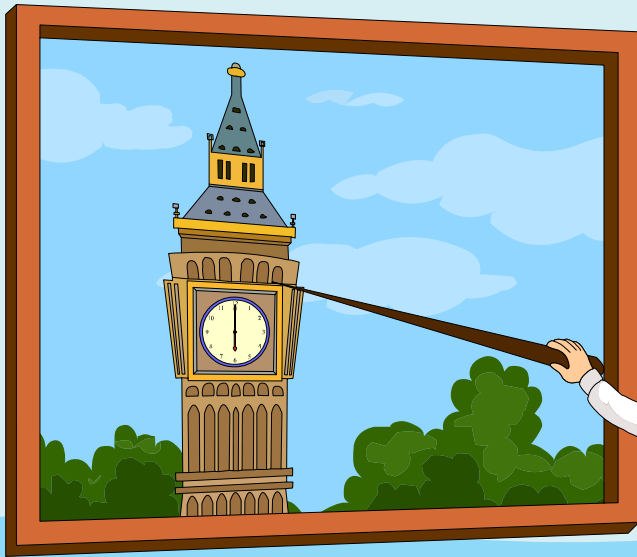


# ENGLISH

# 1

**Teacher's  
book**





# Azərbaycan Respublikasının Dövlət Himni

*Musiqisi Üzeyir Hacıbəylinin,  
sözləri Əhməd Cavadındır.*

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

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

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

Nərinə Əliyeva  
Gülşən Hüseynova  
Rəfiqə Əliyeva

# ENGLISH

## 1 TEACHER'S BOOK

Ümumtəhsil məktəblərinin 1-ci sinfi üçün  
“İngilis dili” (əsas xarici dil kimi) fənni üzrə  
**MÜƏLLİM ÜÇÜN METODİK VƏSƏİT**

Azərbaycan Respublikası Təhsil Nazirliyinin  
24.05.2016-cı il tarixli 354 nömrəli əmri ilə  
təsdiq edilmişdir.



**ŞƏRQ-QƏRB**  
BAKİ 2016

Nərminə Əliyeva, Gülşən Hüseynova, Rəfiqə Əliyeva  
Ümumtəhsil məktəblərinin 1-ci sinfi üçün  
"İngilis dili" (əsas xarici dil kimi) fənni üzrə müəllim üçün metodik vəsait  
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Müəllim üçün metodik vəsaitlə bağlı rəy, irad və təkliflərin [info@eastwest.az](mailto:info@eastwest.az) və [derslik@edu.gov.az](mailto:derslik@edu.gov.az) elektron ünvanlara göndərilməsi xahiş olunur. Əməkdaşlığınıza üçün əvvəlcədən təşəkkür edirik!

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



## Dear Teacher,

Welcome to the new school year. This year will be very special for your students, and you can help them enjoy learning English in very simple ways.

At the very beginning many teachers of the 1st graders get confused when to use the mother tongue and when to use English in a classroom. For sure it can seem one of the hardest decisions to make. Many writers recommend that teachers should only use English – that the mother tongue, in other words, should not be allowed.

There is, of course, a danger in using native language – that the children will hear very little English. Every situation is unique, but a general principle might be to try to use English as much as possible – without producing confused, worried or bored learners.

### **Here are some practical ideas which can be helpful.**

Give instructions in English, but repeat them in the mother tongue. After a while, you could give an English instruction and get the children to say it in the mother tongue, so that you know they have understood.

Give instructions in English, but try to use as much gesture as possible to make the meaning clear. In the craft activities, for example, the children can hear an instruction in English and see what it means.

Give instructions in English, but allow time for the children to “process” the language before you give another instruction. Comprehension is improved by giving the children time between statements, not by speaking more slowly.

Only use the mother tongue at certain times. For example, when you are previewing or when you are helping the children to understand something new.

Try to use the same language again and again. The “Classroom language” section in the teaching notes for each unit gives examples.

Teach the children the meaning of classroom language that you will use a lot. For example: *Work in pairs. Open your book. Listen and follow.* You could put a poster on the wall which will express common phrases that you use. When you give an instruction, you can then point to the poster at the same time.

Teach the children some phrases that they can use. For example: *I don't understand. Please say it again. I can't hear. What's the English for..?*

In teaching English to 1st graders games are a very important part of a successful route to language learning for young learners. They are useful in a number of ways: in maintaining motivation, in giving a natural context for using English and in providing variety within a lesson. Let's see some useful practical ideas below.

