laura Sanchez Donovan with Izabella Hearn; 2003
3. “Enjoy English” М.З. Биболетова, Н.В. Добрынина, Е. А. Ленская; 2008
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5. “Super Songs” Songs for very young learners”. Oxford University Press; Illustrated by Alex Ayliffe, Peter Stevenson and Rowan Barnes-Murphy; 1997
6. “Music Box” (Songs and Activities for children); Longman
7. “Enjoy English; Game-Songs with Prof Dogg's Troupe” ; A&C Black. Songs and Games with activities chosen by Harriet Powell with drawings by David Mc Kee; London, 2005
8. <http://learnenglishkids.britishcouncil.org/>

SYLLABUS

	Implemented standards for lessons	Units	Lessons			Receptive language	Resource	Hours	
			topics	vocabulary	sounds				
1	1.1.1 2.1.4 2.2.4	1.Greeting and Farewell	1. Nice to meet you	Welcome to school! Back to school again!	[SK] [W] [U:] [ŋ]	Greet each other! Introduce each other! Repeat after me. Let’s sing	Flashcards, SB pictures	1	
2	1.1.2. 2.1.2 2.1.4		2.See you later	See you Later! Good evening/ good night clock	[l:] [ə]	Make up a dialogue! Wave your hands!	Flashcards, SB pictures	1	
3	1.1.3 2.1.1 2.1.3 2.2.4	2.Countries and nationalities	1.Countries	Capital England Russia Turkey China The USA	[ju:] [t]	Point to the map! Where are you from?	Flashcards, SB pictures, the flags and the maps of the countries	1	
4	1.1.2 2.2.3 2.2.4		2.Nationalities	Azerbaijanian English Turkish Chinese American Russian	[dʒ] [ə:]	Introduce yourself! Match the pictures!	Flashcards, SB pictures, flags	1	
5	1.1.1 2.1.1 2.1.4 2.2.3	3. Family	1.My family	parents uncle, aunt grandma grandpa daddy, mummy	[ɛə]	Who is your father/mother? Match the pictures!	Family flashcards	1	
6	1.1.1 2.1.3 2.2.3 2.2.4		2.Professions	job policeman pilot singer	[ai]	What’s his/her job? What’s he/she?	real family pictures, family flashcards	1	
7	SUB-SUMMATIVE ASSESSMENT TEST 1								1
8	1.1.3. 2.2.1 2.2.3 2.2.4.	4.Numbers	1.How many ?	eleven twelve thirteen fourteen fifteen boat basket butterfly	[ei] [w] [tw] [θ] [i:]	Do the sums! Ten and one is... Two from fifteen is....	number flashcards, defferent objects	1	
9	1.1.3. 2.2.1 2.2.3 2.2.4.		2.Count to twenty	Sixteen Seventeen Eighteen Nineteen Twenty Button	[tw] [au]	Count forward/ Backwards Count to twenty!	number flashcards, SB pictures, different objects	1	
10	1.1.3 2.2.2 2.2.3. 2.2.4		3.Shapes	oval square rectangle triangle water – melon melon	[kw] [ɛə]	What is its shape? Identify the shapes! Make a circle!	number flashcards, SB pictures, different objects	1	

	Implemented standards for lessons	Units	Lessons			Receptive language	Resource	Hours
			topics	vocabulary	sounds			
11	1.1.3 2.2.1 2.2.3 2.2.4	5.School	1. School objects	sharpener brush felt tip pen paints crayon glue plant scissors	[a:] [u:]	Identify the school objects! Can I have.... ? Show me....	School objects, flashcards.	1
12	1.1.3 2.2.1 2.2.3 2.2.4		2.Our school	canteen corridor gym	[o :]	Can you see...?	School building items flashcards	1
13	1.1.3. 2.1.1 2.2.4		1. Colours. This/That	this, that purple violet lilac rose tube	[ou] [ð] [u:]	Say the colour! Say the right colour!	Colour flashcards/ crayons	1
14	SUB-SUMMATIVE ASSESSMENT TEST 2							1
15	1.1.2 2.1.2 2.2.2 2.2.3	6. Colours	2.These/Those	these those kite, duck pond duckling	[ð] [ʌ]	Point to.... !	a ball, colour flashcards, SB pictures	1
16	1.1.3 2.1.2 2.2.3 2.2.4	7.Clothes	1. A pair of...	A pair of... mittens gloves jacket socks boots sweater sandals	[u:] [sw]	Looks nice!	SB pictures. clothes items and pictures	1
17	1.1.1. 1.2.1 2.2.1 2.2.4		2.Weather and clothes	weather sunny rainy snowy hot cold warm raincoat	[ou] [ei]	I'm wearing. He/she is wearing.....	Weather and clothes flashcards, SB pictures	1
18	BIG SUMMATIVE ASSESSMENT TEST 1							1
19	1.1.2; 2.1.1; 2.1.4; 2.2.3	8.Animals	1. Animal Album	A kitten, a donkey, a kitten, a goat,	[k]	What a nice kitten!	Animal flashcards, SB pictures	1
20	1.1.2; 2.1.1; 2.1.4; 2.2.3		2.Where is...?	behind, in front of next to around	[w]	To the right of.....,to the left of...	Animal flashcards, SB pictures	1
21	1.1.2; 2.1.3; 2.2.3.		3.Opposites	Fast , slow, strong, weak, tall, short, a tortoise	[w] [ŋ]	Compare, please!	Animal flashcards, SB pictures	1

	Implemented standards for lessons	Units	Lessons			Receptive language	Resource	Hours
			topics	vocabulary	sounds			
22	1.1.3 2.2.1 2.2.3 2.2.4	9. Food	1. Fruit and Vegetables	peach cherry pear tomato tasty	[ɛə]	What sweet/tasty fruit! Eat it!	Fruits and vegetables flashcards, SB pictures	1
23	1.1.1 1.1.2 2.2.1 2.2.3 2.2.4		2. Likes/Dislikes	eggs cake soup chicken rice I'd like to have...		Would you like a cup of tea/ coffee? Would you like a glass of juice?	Food flashcards, SB pictures	1
24	1.1.1 2.1.1 2.1.4		1. My body	knees, shoulders, head, neck, left , right		Bend, left/right	Body flashcards	1
25		SUB-SUMMATIVE ASSESSMENT TEST 3						1
26	1.1.1 2.1.2 2.1.4 2.2.3	10. Body	2. Orders	clap touch point smell look		Match and say!	Action word flashcards	1
27	1.1.1 1.1.2 1.1.3 2.2.3		3. Don't	Stamp, touch, point, smell, jump	[dʒ] [æ]	Don't....	A ball: flashcards or realia	1
28	1.1.1 2.1.2 2.2.3 2.2.4	11. Toys	1. Let's play	bus, ship plane pony LEGO cubes, puzzles		What toys have you got? What toys has she /he got?	Game/toys flashcards	1
29	1.1.1 1.1.3 2.1.4 2.2.3		2. Can/Can't	dance sing draw	[w] [ou] [ɪ]	Well done!	Action word flashcards	1
30	2.1.2 2.1.3 2.2.4	12. Sports and Games	1. Sports	volleyball basketball football tennis	[a:]	What an interesting game!	game pictures	1
31	1.1.2 2.2.3 2.2.4		2. Games	hide and seek chess, dominos tag, hopscotch, leap frog		Go ahead! Be quick!	game flashcards	1
32		SUB-SUMMATIVE ASSESSMENT TEST 4						1
33	Turnip Tale						Turnip tale flashcards	1
34	BIG SUMMATIVE ASSESSMENT 2							2

Lesson 1. Nice to meet you

Standards: 1.1.1, 2.1.4, 2.2.4

Objectives:

The student:

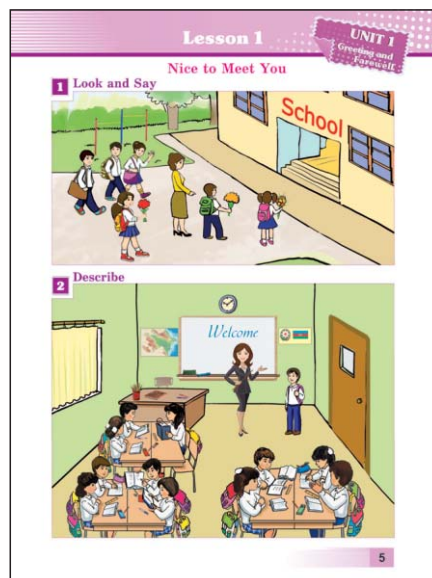
1. Follows the instructions on the topic “Nice to Meet You”
2. Pronounces the simple sentences on greetings
3. Builds up communication using the vocabulary on | “Nice to Meet You”

Language: Welcome to school! Back to school again!

Receptive language: Greet each other! Introduce each other!

Let's sing.

Materials: Flashcards, SB pictures



I. Warm up

The first day of school is always exciting for parents, students and teachers. Usually, the teacher makes the day fun by leading some special first-day-of-school activities to welcome the students back to the classroom. Add some excitement to the first day of school by planning art and other special activities for your students. Start the lesson greeting the class saying: “Hello/Good morning. Nice to meet you” Playing games is one of the best ways to “break the ice” in a new classroom and get to know each other at the same time.

Encourage the students to do “Nice to meet you” activity. This activity is good to use at the beginning of a school year.

Step1. Divide the students into two groups. Get the groups to form two circles, one inside, and the other outside. The students should face each other in pairs, like this:



The students in the outer circle are “A”s and those in the inner circle are “B”s.

Step2. Tell the pairs to introduce each other as given below:

Student A: - Hello. My name is... What's your name?

Student B: - My name is.... Nice to meet you.

Student A:- Nice to meet you, too.

Step 3. Get everyone in the outer circle (the “A”s) to move a step to the right, so that they are facing a new partner. This time the “B”s in the inner circle should start the dialogue.

Student B: - Hello. My name is... ,etc.

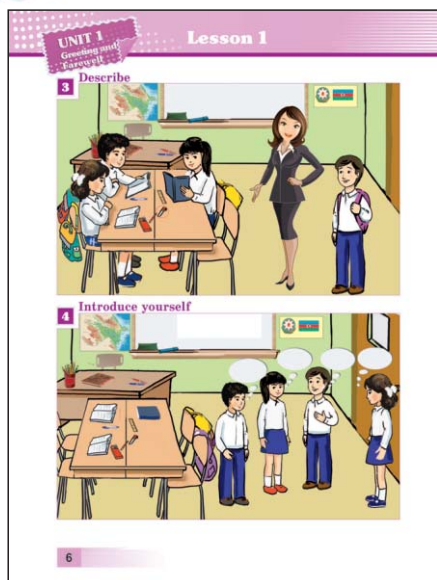
Step 4. Get the “A”s in the outer circle to continue moving round until they have gone all the way round and are back where they started. “A”s and “B”s should take turns in starting the dialogue.

II. Carry out a diagnostic test to find out Ss’ language level and design your future action plan on the base of it. The diagnostic test should cover the words and expressions that the students were taught in the first grade. There are some ways of holding the test:

- Draw Ss’ attention to different pictures, flash cards, objects, realia, slides, etc you demonstrate in class. Encourage them to name these objects, action words;

UNIT 1

Greeting and Farewell



- Give them some commands and find out if they follow them;
- Provide the students with test papers and encourage them to do it, etc.

III. Draw the Ss' attention to the presentation of the new vocabulary: **Welcome to school! Back to school again.** Get the students look at the pictures on page 5 (SB). Encourage them to follow you and repeat the expressions. Come up to some Ss and use the expression "Hi! Welcome to school". Do the same with the second expression. Make sure your students understand both expressions demonstrate different pictures on the topic "Welcome to school" and ask them to pronounce the expressions repeat two or three times.

Draw the students' attention to the pronunciation of sounds and sound combinations [w], [sk], [u:] in the words and word combinations correctly. If necessary help them repeat and pronounce the sounds.

Involve Ss to look at ex 3 on page 6. Introduce the picture like : "Asif, you are welcome. Sit down here."

GW Draw the Ss' attention to the picture of ex 4 on page 6 and involve them to make up a dialogue using the example below:

---Hi. My name is Farid. What is your name?

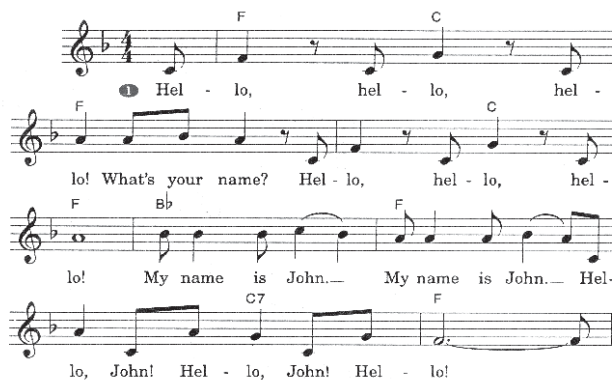
---Hello. My name is Asif.

-----Welcome, Asif. Nice to meet you.

-----Nice to meet you too.

IV. At the end get the Ss listen to "The Hello Song", repeat the words after you and then sing it together.

The Hello Song



	Assessment criteria	fully	half	partially	poorly
1	Understands and identifies different greeting expressions				
2	Pronounces the simple sentences on topic				
3	Builds up communication using the language material on greeting				

Lesson 2. See You Later

Standards: 1.1.1; 1.1.2; 2.1.2; 2.2.4

Objectives:

The students:

1. Follows the instructions (Repeat after me, Listen, Wave Your Hands)
2. Identifies the objects and the situations in the given pictures according to the listening material they hear. (It is morning/afternoon/ evening)
3. Repeats the simple sentences they hear.(See you Later, Good afternoon/ Evening, etc)
4. Builds up communications using the words and simple speech etiquettes (Bye, see you. See you later, Good night, etc).

Language: Clock. See you later!

Good evening/Good night

Receptive language: Make up a dialogue. Wave your hands!

Materials: Flashcards, SB pictures



I. Warm up

You can start the lesson with “The Hello Song”. It will create a warm atmosphere in your class and stimulate the Ss to feel free at the same time to be great fun for them. Make sure that the whole class sings together. Be sure that they pronounce the sounds: [i:],[ə], [ŋ] in the words correctly.

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

II. First present the word “clock” using either its picture or pointing to the clock on the wall. Repeat the word and have the Ss repeat it after you two or three times. Once you have gone through the word, put it in the sentences, “It is a clock. A clock is on the wall”, etc. You can also ask “What is it? Where is it?” pointing to the clock.

Explain to the Ss that we use greeting and good bye words and expressions every day. If we say “Hello, Hi, Good Morning”, etc , we should say “Good Bye, Bye-bye”, etc as well. Encourage the Ss to use each greeting word and expression they learnt. Ex:

- Hello, Fidan

- Hi, Adil, etc.

Get the Ss' look at pictures 1, 2 on page 7. Before pointing “Bye, See You”, etc. picture say “Hello” to one of the Ss, then wave your hand and say: “Bye!” Draw the Ss' attention to page 7, and say “Bye, Mum. See you!”. Encourage them to repeat the expression two or three times. Then ask them to wave their hands to each other and repeat the new vocabulary. Try to teach them not only “Bye, See You”, but also “See You Later”. Use the other picture on page 7 and repeat the expression “See you later”. Let them follow you and repeat it several times. Again encourage them to practice this expression as well. While presentating new vocabulary wave your hands, use gestures or miming.

Each time when you express the vocabulary don't forget to point to the clock underneath.

III. GW Draw Ss' attention to page 7, ex. 3.

Encourage them to practice goodbye expressions. Ex: - Bye, Samir.

