

**I. The theme of the lesson: Greetings: hellos and goodbyes**

**II. The aim of the lesson:** to develop pupils' knowledge, grammar, oral speech, their pronunciation, reading and writing habits, to improve their opinion about our independence state, about English speaking countries, working with dictionaries.

**III. The equipment of the lesson:** Teen2teen 1 SB and WB, DVD, computer, projector

**IV. NEW THEME:**

**Exercise 1**

Explain in the students' own language that the pictures show people greeting each other. Discuss with the class which pictures they think show saying hello, saying goodbye, and good night.

Play the CD or read the conversations aloud while students follow,

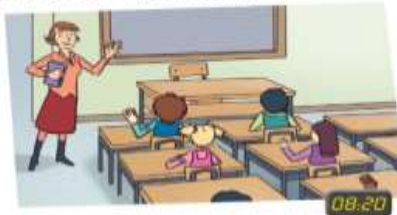
Draw students' attention to the times shown in some of the pictures. Ask students to guess the meaning of *Good morning / afternoon / night* and help them to understand the difference between *afternoon* and *evening*.

- Establish with the students which is the correct greeting for this class: *Good morning* or *Good afternoon*.

**1. Look at the pictures. Read and listen.**



1. Phil: Hi!  
Jen: Hello!  
Marie: Hi!



2. Teacher: Good morning.  
Classmates: Good morning.



3. Wendy: Good afternoon.  
Ms. Miller: Good afternoon.



4. Hostess: Good evening.  
Mr. Bates: Good evening.



5. Dad: Goodbye.  
Kids: Goodbye.



6. Mom: Good night.  
Paula: Good night.

**Exercise 2**

- Play the CD or read the conversations aloud, pausing after each line for students to repeat chorally.
- Encourage students to sound friendly as they repeat the greetings.

When students repeat chorally their intonation is often very flat. Practice with individual students, too.

**Exercise 3**

- Use the example to check that students recognize the word *circle* and make sure that everyone understands that 18:30 is in the evening. Students then circle the correct greetings.
- Students compare answers in pairs
- Call out the numbers 1-4 for the class to say the greeting together.

**Exercise 4**

- Tell the students to imagine that the people in the photos are talking to them and to write the correct response.

**4. Write the correct greeting.**



1. You: Hi! / Hello!



2. You: \_\_\_\_\_



3. You: \_\_\_\_\_



4. You: \_\_\_\_\_

**V. Homework.** To make a list of vocabulary from the lesson and learn them by heart

**VI. Evaluation.** Marking pupils according to their activeness

## Unit 1 Welcome to English class

**II. The aim of the lesson: TOPIC SNAPSHOTS**

**II. The aim of the lesson:** to develop pupils' knowledge, grammar, oral speech, their pronunciation, reading and writing habits, to improve their opinion about our independence state, about English speaking countries, working with dictionaries.

**III. The equipment of the lesson:** Teen2teen 1 SB and WB, DVD, computer, projector

**IV. NEW THEME:****Exercise 1**

- Focus on Picture 2. Ask the class whether they think these students already know each other well. (*No, they're shaking hands, so they've just met.*) Ask the students what they think is happening in the pictures.
- Play the CD or read the conversation aloud while students follow.
- Confirm whether the students' ideas were correct.
- Point out that Sam says *Good morning*, but he also introduces himself, so Lucy Says *Hello* and her name rather than *Good morning*.
- Invite students to guess the meaning of *too* and *Welcome to English class* from the context. Remind them that Hana used *Nice to meet you* on page 9.

1. Read and listen to the conversation.

**1** Sam: Good morning! I'm Sam.  
Lucy: Hello! I'm Lucy.

**2** Sam: Nice to meet you, Lucy.  
Lucy: Nice to meet you, too, Sam.

**3** Teacher: Good morning. I'm Ms. Lane.  
Welcome to English class.  
Sam and Lucy: Good morning, Ms. Lane.

**Exercise 2**

- As you go Over the answers, make sure students understand why *Nice to meet you, too* is wrong in number 4 (because *too* means *also*) it's only said if the first speaker says *Nice to meet you*).