While the children enjoy the “game” aspect of the activity, it is important that they understand that it is not just for fun. Before you start a game, explain how it will help them to learn. For example, “We can play a game now. This will help you remember the new words’.

There are activities section in the Teacher's Book which include some games that you can play with the class, and some notes on using games. A reference to a suitable game is given in the teaching notes for many units.

It is important to ensure that all the children understand how to play the game. Explain in English and the mother tongue, and then get the children tell you how to play. Also, demonstrate with some children in front of the class.

After you have played a game successfully, you can ask the children to suggest variations on the game, or to suggest new games. You could have a “suggestion box” in class for this.

Include a game in different parts of the lesson – not always at the end. A game shouldn't be seen as a “reward” for hard work, but another way of learning.

After the children have played a game, ask them if they liked it, how they could play it better, or how they would improve on it.

Games can get out of hand! It is important to make sure that the children don't get too excited, or you may find that you have discipline problems which will destroy something that is intended to be enjoyable. When they are playing a game, go around the class and maintain a lively but purposeful atmosphere. If some children become extremely noisy, stop the game and calm them down.

Large classes of 25+ children require careful classroom management strategies to ensure that the children are involved in the tasks and can hear the recording, and can see the board and you! Large classes often create two kinds of problem – the first is discipline and the second is non-involvement which leads to lack of motivation. Discipline problems may arise in large classes because children may recognise that English lessons are perhaps different in style and approach from other lessons and may feel that their behaviour can be less disciplined, without the teacher seeing what they are doing. It is important to establish that although there are “fun” activities in English lessons, they are important for learning and can be more fun if everyone can hear the teacher and understand what is happening. Motivation problems often come about because some children feel lost and alone in a large class, without any personal contact with the teacher. This is especially true if the children are slightly deaf or have poor eyesight, or have special needs.

Both of these aspects mean that it is important to find ways of “breaking down” the size of a large class and to make personal contact more possible.

*Good luck with your teaching!*

English 1 set has been designed of **STUDENT'S BOOK and TEACHER'S BOOK** 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 first 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.

### **STUDENT'S BOOK (SB)**

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

The new language material is presented in the Student's Book only through pictures. There is neither the word nor translation of the words or sentences. The meaning of the words and sentences are explained through the pictures and situational pictures. There is neither reading nor writing in the first grade. Because in the first grade there are only two content lines: listening and speaking. The Student's Book comprises 9 units. And surely they are all chosen in accordance with the requirements of modern foreign language teaching and pupils' psychological features at this level.

At the end of the academic year pupils will have already learnt sufficient vocabulary on the topics and performed everyday dialogues using language material taught and achieve practical oral communicative skills.

### **TEACHER'S BOOK (TB)**

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

## INTRASUBJECT INTEGRATION

### Grade 1

Listening	Speaking
1.1.2. Identifies pictures while listening	2.2.1. Names the objects around him and in the pictures 2.2.3. Describes the objects around him and in the pictures using the words have already been learned
1.1.3. Identifies the objects according to their features	2.2.2 Counts the features of the objects familiar to him

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

There are two content lines for the first grade: 1. listening, 2. speaking The standards related to listening are noted by 1.1 and speaking 2.1

The number of the content	The number of the standard	The number of the benchmark	Grade 1
1	1		Demonstrates understanding of given speech patterns
1	1	1	Follows easy instructions
1	1	2	Identifies pictures while listening
1	1	3	Identifies the objects according to their features
2	1		Demonstrates the initial pronunciation skills
2	1	1	Repeats sounds, sound combinations and easy words while listening
2	1	2	Repeats word combinations and simple sentences while listening
2	1	3	Pronounces sounds, sound combinations and simple words have already been learned
2	1	4	Pronounces word combinations and simple sentences have already been learned.
2	2		Demonstrates communication skills using speech patterns have already been learned
2	2	1	Names the objects in the pictures and around him
2	2	2	Counts the features of the objects familiar to him
2	2	3	Describes the objects in the pictures and around him using the words have already been learned
2	2	4	Communicates using words, word combinations and speech etiquettes have already been learned

### Recommendations for working with Student's Book

English 1 is designed to introduce English to children of 6-7 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, short stories, and drawing which are most enjoyed by pupils.