-Good bye / Bye-bye, Fidan.

-See you later, Vugar.

-See you, Samir.

UNIT 1

Greeting and Farewell

4 Look and say



good morning



good afternoon



good night

5 Number the pictures and say



Involve the Ss to do Ex-s 4,5 on page 8. Each member of the group points to one picture and expresses the appropriate greeting or goodbye expression. Task 4 can be done either in pairs or individually. In both cases let the Ss practice saying "Hello/ Bye/ Good morning/ Afternoon/ Evening/Night"

IV. Get the Ss listen to "The Goodbye Song".

Get them repeat the lyrics, wave their hands.

Good bye, Scott..

Good bye, Andy

See you later, alligator! See you later, alligator!

Good bye, Kate...

See you later

See you later, alligator!

See you later, alligator!

Good bye, Scott!

At the end of the lesson involve the class to sing two songs: "The Hello Song" and "The Goodbye Song".

Provide them with pictures prepared beforehand. Group 1 gets "Hello" picture. Group 2 is given "Goodbye" picture.

Encourage Group 1 sing "Hello" song, Group 2 "The Goodbye Song".

The Goodbye Song



	Assessment criteria	fully	half	partially	poorly
1	Understands and identify different greeting expressions				
2	Pronounces the simple sentences on the topic				
3	Builds up communication using the language material on greeting				

Lesson 1. Countries

Standards: 1.1.3; 2.1.1; 2.1.3; 2.2.4

Objectives:

The student:

1. Identifies the objects and the situations according to the features they hear (three-colored flag, the map of Azerbaijan, etc.)
2. Repeats the words and word combinations on the topic "Countries" they hear (capital, England, Russia, China, etc.)
3. Pronounces the words and word combinations on the topic "Countries".
4. Communicates and builds up conversations using the words and simple speech etiquettes on the topic.

Language: capital, Azerbaijan, Russia, England, China, Turkey, the USA

Receptive language: Point to the map/flag! Introduce yourself/yourselves

Materials: Flashcards, SB pictures, the flags and the maps of the countries



I. Warm up

You can start the lesson with inviting the Ss to walk around the classroom, shake hands with as many Ss as possible and ask:

A: Hi. What is your name?

B: Hi. My name is

A: Where are you from?

B: I'm from Azerbaijan, Baku, etc.



II. Start presenting the new vocabulary (capital, Russia, England, the USA, Turkey, China). Use pictures, maps while presenting. Let them repeat two or three times after you. Get the Ss look at the pictures on pages 10, 11. Draw their attention to the symbol, map and flag for each country. Present all these items and get the Ss repeat the words and simple sentences after you. Start with Azerbaijan and Baku as they are familiar with these words. Point to the map of Azerbaijan and its capital city. You can draw the Ss' attention on page 9 as well and say: "**Azerbaijan, Baku.** It is the map of Azerbaijan. Baku is the capital of

Azerbaijan. It is the flag of Azerbaijan. It has three colors: blue, red, green." After presenting colours each word and simple sentence encourage the class to repeat all of them. Make sure if the Ss can pronounce the sounds [ju:], [t] correctly. Get the Ss look at page 10, 11 and go on presenting the rest of the countries using the same model . Ex:

1) **England, London.** It is the map of England. London is the capital of England. Its flag has got three colors: red, blue, white.

2) **Turkey, Ankara.** It is the map of Turkey. Ankara is the capital of Turkey. Its flag is red, etc.

Encourage the Ss to repeat the sentences after you. Check if the Ss' memorise the previous ones each time after presenting with the help of picture.

Note: Make sure the Ss pronounce the capital city names properly, not as in their own language. Ss might find the capital city name

UNIT 2

Countries and nationalities



Beijing [bei'dʒɪŋ] *difficult. Concentrate their attention on its pronunciation and try making them remember it.*

You can think of different activities encourage the Ss practice and remember the taught words and simple sentences.

Activity 1. PW. Involve the Ss to work in pairs. Concentrate their attention on page 10, 11, ask them to point to the capital cities on the maps, ask and answer. Ex:

a) A: Where is Baku?

B: It is in Azerbaijan.

b) A: Where is Beijing?

B: It is China, etc.

Activity2. T: Which countries have got stars on their flags?

S1: Azerbaijan, Turkey, the USA, China

T: Which country flags have got three colours?

S2: Azerbaijan, Russia, the USA, England.

T: Which country flags have got one colour?

S3: China, Turkey.

T: Which colour is it?

S3: It's red.

Activity 3. Divide the class into two teams of equal size. Provide each member of the teams with the map and flag of one country.

Encourage them to take in turn and introduce countries. Ex: *It is a map of Russia (I have got a map of Russia). Its flag has got three colors: white, blue, red. Its capital is Moscow.*

The team that introduces the countries better gets more points. The Ss can be praised getting stars, flags, etc.

Activity 4. Get the SS look at this picture.

Encourage them to guess the countries they know according to the flags and say. Remember: there are some extra flags. The purpose of this activity is to find out if the Ss are able to recognize the flags.



	Assessment criteria	fully	half	partially	poorly
1	Identifies the objects according to the features they hear				
2	Pronounces the words and simple sentences on the topic countries				
3	Builds up communication using the language material				
4	Cooperation				

Lesson 2. Nationalities

Standards: 1.1.2; 2.2.3; 2.2.4

Objectives:

The Student:

1. Identifies the objects and the situations according to the features they hear (three-colored flag, etc.)
2. Describes the objects and situations in the picture using the vocabulary they learnt (He/she's Turkish/Russian, etc.)
3. Builds up communication using the words and simple speech etiquettes they learnt (Where are you from? Are you/Is he/she English? etc.)

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

Materials: Flashcards, SB pictures, flags

I. Warm up

You can start the lesson with the song "Where Are You From?" "It will stimulate them to revise the previous lesson and build a good bridge between the old and new lessons. Get the Ss use the names of different countries they learnt for each new couplet (from China/ Russia/ England, etc.)

Where Are You From?

Where are you from? I'm from England

Where are you from? I'm from England

Now tell me please I'm from England

Where are you from? That's where I'm from.

II. Start presenting nationality vocabulary drawing their attention to the pictures of people in their national costumes. The Ss will not find it difficult to guess the nationalities as they have already been able to identify them according to the flags. Use the flags to present the new vocabulary. Get the Ss' look at picture 1 page 12. **T:** Azerbaijani (Get the Ss' repeat the word after you). It is the flag of Azerbaijan. He/She is Azerbaijani. They are Azerbaijani." Then point to yourself and say: "I'm from Azerbaijan.

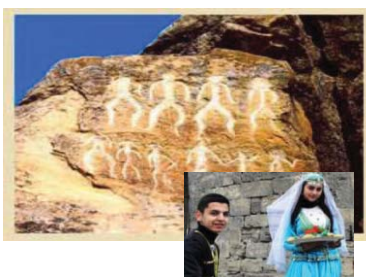
Azerbaijani." Point to the class and say: "You are Azerbaijani. We are Azerbaijani." Encourage the class to repeat the simple sentences after you and let the Ss repeat the word Azerbaijan with the correct [dʒ] sound. Don't forget to mention the pronunciation of the sound [æ:] in the word Turkish/ Go on presenting the other nationality words using the pictures on page 12. Ex: "It the map of Russia. He/she is Russian", etc.

III. PW. Concentrate the Ss' attention to Ex on page 13. Ask them to match the symbols to the



UNIT 2

Countries and nationalities



maps and nationalities and say: “*Azerbaijan, the flag of Azerbaijan, Azerbaijanian, etc.*”

IV. Invite the Ss to play a nationality game.

Divide the class into 2 teams of equal size. Provide each group with an identical set of 6 pictures representing nationalities they learnt. First ask them to guess what nationalities they are. Then encourage them to introduce themselves mentioning their nationalities and

countries in the given pictures. Ex:

a) 1) S1: Hello. I'm Chinese. I'm from China.

2) S2: Hello. I'm Russian. I'm from Russia, etc.

b) Ex: A: Where are you from?

B: I'm from China. I'm Chinese.

The team that guesses the nationalities and introduces themselves properly is announced to be a winner.

	Assessment criteria	fully	half	partially	poorly
1	Identifies the objects according to the features they hear				
2	Pronounces the words and simple sentences on the topic				
3	Builds up communication using the language material				
4	Cooperation				

Lesson 1. My family

Standards: 1.1.1; 2.1.1; 2.1.4; 2.2.3

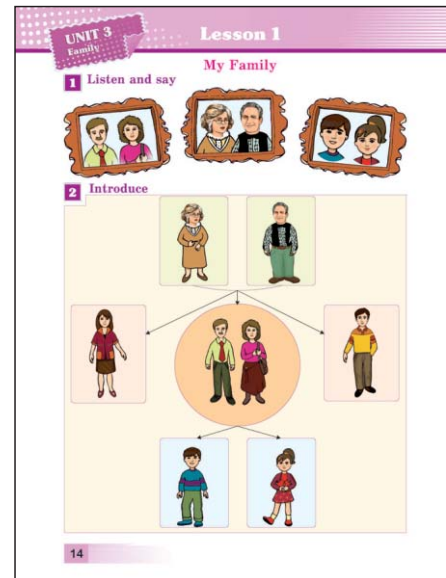
Objectives:

1. Follows the instructions on the topic “Family”
2. Repeats the words and word combinations she/he hears on the topic “Family”.
3. Pronounces the simple sentences she/he learns using vocabulary on the topic “Family”.
4. Describes the objects and situations in the family picture using the vocabulary on the topic.

Language: parents, uncle, aunt, grandpa, grandma, daddy, mummy

Receptive language: Who is your father/mother?

Materials: Family flashcards



I. Warm up

Use a ball game.

Throw a ball to Ss one by one and each time ask a question using family words, e.g. Have you got a sister?, Have you got a brother?, How many sisters have you got?, etc. Each time a student answers the question and throws the ball back to you.

II. Presentation

Group your students and distribute different family pictures to each group. Ask your students to describe the pictures using family names they know.

Whole class check.

Brainstorm the taught family names using the picture of ex.2 on page 14.

Point to the picture in the middle and say: “Parents. Father and mother are parents” and draw the Ss’ attention to the pronunciation of the diphthong [ɛə]. Then point to the picture of a grandmother and say: “Granny.” Then point to the picture of a grandfather and say: “grandpa”. Ask Ss to repeat the words after you several times and check their learning by pointing to the pictures and asking the question: “Who is he/she?”

Introduce the words “aunt” and “uncle” in the same way. Check the students’ pronunciation.

III. Provide a “Who’s missing” game with your students. Ask a student to leave the room or to turn his/her face to the wall, cover 2 of the pictures in ex.2 and then ask that student guess the missing family member. Call one student from each group to give a chance to all groups to compete saying correct family names.

IV. Use flashcards with the pictures of family members to present the poem. Say the beginning of the first line and demonstrate a flashcard to let the students guess the ending. Then the students say the beginning of the second line and you demonstrate a flashcard to let them guess the ending. Continue this way and make sure all your students can recite the poem.

Use “Look, Find and Say” exercise 3 on p.15 to practice the taught material.

Ss’ work in pairs to place the family members in correct places. This activity can be done as a competition:

“Match the pictures to the numbers correctly.”

Evaluate your students’ performance according to the following grid.

	Assessment criteria	fully	half	partially	poorly
1	Follows the instructions				
2	Pronounces the simple sentences on the topic				
3	Builds up communication using the language material on the topic				
4	Cooperation				



Lesson 2. Professions

Standards: 1.1.1; 2.1.3; 2.2.3; 2.2.4

Objectives:

The student:

1. Follow the instructions. Turn around! Describe picture!
2. Pronounces the words and word combinations on the topic "Professions".
3. Describes the objects and situations in the picture using the vocabulary on the topics "Professions" she/he learns.
4. Builds up communication on the topic "Professions", using the words and simple speech etiquettes she/he learns.

Language: job, singer, pilot, policeman

Receptive Language: What's his/her job?; What's he/she?

Materials: real family pictures, family flashcards

I. Warm up

Prepare flashcards. Demonstrate flashcards to elicit the profession names from Ps. Make sure the Ps know all profession names.

II. Presentation

Demonstrate pictures of L2 U13 and point to the picture of a singer and say: "A singer". Check the correct pronunciation. Ask Ss to repeat it several times. Use this activity to teach other profession words. While introducing the words driver and pilot, draw Ss' attention to the pronunciation of the diphthong [aɪ]. Then ask a S: "What does your father do? What's his job?" "Is he a policeman?" Possible answers: "Yes, he is." Or "No, he isn't." Use receptive language while practising profession words.

Practice

Divide the Ps into groups and ask them to describe the picture. They use the model: "This is a boy. He is a pupil. He has a book and a bag. He has a white shirt. His hair is short and black. He is in front of school." The group which says more sentences is the winner.

Play a "Turn" game.

Summary:

You're holding a flashcard. In front of you stand two students with their backs turned. You give the command to turn around. Who can identify the flashcard first?

Set up:

Get two students to stand in front of you with their backs turned. Hold a flashcard in your hand or place it on the board.

This is an extremely simply game to play and full of variations.

- a) the students turn and simply identify the flashcards;
- b) the students stand back to back. They are given each a flashcard to hold (face forward) in front of their chest. When they turn they must identify their opponents' flashcards.

Ask Ps to match the pictures of family members to the pictures, describing professions and say sentences. For ex.:

The Grandma is a teacher.

The uncle is a policeman, etc.

Teach a new poem to the Ss:

Use flashcards with the pictures of different professions to present the poem.

Say the beginning of the first line and demonstrate a flashcard to let the students guess the ending. Then the students say the beginning of the second line and you demonstrate a flashcard to let them guess the ending. Continue this way and make sure all your students can recite the poem.

I want to be a teacher,	I want to be a driver,	I want to be a doctor,
A teacher, a teacher,	A driver, a driver,	A doctor, a doctor,
I want to be a teacher	I want to be a driver	I want to be a doctor
To teach my little friends.	To drive a little car.	To help my little friends.

Ask the Ss to match the numbers to the letters and say profession names in ex.2 on page 17.

	Assessment criteria	fully	half	partially	poorly
1	Identifies different pictures of professions and names them				
2	Pronounces the simple sentences on the topic on the topic				
3	Builds up communication using the language material on the topic				

Summative Test 1

Listen and choose the correct variant

1. Russian



2. American



3. the flag of the USA



4. the flag of Turkey



5. daddy



Summative Test 1

6. a singer



1



2



3

7. a pilot



1



2



3

8. I'm Chinese.



1



2



3

9. I'm English



1



2



3

10. good night



1



2



3

Lesson 1. How Many?

Standards: 1.1.3; 2.2.1; 2.2.3; 2.2.4

Objectives:

The students:

1. Identifies the objects and the situations according to the features they hear (six brown boats, four red butterflies, etc.)
2. Names the objects and situations in different pictures on the topic “Numbers”
3. Describes the objects and situations in the picture using the vocabulary they learnt (two yellow masks, one green clock, on the table)
4. Communicates with each other using the words and simple sentences they learnt (How many pencils have you got? She has got two blue.... Give me ... etc.)

Language: basket, boat, butterfly, eleven, twelve, thirteen, fourteen, fifteen

Receptive Language: Do the sums! Ten and one is...Two from fifteen is....

Materials: number flashcards, defferent objects



I. Warm up: You can start your lesson with “What is your number?” game. Ask ten volunteers to come to the front of the class. Give each learner a card with numbers from 1 to 10. Tell the volunteers to find out each other's numbers using the question “What's your number?” They should then arrange themselves in the order of the numbers on their cards.