**Exercise 3**

- Play the CD or read the conversations in Exercise 2 yourself, using the responses Circled in pink. Students check their answers.

**Suggestion**

Before students do a listening activity, make sure that they understand the task, so they know what they are listening for. Always let them listen at least twice, but ask them not to write anything the first time. Where appropriate, let students listen a third time to check answers.

**Exercise 4**

- Tell the students that they will hear the conversations twice. Ask them to listen the first time without writing.
- Play the CD or read the conversations aloud while students follow.
- Students listen again. Pause after each conversation for students to write
- Students exchange books to check spelling. Invite students to read out the completed conversations in pairs.

**V. Homework.** To make a list of vocabulary from the lesson and learn them by heart

**VI. Evaluation.** Marking pupils according to their activeness

Director deputy on educational affairs \_\_\_\_\_

Unit 1 Welcome to English class

**I. The theme of the lesson: Verb be: affirmative; Subject pronouns**

**II. The aim of the lesson:** to develop pupils' knowledge, grammar, oral speech, their pronunciation, reading and writing habits, to improve their opinion about our independence state, about English speaking countries, working with dictionaries.






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**IV. NEW THEME:**

**Exercise 1**

- Dan is introducing himself in the photo. Use this to explain to students that, unlike some other languages, there is only one verb for *be* in English, and that it can be used to express identity.
- Focus on the singular subject pronouns and ask the students in their own language how the subject pronoun *I* is different from the others (*it has a capital letter*).
- To show the capitalization of the subject pronoun *I* in context, point to a girl, a boy and yourself and say *She's (Name)*, *he's (Name)*, and *I'm (Name)* and write it on the board. Ask why *She* has a capital letter (*because it's at the beginning of a statement*), underline the *h* of *he* and circle the *I*.
- Emphasize that a subject pronoun must always be used in English and that students should never use *am*, *are*, or *is* on their own.
- Point out that the full form and contracted examples mean the same, explaining that the apostrophe is used to show that a letter is missing.
- Focus on the *Language tip* to explain the use of *a / an*, but note that the only noun covered in the book so far that starts with a vowel sound is *eraser*.

subject pronoun      verb be  
I                          am    Dan.

Singular subject pronouns	Singular affirmative statements	Contractions
	I am Paula.	I'm Paula.
	You are Dennis.	You're Dennis.
	He is a student.	He's a student.
	She is a teacher.	She's a teacher.
	It is a pencil.	It's a pencil.

**Exercise 2**

- Play the CD or read the grammar examples aloud for students to repeat.
- Say *She's a teacher* with the class as a tongue-twister three times, getting faster each time, focus on the *ʃ* and *tʃ* sounds.

**Exercise 3**

- Do the activity orally as a class first, to make sure that students associate the subject pronouns with the pictures
- Focus on the example. Ask why *He's* is correct (*because Leo is a boy*).
- Ask a volunteer to complete number 2 and ask why *She's* is correct (*because Susan is a girl*).
- For number 3, support the students by asking *He's? She's? It's?* Make sure students understand that objects in English don't have genders. Hold up a book and say *It's a book*.
- Point to yourself and say *I'm (Name)* to demonstrate number 4
- Invite a volunteer to do number 5.
- Tell students to write the answers, remembering to use the apostrophe.

**Exercise 4**


- Play the CD or read the answers aloud for students to check.
- Students exchange books to check for the use of the apostrophe.

**V. Homework.** To make a list of vocabulary from the lesson and learn them by heart

**VI. Evaluation.** Marking pupils according to their activeness



Ushbu 5-6-sinflar uchun mo'ljallangan to'garak konspektning *to'liq va fondagi yozuvlarsiz* variantini olish uchun


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