The topics have been chosen after taking into consideration pupils' needs and familiar activities. The language material in each unit is introduced only by pictures. They are practised in the classroom until they are thoroughly learned. The students answer the questions in Present Continuous and Present Simple, use the modal verb "can" in positive, interrogative and negative forms. They can also count from 1 to 10.

### Pronunciation

In general the new words are introduced by pictures which pupils practise until they obtain a true reproduction, using the right stress rhythm and intonation. Let them imitate the movement of your lips and the position of the tongue and pronounce it after you.

To help students with a particular speech problem it is necessary to sit with each of them at first, to make sure how they can find a method of producing the correct pronunciation. Each needs to find a way to change the position of his or her lips and tongue in such a way as to reproduce a sound as close as possible to the desired ones.

**Grammar:** There is no need to give even a simple explanation of the grammar using the sentences learned in the first grade. The students only memorise correct words and correct tense form of the verb, There is/There are, personal, possessive, demonstrative pronouns, forms of "to be" They orally answer the questions in Present Continuous and Present Simple, use the modal verb "can" in positive, interrogative and negative forms enable the children to learn and memorise the rules better. At this level the students are not required to read the question sentences and write the answers to the questions. So our task is to teach them to listen and understand the question and reply to them.

To evaluate the children's knowledge and skills teachers can use different evaluation forms. The following is an example of evaluation sheet chart.

N	Pupil's name	*	**	***
1	Ibrahim Rehimli			***
2	Leyla Feyzullayeva			****

\* Distinguishes and describes the objects (number, size, colour).still developing

\*\* Uses the short sentences and language patterns, takes part in dialogues, progressing well

\*\*\* Recites poems, sings songs, performs chants excellent

**All the standards are realized in all the units.**

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

**SYLLABUS**

<b>Standards</b>	<b>Unit</b>	<b>Topic</b>	<b>Integration</b>	<b>Resources</b>	<b>Evaluation</b>	<b>Date</b>
1.1.1, 2.1.3, 2.2.1	Unit 1 Hello	Lesson 1	Music Ph.ed. Arts	SB, flashcards, pictures, realia <a href="http://www.learnenglidhkids.org.uk">www.learnenglidhkids.org.uk</a>	Presentation Checklists interview	
1.1.1, 2.1.3, 2.2.1	Unit 1 Hello	Lesson 2	Music Ph.ed. Arts	SB, flashcards, pictures, realia <a href="http://www.learnenglidhkids.org.uk">www.learnenglidhkids.org.uk</a>	Presentation Checklists questionnaires	
1.1.1, 2.1.3, 2.2.1	Unit 1 Hello	Lesson 3	Math Music Ph.ed. Arts	SB, flashcards, pictures, realia, school objects <a href="http://www.learnenglidhkids.org.uk">www.learnenglidhkids.org.uk</a>	Presentation checklists	
1.1.1, 2.1.3, 2.2.1	Unit 2 My face	Lesson 1	Music Ph.ed. Arts	SB, flashcards, pictures, realia <a href="http://www.learnenglidhkids.org.uk">www.learnenglidhkids.org.uk</a>	Presentation Checklists inter- view	
1.1.1, 2.1.3, 2.2.1	Unit 2 My face	Lesson 2	Music Ph.ed. Arts	SB, flashcards, pictures, realia <a href="http://www.learnenglidhkids.org.uk">www.learnenglidhkids.org.uk</a>	Presentation Checklists questionnaires	
1.1.1, 1.1.2, 2.1.3, 2.2.1	Unit 2 My face	Lesson 3	Music Ph.ed. Arts	SB, flashcards, pictures, realia <a href="http://www.learnenglidhkids.org.uk">www.learnenglidhkids.org.uk</a>	Presentation Checklists questionnaires	
1.1.1, 1.1.2, 2.1.3, 2.2.3	Unit 3 Animals	Lesson 1	Music Ph.ed. Arts Maths	SB, flashcards, pictures, realia <a href="http://www.learnenglidhkids.org.uk">www.learnenglidhkids.org.uk</a>	Presentation Checklists questionnaires	
1.1.2, 2.2.1, 2.1.2	Unit 3 Animals	Lesson 2	Music Ph.ed. Arts Maths	SB, flashcards, pictures, realia <a href="http://www.learnenglidhkids.org.uk">www.learnenglidhkids.org.uk</a>	Presentation Checklists questionnaires	
1.1.2, 2.1.3, 2.2.1, 2.2.3	Unit 3 Animals	Lesson 3	Music Ph.ed. Arts Maths	SB, flashcards, pictures, realia <a href="http://www.learnenglidhkids.org.uk">www.learnenglidhkids.org.uk</a>	Presentation Checklists questionnaires	
<b>Revision of Units 1-2-3</b>						
1.1.1, 1.1.2, 2.1.3, 2.2.1, 2.2.3	Unit 4 My toys	Lesson 1	Music Ph.ed. Arts Maths	SB, flashcards, pictures, realia <a href="http://www.learnenglidhkids.org.uk">www.learnenglidhkids.org.uk</a>	Presentation Checklists questionnaires	