Encourage the Ss to sing a song “Numbers”

One is a number,	Number five is before six
Two is a number,	And seven is more.
Three is a number	Eight is a number
Four.	Nine is a number

Now we come to ten
And we are back again

II. Invite five Ss to come to the front. Provide them with 11-15 number cards. Concentrate the Ss' attention to each number separately and start presenting them.

Each time when you present new numbers get a student with an appropriate number come one step forward and say: “eleven /twelve/thirteen, etc.” Let the Ss repeat two or three times after you. Pay attention to the Ss' pronunciation of the sounds [i:] [w] [tw] [θ] [ei]. Then turn to the Ss holding the numbers 11-15 and ask: *T:-Which number are you?*

S: I'm eleven/twelve, etc.

Invite 10 Ss to come to the front. Divide them into 2 teams with equal size (5+5). Each team is provided with a set of five cards. One set with number “1”s, the other set with numbers from 1 to five. When you call out the numbers from 11 to 15, one student from each team comes forward and make this number standing next to each other. Ex: **Teacher: Number 11/12/13, etc.**



Concentrate the Ss' attention on presenting three more new words: basket, butterfly, boat. Get the SS look at Ex 1, 2 op page 18. Once you have gone through each word separately, put them together in sentences pointing to the pictures: "I have got 5 brown boats. I have got 4 red butterflies, etc." Encourage the Ss to say the colors and numbers of the objects on page 18. Ex: "A trafficlight has got three colours: red, yellow, and green. We have got two hands and ten fingers, etc."

PW Get the Ss look at Ex 3 on page 19. Encourage them to count the objects in the pictures, say their numbers and colours asking each other "How many.....? Ex: **15 red butterflies, 11 yellow masks, 13 crayons, etc.**" Draw the Ss' attention to addition (+), subtraction (-) and equal (=) marks. Invite 4 Ss to come to the front. Provide Ss with one card for each. Two cards are with numbers (1, 2), the other two cards with addition and equal marks on each. Get Ss stand next to one another in this order: **1+2=3**. Get their attention how to say it

in English; "One and two is three'. Encourage the Ss repeat the sums.

Then the other 4 Ss come to the front. They are also given one card for each, but (+) is substituted with (-). They stand next to each other in this order: **3-1=2**. Draw their attention how to say it in English.

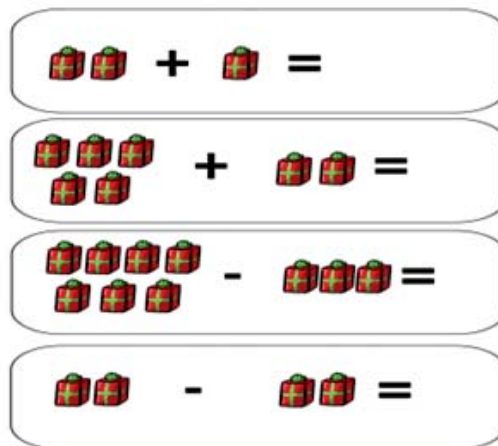
Get the Ss look at Ex. 4 on page 19. Encourage them to count the objects (how many apples in the basket). Get the Ss themselves answer your question.

T: Eleven apples and 1 more apple, how many apples?

S: Twelve apples. Eleven and one is twelve, etc.

Below you can find one more activity that we consider to be useful for your Ss.

Activity 1 GW: Involve the Ss work in groups, do the sums and say



	Assessment criteria	fully	half	partially	poorly
1	Identifies the objects according to the features they hear				
2	Pronounces the words and simple sentences on the topic				
3	Builds up communication using the language material				
4	Cooperation				

Lesson 2. Count to Twenty

Standards: 1.1.3; 2.2.1; 2.2.3; 2.2.4

Objectives:

The student:

1. Identifies the objects and the situations according to the features they hear (16 green/yellow.... Buttons, etc.)
2. Names the objects and situations in different pictures on the topic "Numbers"
3. Describes the objects and situations in the picture using the vocabulary they learnt.
(How many stars..... has he got?)
4. Communicates with each other using the words and simple sentences they learnt (I have got 16/17.....
How many have you got?..... etc.)

Language: button, sixteen, seventeen, eighteen, nineteen, twenty.

Receptive Language: Count to twenty! Count afterward/backward!

Material: number flashcards, SB pictures, different objects



I. Warm up Start the lesson with “**Books, Books**” chant. Each time when they start to pronounce the numbers from one to five encourage them simultaneously use their fingers like:



Books, books

Pencils, pencils

Count the books.

Count the pencils.

One, two, three, four, five blue books

One, two, three, four, five red pencils.

How many books? Five books

How many pencils?

Count the pencils..

One, two, three, four, five!

II. You can start the presentation of the numbers from 16-20 splitting the class into 2 groups of 5. Provide Group 1 with number

cards from 11-15, Group 2 from 16-20 number cards. Encourage Group 1 Ss to perform your orders; drawing Ss' attention to the correct pronunciation of [tw] and [au].

Number 11—Stand up!

Number 12---Sit down!

Number 13 –Hands up!

Number 14--Hands down!

Number 15- Hands on hips!

Take the number cards off the table from 16-20 one by one, continue giving the same orders, but apart from the previous orders this time you first hold the appropriate number card. Get the Ss listen to you attentively For ex.: **T: Number 16- Stand up!**

Check if the S with this number card follows your order. Encourage the Ss repeat the number after you. Ex: **T: Sixteen (Student repeats after you). What number are you?**

S: I'm sixteen.

T: Are you fifteen?

S: No, I'm not. I'm sixteen.

Then address to the whole class and let them be involved as well. For ex.:

T: *What number has he/she got?*

Ss: *Sixteen.*

Present the rest of the number vocabulary through the same way. There is one more new word (button) to teach. Once you've gone through the word, put it together in word combinations and sentences. For ex.:
"a green.... button, 16..... yellow buttons. I have got 16..... red..... buttons."

Get the Ss look at ex. 1, 2 on page 20
 Be sure, they can memorize all taught numbers from 16-20.

Activity 1 PW Involve the Ss work in pairs making up a dialogue. Ex:

a) A: *How many green/yellow/ red/ buttons have you got?*

B: *I've got 16..... green buttons.*

Activity 2 GW Divide the class into groups of 6. Draw their attention to Task 2, on page 20. Involve them to work in groups and say how many objects they have got using the question model "How many have you got? What colors are they?"

Activity 3 PW Draw the Ss attention to page 21. Get them work in pairs. Encourage them to count the domino dots and match the answer. **Ex: 5 and 6 is 11**

At the end of the lesson get the Ss sing a song "Ten little Numbers". This song is

a good way to practice counting forward and backward.

Ten Little Numbers

One little, two little, three little numbers

Four little, five little, six little numbers

Seven little, eight little, nine little numbers

Ten little numbers.

Ten little, nine little, eight little numbers

Seven little, six little, five little numbers

Four little, three little, two little numbers

One little number.

While singing you can ask the Ss to walk around the classroom like a "Number train". Number one starts and the other numbers join the train while singing. When they start singing the second couplet ask them one by one leave the "Train".



	Assessment criteria	fully	half	partially	poorly
1	Identifying the objects according to the features they hear				
2	Pronouncing the words and simple sentences on the topic and simple				
3	Building up communication using the language material				
4	Cooperation				

Lesson 3. Shapes

Standards: 1.1.3; 2.2.2; 2.2.3; 2.2.4

Objectives:

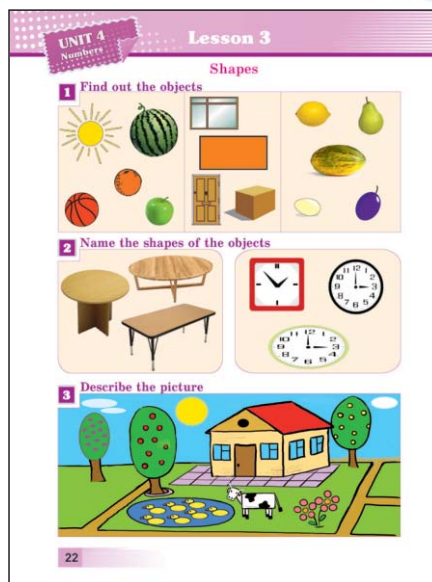
The student:

1. Identifies the objects and the situations according to the features they hear (blue/ red..... triangle/square, circle.....)
2. Enumerates the shapes: circle, oval, future, features rectangle of the objects.
3. Describes the objects and situations in the picture using the vocabulary on the shapes (The rectangle/triangle.... is yellow.....)
4. Communicates with each other using the words and simple sentences they learnt (What color is the square? It is I have got an oval rug.....etc)

Language: oval, square, triangle, rectangle, melon, water-melon

Receptive Language: What is its shape? Identify the shapes! Make a circle!

Material: number flashcards, SB pictures, different objects



I. Warm up It is advisable to start the lesson with a song “Make a circle”. It can be very good logical connection with the new lesson. First start teaching the lyrics of the song. It will not take a long time as it is very easy. Get the Ss repeat it two or three times. Explain the instruction drawing a circle with your finger in the air. Encourage them to come to the front and sing a song. When they say “Count the girls” the boys should point to the girls and vice versa.

Make a circle, Make a circle
Make a circle. Make a circle
Count the girls Count the boys
One, two, three, four. One, two, three, four.

Make a circle
Make a circle
Count the girls and boys,
One, two, three, four.
Five, six, seven, eight
Count the girls and boys,
Count the girls and boys.

II. First start eliciting some shape names from the Ss. Demonstrate “a star and a circle” cards to them. Get the Ss name the shapes. Then concentrate their attention on their colours. **Ex.**

T: What colour is the ball?

S: The ball is orange, etc.



In the second step present the new shape vocabulary using funny shape pictures and draw the Ss' attention to the sounds [kw], [eə]. You can present them in a very interesting way. Let the shapes “introduce” themselves. **Ex: T: Hello. I'm an oval. (Get the Ss repeat it two or three times.) Then “oval” asks:**

T: Who am I?”

S: You are an oval.

T: What is my colour?

S: You are pink, etc



You can present the rest shape vocabulary in this way. It will encourage the Ss to be actively involved and have a lot of fun.

Now it is time to teach three more different shape words. You can use pictures, realia while presenting. Go over the pictures, pronouncing each word out loud and having the Ss repeat the words after you two or three times per word. Put the words together in sentences. Get the Ss look at Ex. 1, 2 on page 22. For ex.: ***"It is a round green watermelon. I have got a yellow oval melon, etc"***

Involve the class to do some activities on shapes and different shaped objects.

Activity 1. GW Split the class into 4 groups.

Group Circle, Group Triangle, Group Oval, Group Rectangle- Concentrate the Ss attention on ex. 1, 2. Give them task to find out objects according to the shapes of their groups.

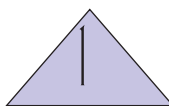
Activity 2 pw. Get the Ss look at ex. 3 on page 22. Encourage them to describe the objects in the picture using shape and colour vocabulary.

Activity 3. Let the Ss look at ex. 4 on page 23. Ask them to count and name the shapes.

Activity 4 GW Provide each group with such a handout. You can prepare different ones using different shape pictures. Encourage the group to do the sums counting and at the same time saying their shapes and colours.

Put simple paper cutouts numbered one through six on the floor. Cut them into different shapes from different coloured paper so we can review shapes and colours at the same time. Plus it is easier to give clues if they aren't sure of a number. To play a game

a student rolls a dice, counts the dots and stands on a corresponding number.



2) "Colour me Quick" game

Divide the class into 2 teams of equal size (6+6, etc.). Line them up facing the board, with first student at the front, the second one behind them, etc. Explain that when the game begins you (a teacher) will give a command, for e.g. ***"Draw a black circle"***. As soon as they hear the command, the first member of each team must run to the board, draw the shape and colour it in the right colour. When they have finished they must run back to their team and "tag" the next student in line. The first to "tag" wins a point for their team if they have drawn the correct shape and colored it correctly.

Note: You don't need to use all these activities and games given above. Choose the activities according to your Ss' interest and levels. And of course if the time allows to use them.

	Assessment criteria	fully	half	partially	poorly
1	Identifies the objects according to their shapes and colors				
2	Describes the shapes and objects				
3	Builds up communication using the language material				
4	Cooperation				

Lesson 1. School Objects

Standards: 1.1.3; 2.2.1; 2.2.3; 2.2.4

OBJECTIVES:

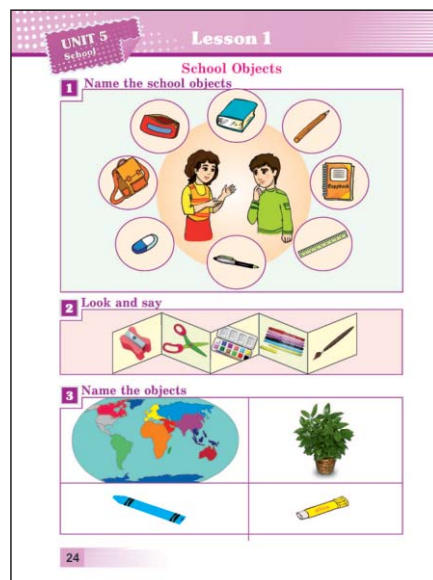
The student:

1. Identifies the school objects and the situations according to the features she/he hears.
2. Names the school objects (a sharpener, a brush, a felt-tip pen, paints, scissors, a crayon, a plant) and situations in different pictures
3. Describes the school objects and situations in the picture using the vocabulary they learnt
4. Builds up communication using the vocabulary on school objects

Language: a sharpener, a brush, a felt-tip pen, paints, scissors, crayon

Receptive language: Identify your school objects. Can I have..? Show me, please... .

Material: School objects, flashcards.



I. Warm up

Put the small flashcards of the classroom objects on the table. Students take the flashcards off the table, name and stick them on the board in turn.

1. Draw the Ss' attention to exercise 1 on p.24. Ask the Ss to look at the picture and name the object saying :- Aydan has got a book. She has got an eraser, etc. Samir has not got a pen, a pen, a ruler, etc. Get the Ss' attention to the sounds [a:], [u:].

2. Ask the Ss to show and say the names of the objects they have in their bags and put aside the school objects that they can't name in English yet. Begin presenting the names of the school objects a sharpener, a brush, scissors, a felt-tip pen, paints, a crayon, glue and a plant.. Use realia. The use of realia, or real-life objects in the ESL classroom can make a huge difference in student learning. It engages and motivates them to learn. It's fun and sets a more natural learning environment. As students are taught neither reading nor writing at

this grade you have to repeat the new vocabulary more than once for students' better memorizing. The students have to memorize the vocabulary only by hearing. That's why ask the students to repeat the words after you for several times.

Show a "sharpener" and say:

T:- I've got a sharpener. It is my sharpener. Have I got a pencil?

S.-No, you have got a sharpener..

T:- What colour is my sharpener? etc.

Encourage the students to repeat it in chorus and individually. To find out how well they remember the word ask them to show their sharpeners.

T:- Show me your sharpeners, please.

As the students raise their sharpeners ask their colours and shapes.

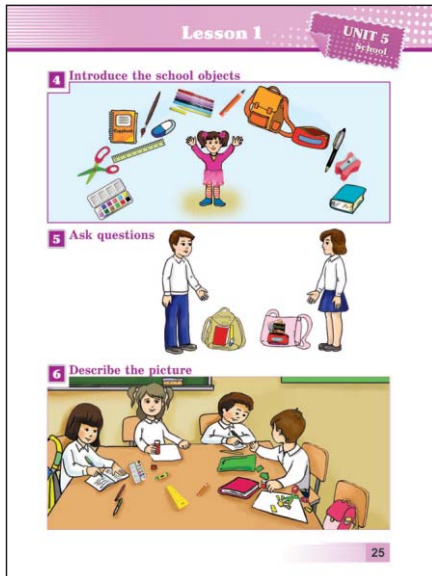
Get the students make up a dialogue like this:

S1:- What have you got ?

S2:- I have got.. Have you got...?

S1:-Yes, I have.

S2:- What colour is your?



S1:- My ... is.... It is square (oval).

Teach the rest of the vocabulary in the same way.

Have the students look at exercise 2 and 3 on p.24 and say the names of the newly taught objects.

3. GW Distribute the flashcards of the objects (it is better if you have realia) among the groups. Each member of the group takes one of the flashcards, names it, and uses it in a sentence.If the student fails,the team loses the point.

4. PW Let the students make up a dialogue using the other objects as presented in the model.

In exercise 4 on page 25 the girl introduces her school objects like: *I'm Aydan. I have got a nice bag, a sharpener, scissors, paints, felt-tip pen and a crayon.*

She has got an orange bag, etc. or the students can describe her school objects as it is shown in the model: She is Aydan. She has got five felt-tip pencils. They are red, black or She has a nice pencil case. It is oval/square.

You can also ask the students to role-play it :
S1- I have got... It is yellow. Have you got... ?

S2- Yes, I have. Myis blue..etc.

Exercise 5 on page 25. A boy and a girl ask and answer the questions in turns like this:

-Have you got... in your bag? or

S1:What have you got in your bag?

S2: I have got a crayon. It is yellow. And what have you got in your bag?

S1: I have got a pencil case .It is red and blue.

GW The teacher demonstrates a bag/box in which s/he has placed a number of objects. The class is divided into two teams. Each team takes it in turn to ask the teacher if a certain object is in the bag /box. If the answer is positive then the team receives the object. The team with the most objects at the end of the game wins.

Teach the action verbs *to give* and *to take* Introduce the verbs by gestures and movements saying:

- *Take the pencil, please.*
- *Give me the pen, please.*
- *Give me the book ,please.*

Don't forget to teach the phrase “Here you are.”

PW. Ask the students to work in pairs and use the verbs “ give” and “take” as shown in the model.

- *Give me the scissors, please.*

- *Here you are.*

- *Thanks.*

Let the students enlarge the dialogue like this: *-Have you got a felt-tip pen? - Yes, I have.*

“Give me, please, your felt-tip pen, or Can I take your.....,please?”

- Here you are,
- Thanks.

Have the students repeat the structure using the newly taught vocabulary.

Activity 1. Get the students stand in a circle having flashcards in their hands. Students standing on the right says: Give me ..., please (naming the object which the student next to him is holding) . And the student says: Take it, please.

Activity 2. Students stand in a circle. Put classroom objects on the table in the middle. Get the students ask each other to take one of the objects saying: Please, take the pencil case, Fidan, and give it to Nezrin. Create the opportunity for all the students to

work. Stimulate the students the whole lesson.

Then draw the students attention to exercise 6 on page 25. Let the students describe what each student is saying: Her name is Aynur. She has got glue and an eraser. His name is... . He has got... . Anar hasn't got a felt-tip pen. But Samir has got a felt-tip pen. Let Samir say:- Can I have your felt-tip pen?

Yes, here you are.

If you have enough time teach the following poem:

Pencils and pens, Crayons and erasers
Books and rulers, Pots and maps,
Lots of bags We've got in class.



	Assessment criteria	fully	half	partially	poorly
1	Identifies the objects and the situations in the given pictures according to the listening material they hear.				
2	Repeats the simple sentences they hear.				
3	Pronounces the simple sentences she/he learnt.				
4	Describes the objects and situations in the picture using the vocabulary they learnt				



Lesson 2. Our School

Standards: 1.1.2; 2.1.2; 2.1.4; 2.2.3

OBJECTIVES:

The student:

1. Identifies the school building items and the situations in the given pictures according to the listening material she/he hears.
2. Repeats the simple sentences related to the items of a school building,
3. Pronounces the simple sentences related to the items of a school building
4. Describes the items of a school building using the vocabulary she/he learnt on the topic

Language: a canteen, a gym, a corridor

Receptive language: Can you see...?

Materials: School building item pictures, flashcards

I. Warm up Ask the students to gather around the table in the middle of the classroom. Put the cut pieces of any school building pictures on the table. Let the students stick the pieces one by one on the board so that to get the picture of a school. Praise them saying that they have created “school”.

Explain them that they have to put the flashcards around the *school* using gestures. Put on the table different pictures such as items of supermarket, different clothes and the items of school building: a classroom, a gym, a corridor and a canteen and invite Ss’ to pronounce the sound [ɔ:] correctly, then given sound. The students have to choose the items related to school. As they find school building items the students have to stick them around the picture of a school.

II. Present the new vocabulary. Say that *We are in the classroom*. Repeat the sentence again using gestures. Ask the students: - Where are we? Help them to say:- We are in the classroom. Call one of the students in front of the classroom. Let her say:- We are in the classroom.

Have student-student interaction.

S1:- *What have you got in your classroom?*

S2 – *We have got a window, a door, books, erasers, a map, a plant, a table, and chairs in the classroom,* and so on.

S1- How many windows have you got in the classroom.?

S2:- We have got 2 windows in our classroom.

Pointing to the items of school building say the names of school building items: corridor, canteen, gym.. Let the students repeat the words after the teacher.

III. GW. Divide the students into three groups: a corridor group, a canteen group and gym group. Give all the groups different object flashcards, that is: *plants, windows and pictures, tables, chairs, cakes, juice, milk, apples, oranges, balls, pictures, etc,*

Have the students work together and match the flashcards to the pictures of corridor, a canteen and a gym. Ask the students to look at the picture on p.26. It will help compare your objects with those in the book. Each member of the group have to say one sentence:- S1:- We have got...in the corridor. S2:- We have got a picture in the corridor, etc.

All the groups present their work.

Ask three students to come to the front of the class. One of them is going to describe the canteen, the second the corridor, and the third the gym. The student may describe like this :- I am Fidan. I am in the canteen. We have got.... In our canteen. The next student:- I am Samir. We have got plants, windows, in the corridor.

Continue doing it for “gym”.

PW. Ask the students to draw the picture of a school and name the school building items.

Demonstrate the best drawing to the class.

GW. Divide the class into two groups.

Distribute each team classroom object flashcards including the items of a school building. Set time limit. When the time is up call out an object name and the students find the flashcard, name the object and sticks it on the board.

Teach the song “**This is the Way We Go to School**”

*This is the way we go to school, go to school,
go to school,*

*This is the way we go to school so early in the
morning!*

*This is the way we dress ourselves, dress
ourselves, dress ourselves,*

*This is the way we dress ourselves so early in the
morning!*

*This is the way we wash our hands, wash our
hands, wash our hands,*

*This is way we wash our hands so early in the
morning!*

*This is the way we brush our teeth, brush our
teeth, brush our teeth,*

*This is the way we brush our teeth so early in the
morning!*

*This is the way we carry our books, carry our
books, carry our books,*

*This is the way we carry our books so early in the
morning!*



*This is the way we go to school, go school,
go to school,*

*This is the way we go to school so early in the
morning!*

To consolidate the material of the lesson ask the Ss to do exercise 2 on page 27. The Ss have to odd one out the object in each sentence and name the object.

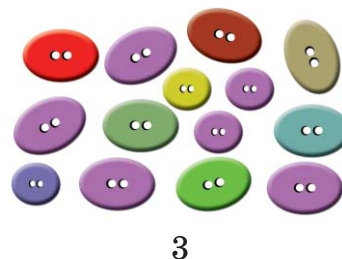
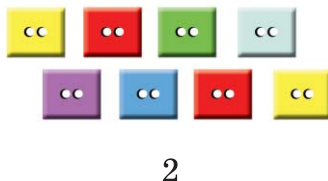
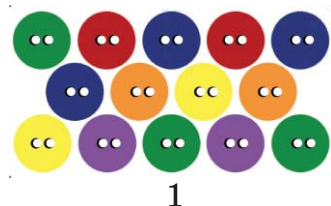
Have the Ss choose the school objects and name them in ex.3 on p.27.

	Assessment criteria	fully	half	partially	poorly
1	Identifies the objects and the situations in the given pictures according to the listening material they hear.				
2	Repeats the simple sentences they hear.				
3	Pronounces the simple sentences she/he learnt.				
4	Describes the objects and situations in the picture using the vocabulary they learnt				

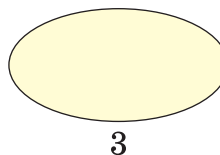
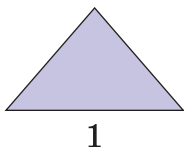
Summative Test 2

Listen and choose the correct variant

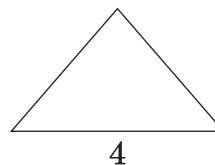
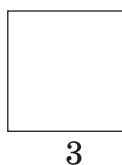
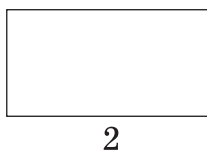
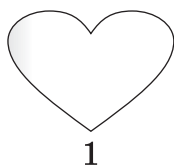
1. fourteen



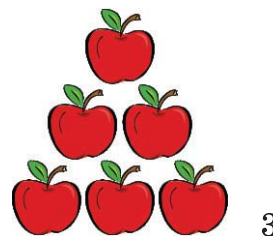
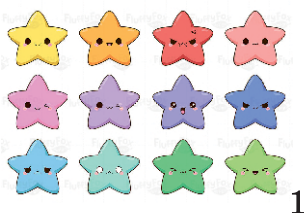
2. oval



3. Colour the square "purple"



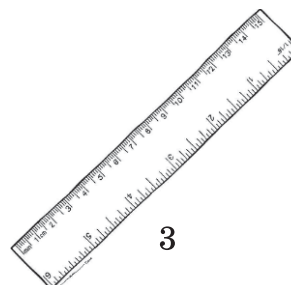
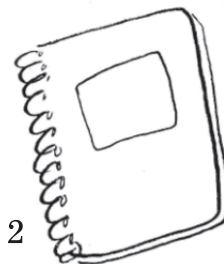
4. twelve



5. a sharpener



6. Colour the boots "violet"

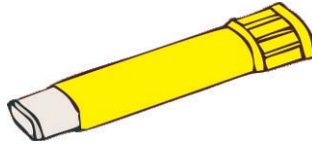


Summative Test 2

7. glue



1



2



3

8. a brush



1

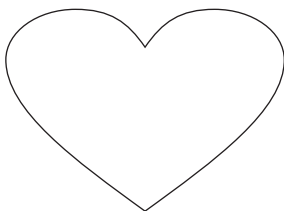


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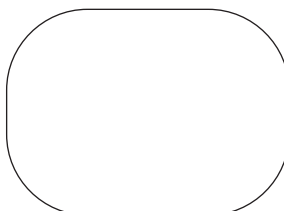


3

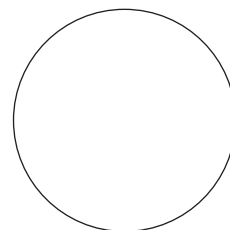
9. Colour the circle green.



1



2



3

10. scissors



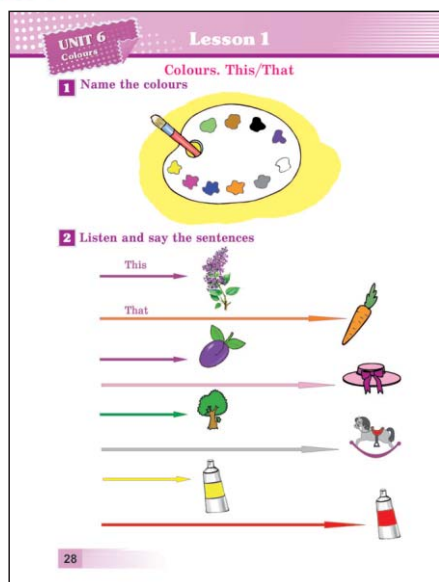
1



2



3



Lesson 1. Colours. This/That

Standards: 1.1.3 2.1.1 2.2.4

OBJECTIVES:

The student:

1. Identifies the objects and the situations according to their colour and demonstrative pronouns *this* and *that*.
2. Repeats colour names, *this/that* and word combinations this lilac, a purple plum, a violet balloon, etc. *she/he* hears
3. Builds up communication using colour names and *this/that* and simple speech etiquettes *she/he* learnt

Language: this, that, a rose, a tube, a lilac, violet, purple

Receptive language: Say the colour. Say the right colour.

Material: Colour flashcards/crayons

I. When teaching colours, remember that receptive language comes before expressive language. Children will be able to point out the right colour long before they can say its name. First you have to stick to the main colours-red, blue, yellow, green, black and white. And only later add the other colours.

As the students already know the main colours you can begin the lesson with the game. Divide the students into two equal teams. Each team has colour flashcards. Say any colour name, for example, red. Hearing the colour name one of the students takes the flashcard with that colour have to run to the whiteboard and stick it on the blackboard. The first student sticking the flashcard on the board earns a point for their team.

II. Begin presenting the vocabulary. Find any purple and violet object in the classroom, point to it and say: - *It is a purple ... It is a violet...* . Have the students repeat the words after you for several times. According to the curriculum requirements Ss memorize the vocabulary only by hearing as they are taught neither reading nor writing in the second grade. That's why repeating is very important at this period of teaching .

Point to the colours in exercise 1 on page 28. Have the students say the colour names. Let the students say the names of objects with colours:- *It is a red pencil case. It is a purple pen*, etc. You can also use the different colour flashcards. Every time point to one of the colour flashcards . Have them make a sentence. Do this a few times for all the new vocabulary. Model the dialogue with a puppet – frog. Use a Frog puppet to help you do this. Place the flashcards on the blackboard. Take Frog out of a special bag. Say *Hello Frog* and then introduce it to the class. Ask Frog "What colour is it? while pointing to the flashcard with the purple colour. Frog's answer is: "It's purple. Do this for the violet flashcards and repeat the question/answer for a couple of times. Make a mistake or two along the way. Point to the green flashcard. Have Frog say, "*It's blue*. Then turn to the students, and have them tell frog the correct answer.

At this lesson you have to teach the demonstrative pronouns *this* and *that*. Reveal the meanings of the words *this* and *that*.

PW. Let the students work in pairs pointing to the colour on tubes in exercise 3 on

page 29 and make up a dialogue in the following way:

S1 -What colour is tube 1?

S2-The tube number one is yellow.

S1-What colour is tube 2?

S2-The tube number two is violet, etc.

Pay attention to the pronunciation of the sounds[ou] and [u:] in the words **rose** and **tube** and [ð] in the words **this**, **that**.

For “this” and “that” use a pointing game with pens or pencils since everyone has them. All the students have a pencils in their hands and you stick a pencil up on the board or wall. Now point to your pencil and say "*This is my pencil*". Use gestures to be clear, pointing at the pencil and at yourself.

Go to a student and get them to say "This is my pencil" pointing to himself. Go back your pencil and say "this is my pencil" and you indicate the pencil and yourself.

Now point at the student you were with point at his/her pencil and say "*That is your pencil*" using clear gestures each time. Have the whole class repeat "**This is my pencil**". Now have them point at the student you went to and say "**That is your pencil**".

When you say: "This is my pencil" everyone should hold up his or her pencil. When you say: "That is your pencil" everyone should point at the child's pencil you were with using gestures.

If students are all doing great you can complicate the game by saying "This is my red book". Only children with red books can show them it, and so on. That would work well with coloured pencils.

A game. If you have small groups but piles of possessions in the middle of the group - keep the groups small to avoid chaos. Students take out their possessions saying "this is my pen, this is my book, this is my hat". Go to the next exercise 2 on page 28.



Ask the students to look at the picture and say sentences with *this* and *that*:

This is a lilac .It is violet. That is a plum .It is purple.

This is a plum. It is purple. That is a hat. It is violet.

Ask the students to come to the front of the classroom one by one and say sentences according to the picture.

PW. Have the students make up dialogues using *this* and *that*.

Draw the students attention to exercise 4 on page 29. The students have to describe the objects and say like this:

- I have got a bear...This is brown.

Aydan has got a frog. This is green, etc.

She has got a purple... .Or you can ask students to ask and answer the questions like this:

S1- Have you got a bear?

S2-Yes, I have.

S1-What colour is it?

S2-It is brown.etc.

Exercise 5 on page 29. Let the students name the girl and the boy having balloon in their hands and talk to each-other:

S1: What is your name?

S2: My name is Nezrin. And what is your name?

S1: My name is Kamil. What have you got?

S2: I have got a balloon. And you?

S1: I have a balloon, too. What colour is your balloon?

S2: My balloon is violet. And your balloon is blue.

S1: No, my balloon is not blue. It is purple. Can you give me that grey balloon?

S2: -Here you are. I can give you this yellow balloon, too.

You can ask the students the colours of the rest balloons using *this* and *that*.

Teach the chant "This is purple"
"This is purple"

*This is purple,
That is blue,
This is violet,
That is red.*

Note: According to your Ss' levels and interest you can also teach them "Colour song"

Colour Song



	Assessment criteria	fully	half	partially	poorly
1	Identifies the objects and the situations according to the features she/he hears.				
2	Repeats the words and word combinations she/he hears				
3	Builds up communication using the words and simple speech etiquettes she/he learnt				

Lesson 2. These/Those

Standards: 1.1.2; 2.1.2; 2.2.2; 2.2.3

Objectives:

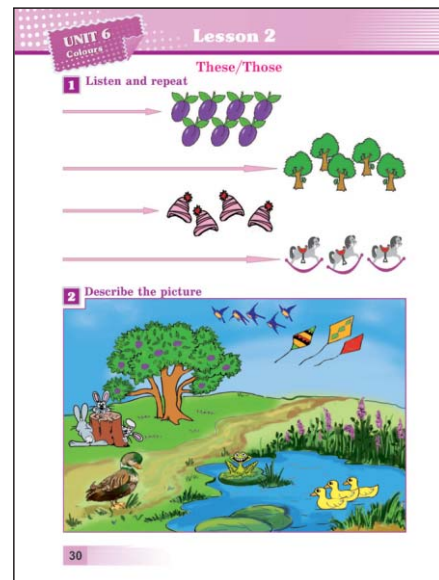
The student:

1. Identifies this /that and the situations in the given pictures according to the listening material she/he hears.
2. Repeats the simple sentences with *these* and *those* they hear.
3. Enumerates the features of the objects named: size, colour, shape
4. Describes the objects and situations in the picture using the vocabulary they learnt; these, those, a duck, a kite, a pond

Language: these, those, a duck, a kite, a pond

Receptive language: Point to ... , please.

Materials: a ball, colour flashcards



I. Warm up

Stand in the middle of the classroom. Say the name of any object. Throw a ball to the Ps. The pupil who catches the ball adds this or that and says a word combination. For ex.: a pen. The pupil will say: this pen or that pen.

II. The biggest issue with this language point is that the most natural answers to “What is this/that?” and “What are these/those?” are usually simply “It is a...” and “They are...”. Don’t forget to get Ss’ attention to the pronunciation of [ð] and [ʌ].

Hold up two cards at the same time, one closer and one further from the students and you. Stand in front of the students and also face towards the board. Have the students listen to the question carefully and only shout out the correct one of the two cards, e.g. calling out the name of the card which is further from you and students (i.e. closer to the whiteboard) if the teacher asks “What’s that?” or “What are those?” It is also possible to practice the this/these distinction and that/those distinction by holding up a singular card and plural card next to each other, i.e. the same distance away from the teacher and students.

Drilling game is for the teacher to drill “This,

that, these, those” while pointing one finger near themselves, one finger far away, two fingers near themselves, then two fingers far away. The same thing can also be done with full sentences such as “This is a chair. That is a chair. These are chairs. Those are chairs” while pointing at those things (or pictures of them). Students should be encouraged to imitate the gestures as well as the words. After one or two complete cycles, the teacher breaks the chain and switches to a random one of that four. The first student to call out the right word or sentence and do the accompanying gesture gets a point, and/or any students doing the wrong thing or taking too long lose a point. Students can also take the teacher's role.

III. Draw the students' attention to exercise 1 on p. 30. Point to the picture and say : “These are plums, those are trees. These are caps.. Those are horses. Practise it with classroom objects numbers and colours. For example, “these seven purple plums, those five green trees”. Ask the students to continue the model with other objects as well.

Present the new vocabulary by showing the flashcards of ducklings, a kite, and a pond. PW. Have the students point to the objects in the picture of exercise 2 on page 30.

asking and answering the questions like the following :

S1 – Are these ducklings?

S2 – Yes, they are.

S1 – Are those birds?

S2 – Yes, they are.

Practise the dialogue with negative sentences.

GW. Divide the class into 2 groups. Distribute the same set of flashcards with those and these objects among the groups. One group calls out the object in the flashcard like this: Those are apples. The other group finds the same flashcard and shows it to the class.

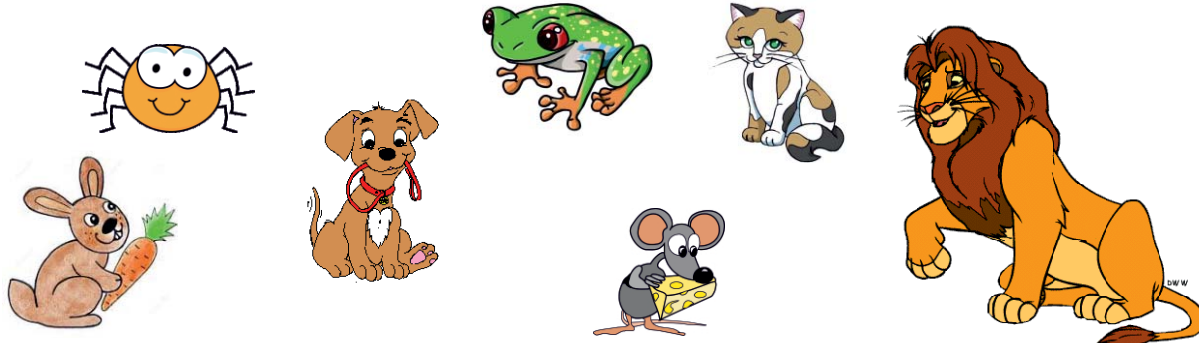
The next group takes turn. For each answer the group gets 1 point. The team having more point wins. Teach the chant.

This, That,
These, those,
What are these?
What are those?
These are spiders.
Those are frogs.
These are rabbits.
Those are dogs.

This, that,
Those, these
What are those?
What are these?
Those are rats.
These are bats.
Those are lions.
These are cats.

Have the Ss match the objects with the colours as given in the example of exercise 3 on page 31.

The students have to count the objects and use *these/those* in exercise 4 on page 31. for example: *these six violet hats*.



	Assessment criteria	fully	half	partially	poorly
1	Identifies the objects and the situations in the given pictures according to the listening material they hear				
2	Repeats the simple sentences they hear.				
3	Enumerates the features (shapes and quantity) of the objects named				
4	Describes the objects and situations in the picture using the vocabulary they learnt				

Lesson 1. A pair of...

Standards 1.1.3; 2.1.2; 2.2.3; 2.2.4

Objectives

The student:

1. Identifies all kinds of clothes according to the features she/he hears.
2. Repeats sentences with the names of clothes
3. Describes the clothes using the vocabulary on clothes she/he learnt
4. Builds up communication using clothes vocabulary and simple speech etiquettes she/he learnt

Language: A pair of... ,mitten, gloves, jacket, socks, boots, sweater, sandals

Receptive language: Looks nice!

Material: SB pictures. clothes items and pictures



I. Warm up

The students stand in a circle. Name any colour. The student standing next to you adds any item of the clothes to the colour. For e.g, *red*. The student has to say: *a red skirt*.

Describe the pictures using the structure *I'm wearing...* , *She/he is wearing...* . *What are you wearing?*

Let one of the students enter the classroom introducing herself: *My name is Alice. I'm from England and I'm English. Look at me, please. I'm wearing a violet hat, a blue blouse, a red skirt and white shoes. I have got a bag in my hand . It is white too. What are you wearing?*

II. PW. Have the students work in pairs and describe what his/her partner is wearing using *she /he is wearing...* .Pay attention to the pronunciation of the sounds [sw] and [u:].

Draw students attention to exercise 1 on p.32. Let the students name the girls and the boys and say what they are wearing like this:- *My name is Ayan . I'm wearing a red and yellow dress, my shoes are red. I'm Murad. I'm wearing brown trousers. My T-shirt is orange. My shoes are brown*

too. Her name is Fatima. Her blouse is yellow. Her skirt is brown. Her socks are yellow too. Her shoes are red.

III. Present the vocabulary concerning pairs.

Have the students concentrated on any toy – a doll, a monkey or a teddy bear. Ask one of the students to come the front of the class and take the monkey. Call out the names of the pairs one by one. Let the student dress monkey mittens, boots, trousers, socks. Dress the rest of the items the other toy. Draw the students' attention to the use *are* with pairs: *The gloves are violet and the mittens are red. The trousers are blue. The jeans are blue, too.*

Let the Ss look at the picture of exercise 2 on p.32. Ask them to say the names clothes their colours then find the pairs using “*a pair of*”. in exercise 2 on p.32.

GW. Distribute the pictures in exercise 3 on p.32 among the groups. Let them describe the pictures. The students have to use the structure *she/he has got...and she/he is wearing...* .The groups can ask each other questions like : *What is she /he is wearing.*

Skip to exercise 4 on p.33. Name the girl saying :-*I'm Aynur. Have the students continue like this: I have got a pair of gloves . I have got a pair of mittons, too. I have got two legs. I have got a pair of blue sandals.*

Name the boy in the picture and describe what he has got: I am Arif. I have got...

Exercise 5 on p.33. Ask five students to come to the front of the class and give each student a teddy bear. Each bear has got a certain pair items. The students have to ask each other questions like this:

S1- Saida, what is your bear wearing?

S2-It is wearing gloves.

S1-What colour are the gloves?

S2-They are yellow.What is your bear wearing?

S1- My bear is wearing a blue scarf,a blue cap and red shoes.

Exercise 6 on p. 33. Ask the students to describe each of the teddy bears in the boy's and girl's hands. Or you can call two students to the front the class and get them ask each other questions about what they are wearing. Teach the song : **"What Do You Wear?"**

What do you wear on your feet?

Shoes.

What do you wear on your feet?

Boots.

Boot and shoes. Shoes and boots. (2 times)



If time allows play the game. Divide the class into 2 team. Put clothes items on the desk at the end of the classroom. You will call out the name of the item and one member from each team will race against the other to the pile of clothes, put on the clothing item and run back to their team. The person who gets back first wins a point for his/her team. At the end, the team with the most points is the winner.

Ask the students to do exercise 1 on p. 35. Have the students find pairs and say their names.

	Assessment criteria	fully	half	partially	poorly
1	Identifies the objects and the situations according to the features they hear				
2	Repeats the simple sentences she/he hears				
3	Describes the objects and situations in the picture using the vocabulary she/he learnt				
4	Builds up communication using the words and simple speech etiquettes she/he learnt				

Lesson 2. Weather and Clothes

Standards: 1.1.1 2.1.1 2.2.1 2.2.4

Objectives:

The student:

1. Follows the instruction *sput on, take off*
 2. Repeats the words and word combinations related to clothes and weather type
 3. Names the clothes in different weather pictures.
 4. Builds up communication about weather and clothes using the new vocabulary *she/he* learnt
- Language:** rainy, cold, hot, a raincoat, sunny, snowy, warm
- The structure:** I am cold. I am hot
- Receptive language:** Oh, how cold/hot it is!

What cold/hot weather! What is the weather like?

Material: Weather and clothes flashcards, SB pictures



I. Warm up

Number the clothes flashcards and put them on the board. Toss a dice. The students say the right name according to the number.

II. Introduce weather related vocabulary using weather flashcards. Present the words “sunny, rainy, snowy, hot and cold”. Hang the flashcards with the signs of sunny, rainy and snowy weather, umbrella and a snowman on the board. Ask the students to match the pictures to the signs. Then say: “The weather is rainy, the weather is sunny, Drill these new words using choral repetition first and then encourage students to say them individually. Pay attention to the pronunciation of the sounds [ei] and [ou].

Pointing to the sun and using gestures show that it is hot for you: Use the expression *I'm hot /It is hot.* And in the same way explain *I'm cold/It is cold.* Present the words *a raincoat and umbrella' too.*

Draw the students' attention to exercise 1 on page 34 and say the weather types.

After the students have had some practice pronouncing these words, conduct a short activity to give them some further practice. You can do this by giving each student a small version of one of the

flashcards. Have students arrange their chairs in a circle and remove one chair. The student in the middle says one of the words learnt and the students with the same flashcard should remain seated while the other students have to change seats. This way, the word being said should always change.

Ask the students “*What is the weather like?*” Showing sunny weather flashcard which automatically introduces the structure for the question of this lesson. When students reply “*Sunny!*” you can say “*That's right! It's sunny.*”

Thus modeling the sentence structure you want them to practice. Use the flashcards to have students practice the model sentence using different words. If you want students to say “*It's snowing.*” the snow flashcard should say *snowing* on it. You can do the same with *rainy.*

Practice the verbs *put on* and *take off* in the following structure: *Put on your jacket. It is cold. Take off your jacket. It is hot.*

Ask the students make a circle around the table. There are different items of clothes on the table. Call one of the students to stand in the middle of the classroom. The students tell him in turn: Put on

the T-Shirt. Put on the gloves. Take off the glove, etc. You can do it with several students.

PW. Have the students work in pairs and make up a dialogue like this:

a) S1- What is the weather like?

S2 – It is rainy. Do you like rainy weather?

S1- No. I don't. I like sunny weather. Have you got an umbrella with you?

S2-Yes, I have .You can take my umbrella.

S1-Thank you.

b) S1- What do you like to wear on rainy weather?

S2- I like to wear a jacket and trainers.

S1- But I don't like to wear a jacket. I like to wear a coat.

c) S1-It is cold. Put on your jacket, please.

S2- Thanks. I'm not cold.

Let the pairs perform the dialogues they make up.

III. GW 1 Distribute the parts of the picture in exercise 2 on p.34 among the groups. Ask the groups to describe the weather and the clothes the people wearing in the picture. Use the picture of ex.3 on p.35 to consolidate the language material of the lesson.

GW. 2 Have the students divided into three groups: Each group has flashcards of shirt, trousers, socks, jacket, shoes, hat, skirt, dress, coat, jeans, shorts, blouse, sweater ,boots sandals, raincoat and other clothes, scissors, glue and colour papers, the cardboard. Distribute the signs for rainy, sunny and snowy weather among the

groups. The students have to match the clothes to the weather.

Let each group cut up a body from the cardboard. Ask the students to cut the clothes on the flashcards and stick them on the bodies. The students can change the colour of the clothes using coloured papers and glue.

This exercise develops the students' motor skills.

IV. A game. Before you begin the game, ask each student to stand up and identify one piece of clothing he is wearing. Have the clothing items in a pile at the front of the room. Show the class the clothes and ask them to repeat the name of each item loudly.

Divide the class into two teams. Line them up on opposite sides of the room.

Put the clothing in the middle on a table. Explain the instructions. You will say the name of one item, such as "Hat!" and one person from each team must race to the pile and be the first to find the hat. When everyone understands the instructions, play the game. Call out the names of the items until they are all gone. If a team chooses the wrong item say, "Try again." The team with the most items of clothing wins.

Teach the song *What Do you Wear?*

What do you wear when it's cold?—A sweater.

What do you wear when it's cold?—A jacket.

A sweater and a jacket. A jacket and a sweater.

What do you wear when it's hot?—Shorts.

What do you wear when it's hot?—A shirt.

Shorts and a shirt. A shirt and shorts.

Ask the students to do exercise 4 on p.35. They have to match the clothes to the weather type and say, for example: I like to dress... in summer.

	Assessment criteria	fully	half	partially	poorly
1	Identifies the objects and the situations according to the features they hear				
2	Repeats the simple sentences she/he hears				
3	Describes the objects and situations in the picture using the vocabulary she/he learnt				
4	Builds up communication using the words and simple speech etiquettes she/he learnt				

Lesson 1. Animal Album

Standards: 1.1.2; 2.1.1; 2.1.4; 2.2.3

Objectives:

The student:

1. Identifies the animals: a donkey, a kitten, a goat, a puppy and the word pet and the situations in the given pictures according to the listening material she/he hears.
2. Repeats the animal words (a donkey, a kitten, a goat, a puppy, a pet) and word combinations (she/he hears).
3. Pronounces the animal words and the word pet, the simple sentences she/he learnt.
4. Describes the animals and situations in the picture using the animal names vocabulary she/he learnt

Language: a donkey, a kitten, a goat, a puppy, a pet, a parrot

Receptive language: What a lovely puppy!

Material: Animal flashcards, SB pictures



I. Warm up

Stick several animal names on the board and put two chairs next to the board, with a fly swatter on each one. Help students form two teams, and have one player from each team sit on a chair, facing away from the board and holding the fly swatter. Shout out one of the animal names on the board. The first student to hit the correct animal with the fly swatter earns a point for his team. Only one swat is allowed for each turn.

II. Present the new vocabulary. Demonstrate the flashcard of a kitten and a puppy and say: “***It is a baby cat - a kitten. It is a baby dog – a puppy.***” Put the box with the parrot on the table. Say that you have got a bird in it: It can fly, it can run and it can speak. What is it? The students can understand that it is a parrot, so pronounce the word. Teach the rest of the vocabulary by flashcards or toy animals. Have the students repeat all the animal names taught and the word “***pet***”. Pay attention to the pronunciation of [k] in the word kitten.

Activity 1. Put the pictures of the animals: *a donkey, a kitten, a goat, a puppy, a parrot and a rabbit* on the board and give each animal a number from 1– 6. Ask for a volunteer to throw the dice. When the dice lands on a number, the child must say which animal corresponds to that number.

Another student throws the dice. If the number lands on the same number, the student must say something about the animal e.g. “***It is big***”

Draw the students' attention to exercise 1 on p.36. Distribute the animal flashcards among 6 students. The students holding the animal flashcard ask one another the questions about animals. Skip to exercise 2 on p.36. Let the students describe the picture like this: “***She is Fidan. Fidan has got a parrot. She likes her parrot very much. It is Fidan's pet. The parrot is red. What a lovely parrot!***” Have the students describe the rest of the picture. Ask the students if any of them has a pet. If “yes”, let the students ask questions about her/his pet.

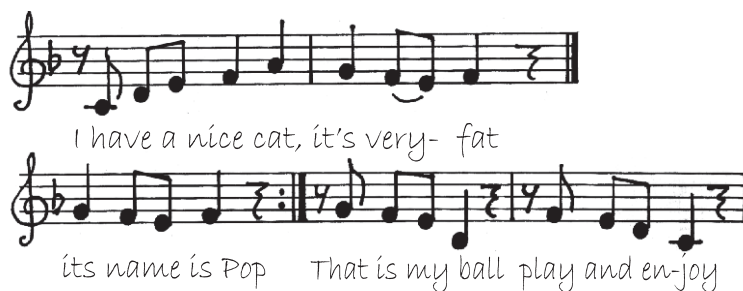
Ask the Ss to do ex.3 on page 37 to consolidate the lesson material. The Ss have to identify *likes and dislikes* according to the pictures and say sentences.

For example: ***She like cats and she doesn't like rabbits.***

UNIT 8

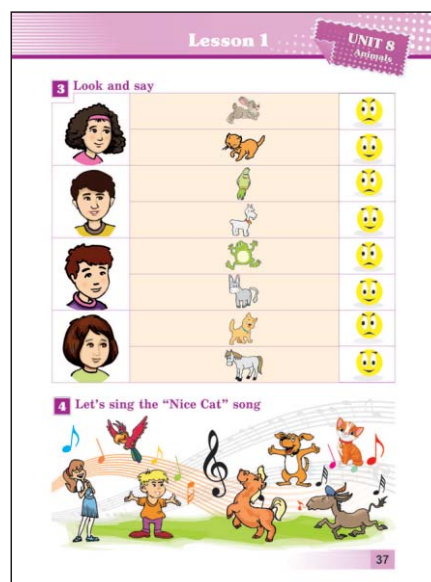
Animals

Teach the song “Nice Cat”



*I have a nice cat,
It's very fat.
Its name is Pop.*

*That is my ball,
Play and enjoy.*



Note: Taking into account your Ss' interest and level you can teach them the second chant as well. “Does she like cats?”

Does she like cats?
Yes, she does.
Does she like dogs?
Yes, she does.
Do you like spiders?
No, I don't.
I don't like spiders!

Do you like birds?
Yes, I do.
Does he like rabbits?
Yes, he does.
Do you like frogs?
No, I don't.
I don't like frogs!

No	Assessment criteria	fully	half	partially	poorly
1	Identifies the objects and the situations in the given pictures according to the listening material she/he hears				
2	Repeats the words and word combinations she/he hears.				
3	Pronounces the simple sentences she/he learnt.				
4	Describes the objects and situations in the picture using the vocabulary she/he learnt				

Lesson 2. Where is ...?

Standards: 1.1.3; 2.1.3; 2.2.2; 2.2.3; 2.2.4.

Objectives:

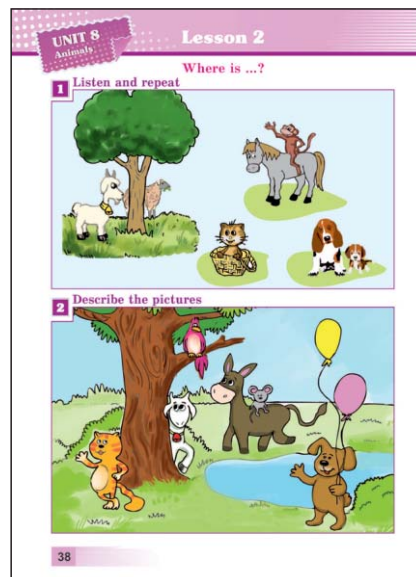
The student:

1. Identifies the places of the animals and the situations according to the features she/he hears on the topic "Animals"
2. Pronounces the words in front of, behind, next to and word combinations she/he learnt using the lesson material.
3. Enumerates the features of the objects of the topic.
4. Describes the places where the animals are and situations in the picture using the vocabulary on topic "Animals".
5. Builds up communication using the words in front of, behind, next to and simple speech etiquettes she/he learnt at the lesson

Language: behind, next to, in front of, around

Receptive language: What a nice kitten!

Material: Animal flashcards, SB pictures



I. Warm up: Use a basket or a box. Put a toy into the basket and ask : "Where is the toy?" Possible answer: "It is in the basket." Use the same activity to practice the other prepositions taught before hand have the Ss' to pronounce [w] properly in the word "where".

II. Presentation

Present the expression **on the right, on the left** first.

Raise your hands and say:

-This is my right hand and this is my left hand.

Ask the Ps to raise their right hands, then left hands. After making sure that they have already understood what is right and what is left, put some objects to the right and some to the left from you. Say: "The book is on the right, the pen is on the left. The ruler is on the left, the pencils are on the right."

Then change the things on your left with the things on the right .

Use the flashcards for prepositions **behind** and **at**.

Use body language while explaining prepositions.

Use ex. 1 on p. 38 to practise the prepositions.

Draw the Ss' attention to ex.2 on p.38 and ask:

T: -Where is the mouse?

T: -Where is the cat?

T: - It is on the left. Where is the parrot?

Go on asking the questions on the usage of the prepositions. Use the expressions "to the right of...", "to the left of..." describing their classroom objects.

Practice

PW. Let the Ps work together to make up dialogues on the picture. Possible variant is:

- Where is the donkey?

- It is on the right. But where is the goat?

- It is behind the tree.

- Where is the mouse?

- The mouse is on the donkey.

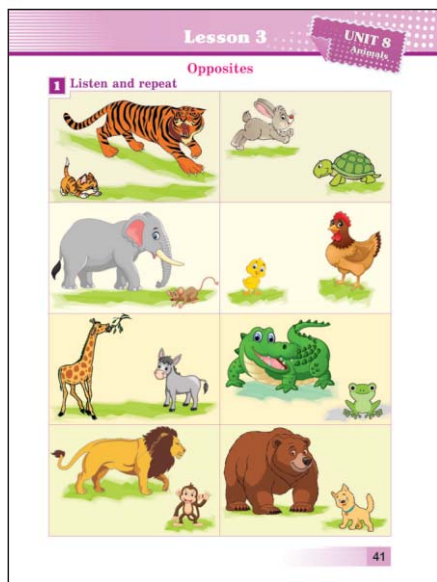
The pairs demonstrate their dialogues in front of the class.

GW. Divide the class into 4 groups.

Distribute the pictures. Use the pictures of ex. 3,4 from the SB. Distribute the pictures among the groups. Let each group describe the picture given. Using "Where is.....?" Set time limit for the activity. Walk around the class to observe the Ps and guide them. Encourage the Ps in doing the activity.

Draw the Ss' attention to ex.5 on page 40 Let them find which animal likes what.

	Assessment criteria	fully	half	partially	poorly
1	Identifies the objects and the situations in the given pictures.				
2	Describes the objects and situations in the picture using the vocabulary she/he learnt				
3	Cooperation				



Lesson 3. Opposites

Standards: 1.1.2; 2.1.3; 2.2.2; 2.2.3.

Objectives

The student:

1. Identifies the adjectives in the given pictures according to the listening material.
2. Pronounces adjectives and their combination with nouns on the topic.
3. Enumerates the features of the animals appropriately using strong, weak, fast, slow, big, small.
4. Describes animals in the picture and in real life situations using vocabulary on the topic

Language: fast, slow, strong, weak, tall, short, a tortoise.

Receptive language: Compare, please.

Material: Animal flashcards, SB pictures

I. Have all students sit in a circle. Use a ball (or even a plastic animal) and throw it to one student. Say one animal name as you pass. The student then throws it to another student and says a different animal name. If the student you throw the ball drops it, he/she is out. Also, if the student can't think of an animal word within a few seconds he/she is out.

II. Present the new vocabulary first. Stick the flashcards of a tortoise, a lion and a tiger on the board. Elicit from the students which of these animals can run and jump, and which one can't run and can't jump. Then point to the tortoise and say: *-It is a tortoise.* Elicit from the students the colour of the tortoise. Have the students repeat the word and make up simple sentences. Present *opposites: fast-slow, strong-weak, tall- short, big- small.* Draw Ss' attention to the correct pronunciation of the sounds [w] and [ŋ]. Trying to show you muscles say: *- I am strong* and in a low voice say: *- I am weak.* Samir is tall and Anar is short You can explain "big and small" by the movement of the hands.

Use body language to show *fast* and *slow*. You can demonstrate them by walking.

Have the students repeat the new vocabulary after you. Pay attention to the pronunciation of long and short vowels. Let the students make word combinations like *a strong boy, a tall girl, a small mouse, a fast rabbit*, etc.

PW. Encourage and help the students make up a dialogue like the following:

1.S1:- Which animal is strong ? 2.S1:- Which animal is small ?

S2:- Lion is strong. S2:- A cat is small. Is a mouse big?

S1:-Is a tiger weak? S1:- No, it isn't. It is small.

S2: No, it isn't weak, It is strong.

Let them make up dialogues using *fast* and *slow, tall* and *short*.

GW: Divide the class into 4 groups.

Distribute the flashcards with the pictures of different animals among the groups. The first group has to define *big and small*, the second group *strong and weak*, the third group *fast and slow*, the fourth group *tall and short* animals and stick their pictures on the paper.

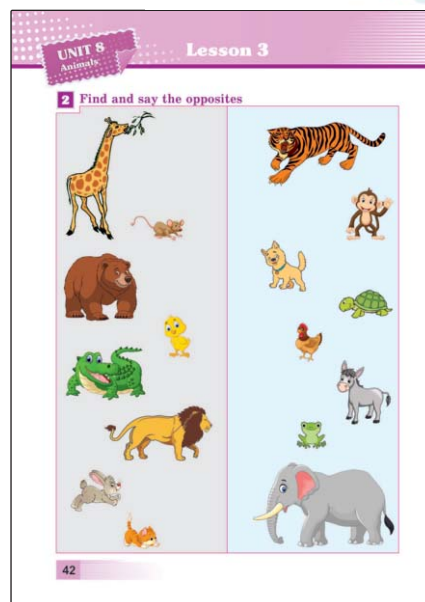
After the groups' presentation work with the SB pictures and let the students compare their own choice with that one in the book.

Activity 1. Divide the class into two groups. Give each of the group animals flashcard. One of the groups have to choose weak, and the other group strong animals.

Activity 2 Whole class activity. Give each student 2 cards: one with happy face, and the other with sad face. Explain the students that when they hear the words *strong, tall, big, fast, tall* raise happy face and when they hear *short, weak, slow, small* they have to raise sad face.

Draw the students' attention to the picture in the SB on p.41. Get the students name the animal and use the adjectives properly. Or have one of the students come to the front of the class and say:- strong, weak or any other adjective learnt. Looking at the picture the students identify the animals.

Use ex.2 on page 42 to consolidate the material of the lesson. The Ss have to match the opposite animals using adjectives.



	Assessment criteria	fully	half	partially	poorly
1	Identifies the objects and the situations in the given pictures according to the listening material she/he hears				
2	Pronounces the words and word combinations she/he learnt				
3	Describes the objects and situations in the picture using the vocabulary she/he learnt				

Summative Test 3

Listen and choose the correct variant

1. mittens



2. gloves



3. a pair of boots.



4. fruit



5. a purple star



6. a bowl of soup



7. a cherry



8. chicken



9. an egg



10. A glass of water





Lesson 1. Fruits and Vegetables

Standards: 1.1.3; 2.2.1; 2.2.2; 2.2.3; 2.2.4

Objectives:

1. Identifies the objects and the situations according to the features they hear (a red apple....)
2. Names the objects and situations in different pictures on the topic "Fruit and vegetable"
3. Enumerates the features of fruits and vegetables: shapes and quantity
4. Describes the objects and situations in the picture using the vocabulary they learnt (two yellow pears, ...in the basket, etc)
5. Communicates with each other using the words and simple sentences they learnt (Do you like pears/oranges/cherries.....? Yes, I do. Does a monkey like carrots? No, it doesn't, etc. Give me ... etc.)

Language: cherry, pear, peach, tomato, onion, tasty

Receptive language: What a *tasty/sweet* fruit! How *tasty/yummy*

Material: Fruits and vegetables flashcards, SB pictures

I. Warm up

Put different flashcards in a pile. Ps come one by one and pick up the picture of the object he or she likes.

II. Draw the Ss' attention to the basket with fruit and vegetables. Prepare beforehand a basket full of fruit and vegetables. Use realia. Invite 2 or 3 Ss to come to the front and choose the fruit and vegetables that they can name in English. They will be: an apple, an orange, a banana, a carrot. Ask the Ss if they can name the rest of the fruit and vegetables in the basket in English. Start presenting them (cherry, a pear, peach and tomato). Let the Ss' repeat the word pear with the correct pronunciation of [ɛə]. Once you have gone through the words separately put them together in sentences, "**The pear is yellow/green. The tomato is red and round, etc.**" Teach them the word "tasty" with miming and gestures. Pretend as if you are eating a peach/pear..... make a "happy face" and say: Mmm.... Tasty ". You can say "Yummy" as well. Let the Ss find out that they are synonyms

Activity 1 GW. Draw the Ss' attention to Ex.3 on page 44. Encourage them to work in groups,

introduce fruits saying their colours and shapes.

Ex: 1) *Hello. I'm a pear. I'm a yellow carrot. My shape is oval etc.*

Activity 2. Ex. 4 on p. 44. **PW** Get the Ss work in pairs. They will choose the fruit and vegetables in the basket and put them in different plates;

Apples, bananas, peaches.....in a fruits basket.

Carrots, tomatoes, potatoes.... in a vegetable basket. Or they can make up a dialogue, ask questions if an apple..... is a fruit or vegetable.

Ex: **S1: Is a peach fruit?**

S2: Yes, it is. Put it in this basket, etc.

Then summarize: **now it is time to play a game: Granny's Basket Game"**

The aim of this game is to get the whole class involvement in teaching-learning process and encourage them to memorize the new vocabulary and cooperate. Get the Ss stand in a circle. Provide Ss with different fruit(banana, peach, strawberry, pear, cherry, etc.). The first student puts the fruit in her/his hand into the basket and says: S1: *I've got a banana in my basket*". He/she passes the basket to the second student standing next to him/her and asks:

“What fruit have you got in your basket?” This student puts the fruit into the basket, says what he/she has got there repeating the previous one. **“I have got a banana and a cherry in my basket.”** In turn the Ss get the basket, put their fruits into the basket, repeats the previous fruit names and add theirs. Encourage the Ss to ask the question **“What have you got in your basket? Or What fruit have you got in your basket?”** when they pass it to the student standing next to them.

Sing the song: **“Apples are yummy”**

link

https://www.youtube.com/watch?v=oBF-_ZMkuH8

Apples are yummy
Yummy, yummy, yummy
Oranges are yummy too.
Orange are yummy
Yummy, yummy, yummy

3
3

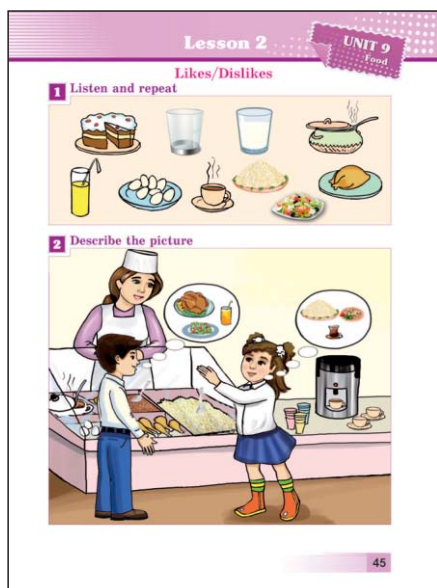
Carrots are yummy too
Carrots are yummy
Yummy, yummy, yummy
Apples are yummy too

3

Apples are yummy
Oranges are yummy.
Carrots are yummu too.



	Assessment criteria	fully	half	partially	poorly
1	Identifies the objects according to their colors				
2	Pronounces the words and simple sentences on the topic				
3	Builds up communication using the language material				
4	Cooperation				



Lesson 2. Likes/Dislikes

Standards: 1.1.1; 1.1.2; 2.2.1; 2.2.3; 2.2.4

Objectives:

The student:

1. Follows the instructions (Stand in a circle. Ask questions)
2. Identifies the objects and the situations in the given pictures according to the listening material they hear (tasty cake, tomato salad, orange juice, etc.).
3. Names the objects and situations in different pictures on the topic "Likes/Dislikes".
4. Describes the objects and situations in the picture using the vocabulary they learnt (She/he likes orange juice/ rice, chicken, etc.)
5. Communicates with each other using the words and simple sentences they learnt (What would you like....? I'd like to have..... Would you like...? etc.)

Language: egg, cake, chicken, rice, I'd like to have...?

Receptive language: Would you like a cup of tea/coffee? Would you like a glass of juice?

Material: Food flashcards, SB pictures

I. Warm up Who Likes Fruit and Vegetables?

All sit in a circle. Choose one child to stand in the middle and take their chair away. The person in the middle makes a statement such as "Change places if you like strawberries". The seated members of the group must swap seats with someone else if the question relates to them. The person in the middle has to find a seat too! The result is that there is always someone left without a seat. They then make another statement such as "Change seats if you like carrots" and the game continues.

II. Hang up the pictures of food vocabulary on the board /wall or use flash cards with food vocabulary. Point to one of the pictures.(e.g "cake"). Concentrate the Ss' attention to the words and simple sentences they will hear and ask them to repeat after you. For ex.: "**Cake. It's a cake. It is a tasty cake.**". Don't forget to use facial expressions and gestures while presenting in order Ss to clarify **like/dislike**. **Or you can use symbols to explain likes/dislikes.**

If you have already covered the questions, you can also ask questions "Is a cake tasty/sweet? Do you like cake?" etc.

If you are sure that your Ss understand the basic

vocabulary, draw their attention to the usage of "Would you like to have....? What would you like to have? I'd like to have....." structure. Make sure that the Ss don't confuse "Do you like....? and "Would you like....?" sentences.

III. 1) PW Once you are sure that your Ss understand basic vocabulary and the new structure split them into pairs and get them look at Ex. 1 on page 43. Ask them to make up a dialogue using food vocabulary. Ex: A: Aydan, do you like chicken?

B: Yes, I do. It is tasty/yummy. Do you like it, Farid?

A: No, I don't. I like eggs, etc.

GW. 2) Draw the Ss' attention to Ex 2, on page 45. Encourage them to work in groups and make up a dialogue according to the situation. Draw their attention to the bubbles for each child. "They are in the canteen and want to eat something.

A: Children, what would you like to have?

B: I'd like to have rice, salad and a cup of tea.

UNIT 9

Food

C: I'd like to have chicken, salad and a glass of juice.

A: Would you like apple juice?

C: No, I'd like to have orange juice, etc.

3) Go on with Ex 3, 4 on page 46. Here concentrate the Ss' attention to the facial expressions of the children in the pictures. Get them guess to say either **He/she likes or he/she doesn't like**.

4) **GW ex. 4 on page 46.** In groups of four the Ss make up a dialogue. Encourage them to use different expression in their dialogues: "I like.... Would you like....? Give me a pear, please. Here you are" etc. Draw the Ss' attention do ex. 5 on page 47. Ask them to say the food they like or dislike

IV. Game Stick the happy face cards on one wall and the sad faces on the opposite one. Ask six Ss line up between the two walls, in the middle of the area. One line will be happy faces, the second one sad faces. Demonstrate flash cards with different food names and say: "**I like chicken.**" "The first person of "Happy face" group must run and touch the appropriate card on the wall. The same should be done by "Sad face" group if they hear "I don't like....". Each time they will win a point for their group when they do the task properly.

At the end of the lesson get the Ss listen to the song "**I Like....**". You can summarize the lesson using the poem.

I like ice-cream,

She doesn't like sweets.

I don't like cookies.

She doesn't like cheese.

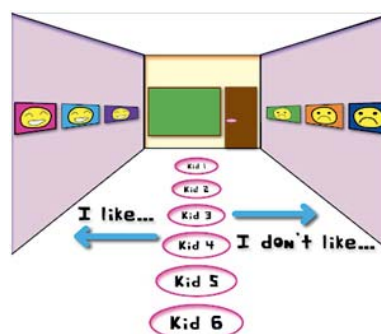
I don't like coffee

She likes tea.

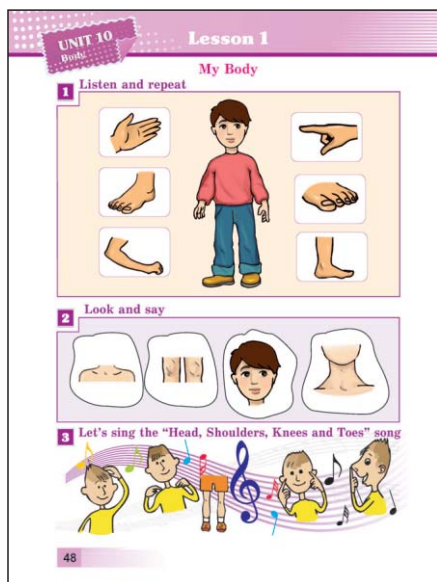
I love you.

Do you love me?

You can assess the Ss' achievement individually or in the group. Use smiles, stars, in the Assessment chart.



	Assessment criteria	fully	half	partially	poorly
1	Follows the instructions of the topic				
2	Pronounces the words and simple sentences on the topic				
3	Builds up communication using the language material of the lesson				
4	Cooperation				



Lesson 1. My Body

Standards: 1.1.1; 2.1.1; 2.1.4

Objective:

The student:

1. Follows the instruction used on the topic "Body"
2. Repeats the words and word combinations on the topic "Body" she/he hears.
3. Pronounces the simple sentences using the names of parts of body.

Language: knees, shoulders, head, neck, left, right

Receptive language: bend left/right

Materials: Body flashcards

I. Warm up: Name + A Part of Body

The teacher demonstrates this with a group first. The Ss` form a circle and the teacher tells them that they have to say their names with a name of a part of body. For ex.:

"I am Orkhan. This is my hand." Have all Ss` say their names and a body name. Use a doll or a picture to revise the names of body parts. Point to a part of the body and ask: "What is it?" Brainstorm the Ss' answers and check their pronunciation.

II. Presentation

Ask one Ss` to come to the front. Then ask him to name his parts of body. Then point to his knee and ask: "What is it?" Answer the question yourself: "A knee". Demonstrate the picture in the textbook and repeat the word 2-3 times and make Ss repeat after you. Use a picture of a knee while repetition, then stick it to the board. Repeat the same activity with the words: a shoulder, a head, a neck.

Point to your left shoulder and say: "My left shoulder". Then point to your right shoulder and say: "My right shoulder". Use the model and

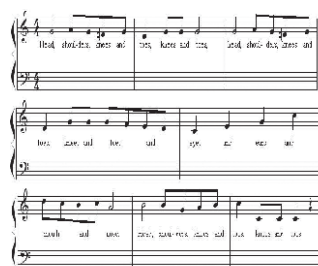
repeat it several times pointing to your hands, eyes, ears, legs and feet.

III. Practice

Ask Ss` to stand up. Use the previous activity, but this time the Ss` repeat pointing to their body parts and the words "left" and "right". Use a TPR activity for "bend left" and "bend right". Play the music or sing the song. "Head and shoulders".

Ss` repeat the words of the song after the teacher and point to the parts of body. Use the picture the textbook to make students understand what to do or show by gestures. the words of the song. Make Ss` repeat and memorize body names.

HEAD, SHOULDERS KNEES AND TOES



Head, shoulders, knees, and toes,
Knees and toes,
Head, shoulders, knees, and toes,
Knees and toes.
Eyes and ears and mouth and nose,
Head, shoulders, knees and toes,
Knees and toes.

	Assessment criteria	fully	half	partially	poorly
1	Understands and follows the Instructions on the topic				
2	Repeats the words and word combinations heard.				
3	Pronounces the simple sentences learnt.				

Lesson 2. Orders

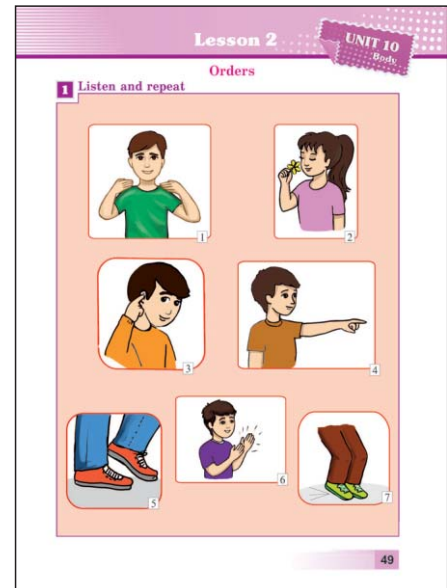
Standards: 1.1.1; 2.1.2; 2.1.4; 2.2.3

1. Follows the orders *touch, clap, smell, point, look*.
2. Repeats the simple sentences she/he hears on the topic "Orders".
3. Pronounces the simple sentences on the topic "Orders"
4. Describes the objects and situations in the picture using the order words.

Language: clap, touch, point, smell, look

Receptive language: You are right

Materials: Action word flashcards



I. Warm up

Use flashcards to elicit body names from Ss. Then ask a student to describe his body. Say: "Show me your head".

The pupil points to his/her head. Then say: "Show me your left eye." Use this model to check Ss' knowledge of the vocabulary on the topic "Body".

II. Presentation

Use a doll for this activity. Point to the arm of the doll and say: "It's a knee." Let the students correct your mistake: "No, it is an arm." Or point to the right leg of the doll and say: "It is a left leg." Let them correct. "No, it is a right leg." Continue the activity for 3 min. until the students are ready for the new stage.

Teach orders using gestures as given in the picture of ex.1 page 49. Then say the orders and ask the students act them. If necessary repeat the new vocabulary for their correct pronunciation.

Let your students practice orders in pairs. They tell each other orders and act them.

Play "Simon Says" game with your students.

Give the necessary instruction: "You act the order if I say "Simon Says". For example: "Simon Says touch your nose." If they don't act correctly correct them and continue the game.

Then in pairs the students can do ex. 2 page 50. Ex.3 page 50 SB can be done in groups. The Ss have to match numbers with the letters on the right. Don't forget to praise your students' good work. Ask the Ss to look at the picture of ex.4 of page 50. The Ss have to say the orders on the picture.

Evaluate your students using the following grid.

	Assessment criteria	fully	half	partially	poorly
1	Understands and follows the instructions.				
2	Repeats the simple sentences on the topic				
3	Describes the objects and situations in the picture using the new vocabulary .				

Lesson 3 **Don't...** **UNIT 10**

1 Listen and repeat

51

Lesson 3. Don't...

Standards: 1.1.1 1.1.2 1.1.3 2.2.3

Objective:

The student:

1. Follows the instructions according to the given orders.
2. Identifies the objects and the situations in the given pictures according to the listening material of the given topic.
3. Identifies the objects and the situations according to the given pictures.
4. Describes the objects and situations in the picture using new vocabulary on the topic.

Language: to cross

Receptive language: Compare! Find the difference!

Materials: A ball: flashcards or realia

I. Warm up: Use a ball game to elicit body names. Ask Ps to make a circle: “Stand in a circle.” Then throw a ball to a pupil and demonstrate a flashcard. The pupil says the name of a part of body. Then she/he throws the ball to another student. Demonstrate a flashcard. The pupil says the name of a part of body, described on the flashcard. Revise body names in this way: a left eye, a right eye, hair, head, arms, legs, feet, neck, eyes.

II. Presentation

Have your students stand in pairs. Tell them ask one another act to the orders. Then teach negative orders.

Let the students work in groups and say simple sentences using negative orders to describe pictures. For example: “Don't cross.”, “Don't

write.”, “Don't touch.”, “Don't play.”, “Don't jump”. Draw the Ss' attention to the pronunciation of [dʒ] and [æ] in the words etc.

III. Practise negative orders using a “Simon Says” game. This time include negative orders and if you say “Simon Says” a student acts to the order if not s/he doesn't.

Now it's time for the students to practice negative orders in pairs. Use two balls/balloons of different colours. If one throws for example a red balloon to the other he says a positive order. If the blue colour then the student says a negative order and that one acts to the order.

Let the students do ex. 2 on page 52 in groups. The group that can say more correct matches, wins.

Use the following grid to evaluate your students.

	Assessment criteria	fully	half	partially	poorly
1	Follows the instructions and acts to the orders				
2	Identifies the objects and the situations in the given pictures according to the listening material heard.				
3	Describes the objects and situations in the picture using the vocabulary learnt.				

Summative Test 4

Listen, choose the correct variant and colour

1. shoulders



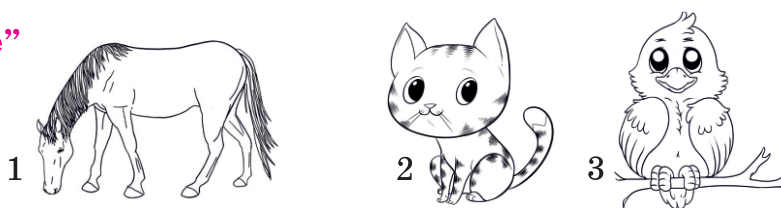
2. arm



3. toe



4. Colour the bird "purple"



5. a monkey



6. cubes



7. a toy



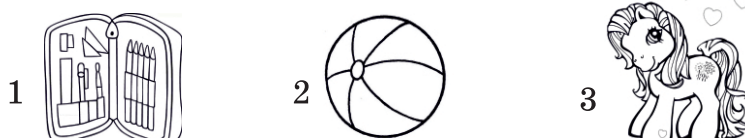
8. game



9. chess



10. Colour "a pony" brown.



Lesson 1. Let's play

Standards 1.1.1; 2.1.2; 2.2.3; 2.2.4

Objectives:

The Student:

1. Follows the instructions on the topic "Toys": "Show me cubes", "Show me puzzles", "Let's play".
2. Repeats the simple sentences using the language of the topic.
3. Describes the objects and situations in the picture using the language she/he learns on the topic "Toys".
4. Builds up communication using the receptive language and vocabulary on the topic "let's play".

Language: a bus, a ship, a plane, a pony, lego, puzzles, cubes.

Receptive language: What toys have you got?; Let's play;

Materials: Game/toys flashcards



I. Warm up Use a ball game to ask the following sentences. Say: "Let's play a game." Throw a ball and ask the Ps questions: "Do you like to play?", "Do you like to play with toys?", "Do you like to play with a ball?", "Do you like to play with friends?", "How many balls have you got?" and elicit their answers.

II. Presentation Elicit the names of the toys given in exercise 1 on page 53 of the SB from the students. Provide a game: Let students work in 2 groups and make up sentences according to the pictures of ex.2 on page 53 of the SB using the model "S/he likes to play with..." The group who can say all sentences correctly wins.

Ask students to work in pairs and describe the picture of ex.3 on page 53 using simple sentences, like "It is a bear. It is a girl. The girl likes to play with a toy rabbit. It is a ship. It is small. It is red and blue.", etc. Use details as size, colour, number to improve the students' speaking skills on the topic. Praise your students' correct sentences.

Ask the Ss to show the toy, you name in the picture

of ex.4 on page 54. For example say "Show me Cubes" and let the students show you the toys. This way you teach the new vocabulary. You can also use realia to teach the new vocabulary. You can say: "Show me Puzzles" and let the students guess and point to the correct toys. Let the Ss work in pairs with ex.5 on page 54 say sentences describing the picture. For example "He likes to play with "LEGO", "She likes to play with puzzles" or "He likes to play with cubes". Let the students work in groups and ask each other questions like "Do you like to play with puzzles?" E.g. "Murad likes to play with puzzles". Then say wrong sentences pointing to the pictures of ex. 6 on page 54 and let the children correct you. Say: "He doesn't like to play with cubes." Let the children say: "No, he likes to play with cubes" or "She likes to play with cubes. "The students don't agree with you. Then prompt the correct sentence "No, she doesn't. She doesn't like to play with cubes."

	Assessment criteria	fully	half	partially	poorly
1	Follows the instructions on the topic				
2	Pronounces simple sentences with "can"				
3	Identifies the objects and the situations according to the features heard.				
4	Describes the objects and situations in the picture using the vocabulary learnt				



Lesson 2. Can/Can't

Standards: 1.1.1; 1.1.3; 2.1.4; 2.2.2; 2.2.3

Objectives:

The student:

By the end of the lesson each student:

1. Follows the given instructions on the topic given to the orders;
2. Identifies the objects and the situations on the topic pictures.
3. Pronounces simple sentences with **can**.
4. Enumerates the features of the objects in the given pictures.
5. Describes the objects and situations in the picture using can/can't.

Language: dance, sing, draw

Receptive language: Well Done!

Materials: Action word flashcards

I. Warm up Use the version that suits your students best. Version 1. Demonstrate a short video about the flying birds, running/climbing animals. Version 2. Use toys to demonstrate that birds can fly, cats can climb trees, fish can swim etc. Version 3. Mirrors Activity.

The teacher demonstrates a movement and the students have to reflect the same movement. For example, The teacher puts her hands up, the students do the same, the teacher puts her hands down, the students do the same.

II. Demonstrate the picture of ex.1 on page 55 and elicit the students' answers to the questions: "Can dogs fly?" , "Can fish swim?" or "Can giraffes climb trees", etc.

Let the students work in pairs and practice saying sentences according to the pictures of ex.1 p.55 (For example: Dogs can't fly. Birds can fly) Ask students to look at the pictures of ex. 2 p.55

and pronounce the sentences after you: "She can sing", "She can draw", "He can dance", paying attention to the pronunciation of [w], [ou],[ɪ]. Ask students to mingle about the room and ask each other questions like: "Can you dance/sing/draw?" and report back to the class their answers, such as: "Shakir can dance" or "Leyla can sing", etc. Praise the students using the expression "Well done", "Good job". To sum up the topic "Toys" ask the Ss to work in groups and do ex.3 on page 56 SB.

Use ex.4 on page 56 to assign pair work.

Teach the chant "Look".

Use gestures and pictures while teaching them.

LOOK!

Look at me
I can climb a tree!
Look at me.
Look at me.

Look at him. He can swim.
Look at him. He can swim.
Look at her. She can run.
Look at her. She can run.

	Assessment criteria	fully	half	partially	poorly
1	Pronounces simple sentences with "can"				
2	Identifies the objects and the situations according to the features heard.				
3	Describes the objects and situations in the picture using the vocabulary learnt				

Lesson 1. Sports

Standards: 1.1.2; 2.1.2; 2.1.4; 2.2.4

Objectives:

The students:

By the end of the lesson each student:

1. Identifies sports and games according to the pictures.
2. Repeats the simple sentences she/he hears on the topic "Sports"
3. Pronounces simple sentences on the topic.
4. Builds up communication using the words and simple speech etiquettes learns on the topic "Sports".

Language: volleyball, basketball, football, tennis

Receptive language: What an interesting game!

Materials: sport pictures



I. Warm up: "Numbers with heads" activity

1. T tells the Ss to relax and sit up properly.
 2. T asks the Ss to draw number 1 with their heads.
 3. T repeats this with numbers 2-9 and then 0.
- Elicit the names of the sports, described in the pictures of exercise 1 page 57 SB using the question: "What game is it?". In case they face a difficulty, help them. Pay attention to the correct pronunciation of the sound [a:] in the words given.

Then the Ss mingle about the room and ask each other questions like "Do you like hockey?", etc., using the pictures of ex.1 on page 57 and then report back the answers. The possible answers: "Murad likes football", "Ayna likes basketball", etc.

II. Use the pictures of ex.2 page 57 to let students practice sentences with "can". For example say incorrect sentences like "She cannot play basketball". The students correct you saying: "No, she can. She can play basketball."

Ask students work in groups and make up

dialogues using sport names. First use two students as a role play model:

- Hello.
- Hi.
- Do you like sport games?
- Yes, I do.
- What sport games do you like to play?
- I like to play volleyball. And you?
- I like to play tennis.

Use the pictures of ex. 3 on p. 58. Ask the Ss to match the kinds of sports to the items.

Present a poem to the Ps:

Children learn better if you use flashcards with pictures of these games. You demonstrate the flashcards in the sequence according to the poem and Ps say the words. For ex. I can ...(show the picture of swimming) and play (show the picture of football).

<i>I can swim and play football,</i>	<i>They can play volleyball.</i>
<i>Hockey, tennis, basketball.</i>	<i>He can play football.</i>
<i>I can jump and I can run,</i>	<i>He can play basketball.</i>
<i>I can have a lot of fun.</i>	<i>He can play hockey.</i>

	Assessment criteria	fully	half	partially	poorly
1	Pronounces the words and word combinations on the topic.				
2	Pronounces the simple sentences on the topic, describing pictures				
3	Builds up communication using the language material on the topic				

UNIT 12

Sports and games

Lesson 2

Games

1 Look and say



59

Lesson 2. Games

Standards: 1.1.2 2.2.3 2.2.4

Objectives:

The student:

1. Identifies the objects and the situations in the given pictures on the topic games.
2. Describes the objects and situations in the picture using the vocabulary on the topic "Games".
3. Builds up communication using the words and simple speech etiquettes on the topic "Games" she/he learns.

Language: hide and seek, chess, domino, tag, hopscotch, leap frog

Receptive language: Go ahead! Be quick!

Materials: game flashcards

I. Warm up: Adjective name activity

T demonstrates this with a group first.

- The Ss form circles and the T tells them that they have to say their names adding an adjective.

Little Tahir.

- Once all the Ss have spoken, they add a place, for ex.: Little Tahir is from Turkey.

- Then they add food they like, for ex.: Little Tahir from Turkey likes apples. - Then they add an animal they like, for ex.: Little Tahir from Turkey likes apples and tigers.

- Then they add a drink they like, for ex.:

Little Tahir is from Turkey likes apples, tigers and milk.

During the activity and later use receptive language expressions: "Go ahead!", "Be quick!".

- Ask Ss' to tick the games they like individually and say sentences using game names.

For ex.: I like to play hide and seek/tag

Use the pictures of ex. 1 on page 59 to present the new vocabulary. Say: "They like to play dominoes" and let the students guess and point to the correct picture, then say: "They like to play hopscotch." If the students have difficulty, help them to point to the correct picture.

Present the new vocabulary this way and then let the students repeat the words after you, checking the correct pronunciation.

Use a ball game to consolidate the new vocabulary. Ss make a circle. Introduce the instruction: Say "I like" with

a new game name." Throw a ball to a student and say: "I like to play hide and seek." In a circle Ss use game names to say sentences, beginning with "I like". Ss work in groups and ask each other: "What do you like to play?" and then present to the whole class saying sentences, e.g.: "She likes to play... He likes to play..."

Let the Ss work in groups and say as many sentences as they can, describing the pictures on page 59. The group that can say more sentences wins.

Let the students work in pairs and make up dialogues using the vocabulary on the topic.

Let students work in pairs and do ex.2 on page 60:

"Choose and say"

The students work individually and do ex. on page 60.

Present the song: "This is the Way" using TPR.

*This is the way I play hopscotch
Play hopscotch. Play hopscotch
This is the way, I play hopscotch
I do it every day.*

Use the following grid to evaluate your students. Let the students work in groups and say as many sentences as they can, describing the pictures on page 59. The group that can say more sentences wins. The notes of the song is the same with the notes of the song "Here we go Round the Mulberry Bush".

	Assessment criteria	fully	half	partially	poorly
1	Identifies the game names in the given pictures				
2	Describes the objects and situations in the picture using the vocabulary learnt				
3	Builds up communication using the words and simple speech etiquettes material on the topic				

Turnip Tale

Standards: 1.1.1; 1.1.3; 2.2.3

Objectives:

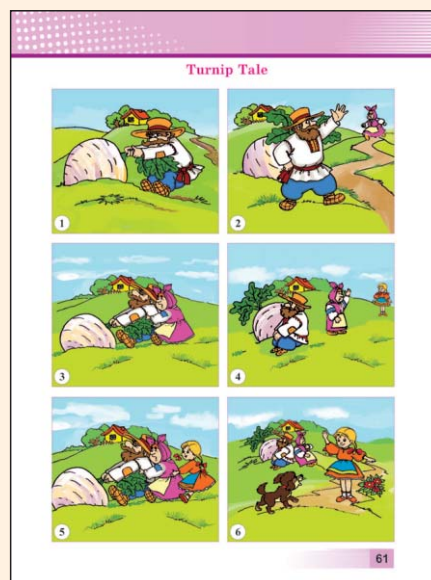
The student:

- Follows the instructions to role play the fairy tale
- Identifies the objects and the situations according to the features in the tale.
- Describes the objects and situations in the picture of the fairy tale, using the vocabulary she/he learns.

Language: to pull, a turnip, a granddaughter, to help

Receptive language: Help me! Call the dog/...

Materials: Turnip tale flashcards



Warmer: Use flashcards with 3-4 vegetables (one of which is a turnip, the others are a tomato, a potato and a carrot), family member pictures (mother, father, a girl, a boy, a grandma, a grandpa, an aunt, an uncle), some animal pictures (a dog, a cat, a horse). Ask students guess which flashcards should be chosen to tell the “Turnip Tale”. Encourage the students to describe the picture, asking the question: “What can you see in the picture?” Use size, colour, clothes words. Then tell the story using simple sentences. For example: “An old grandpa has got a big, big purple turnip. He pulls and pulls the big, big, purple turnip (Use gestures to make the meaning of “to pull” clear), but he can’t pull it out. The old grandma helps the old grandpa. They pull

and pull the big, big purple turnip. But they can’t pull it out. A little nice granddaughter helps the old grandpa and the old grandma. They pull and pull the big, big purple turnip. But they can’t pull it out...”

Use gestures and miming to tell the fairy tale and role play it with students. Ask students to retell the story using simple sentences.

Use the exercises on page 63 to make students work in pairs/ groups. In the first exercise ask students to find the differences and say using short sentences, not only separate words. For ex. “The grandpa has got a hat. The grandpa hasn’t got a hat.”, etc. Use the second exercise in the same way, encouraging your students to say short sentences. These exercises will make them to memorize the fairy tale better.

	Assessment criteria	fully	half	partially	poorly
1	Understands and identifies differences in the pictures and says				
2	Pronounces the simple sentences on the topic				
3	Builds up communication using the language material on the topic				

BURAXILIŞ MƏLUMATI

İNGİLİS DİLİ 2

Ümumtəhsil məktəblərinin 2-ci sinfi üçün
İngilis dili (əsas xarici dil) fənni üzrə dərsliyin
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