1.1.2, 2.1.3, 2.2.3, 2.2.4	Unit 4 My toys	Lesson 2	Music Ph.ed. Arts Maths	SB, flashcards, pictures, realia <a href="http://www.learnenglidhkids.org.uk">www.learnenglidhkids.org.uk</a>	Presentation Checklists questionnaires	
1.1.1, 1.1.2, 2.1.3, 2.2.1, 2.2.4	Unit 4 My toys	Lesson 3	Music Ph.ed. Arts Maths	SB, flashcards, pictures, realia <a href="http://www.learnenglidhkids.org.uk">www.learnenglidhkids.org.uk</a>	Presentation Checklists questionnaires	
1.1.2, 2.1.1, 2.1.3, 2.2.4	Unit 5 Food	Lesson 1	Music Ph.ed. Arts	SB, flashcards, pictures, realia <a href="http://www.learnenglidhkids.org.uk">www.learnenglidhkids.org.uk</a>	Presentation Checklists questionnaires	
1.1.2, 2.1.1., 2.1.3, 2.2.1, 2.2.4	Unit 5 Food	Lesson 2	Music Ph.ed. Arts	SB, flashcards, pictures, realia <a href="http://www.learnenglidhkids.org.uk">www.learnenglidhkids.org.uk</a>	Presentation Checklists questionnaires	
1.1.1, 2.1.3, 2.2.1, 2.2.4	Unit 5 Food	Lesson 3	Music Ph.ed. Arts	SB, flashcards, pictures, realia <a href="http://www.learnenglidhkids.org.uk">www.learnenglidhkids.org.uk</a>	Presentation Checklists questionnaires	
1.1.1, 2.1.3, 2.2.1	Unit 6 My body	Lesson 1	Music Ph.ed. Arts	SB, flashcards, pictures, realia <a href="http://www.learnenglidhkids.org.uk">www.learnenglidhkids.org.uk</a>	Presentation Checklists questionnaires	
1.1.1, 2.1.3, 2.2.1	Unit 6 My body	Lesson 2	Music Ph.ed. Arts	SB, flashcards, pictures, realia <a href="http://www.learnenglidhkids.org.uk">www.learnenglidhkids.org.uk</a>	Presentation Checklists questionnaires	
1.1.1, 2.1.3, 2.2.1	Unit 6 My body	Lesson 3	Music Ph.ed. Arts	SB, flashcards, pictures, realia <a href="http://www.learnenglidhkids.org.uk">www.learnenglidhkids.org.uk</a>	Presentation Checklists questionnaires	
<b>Revision of Units 4-5-6</b>						
1.1.1, 2.1.3, 2.2.1	Unit 7 Colours	Lesson 1	Music Ph.ed. Arts	SB, flashcards, pictures, realia <a href="http://www.learnenglidhkids.org.uk">www.learnenglidhkids.org.uk</a>	Presentation Checklists questionnaires	
1.1.1, 2.1.3, 2.2.1	Unit 7 Colours	Lesson 2	Music Ph.ed. Arts	SB, flashcards, pictures, realia <a href="http://www.learnenglidhkids.org.uk">www.learnenglidhkids.org.uk</a>	Presentation Checklists questionnaires	
1.1.1, 2.1.3, 2.2.1	Unit 7 Colours	Lesson 3	Music Ph.ed. Arts	SB, flashcards, pictures, realia <a href="http://www.learnenglidhkids.org.uk">www.learnenglidhkids.org.uk</a>	Presentation Checklists questionnaires	
1.1.1, 2.1.3, 2.2.1	Unit 8 My Clothes	Lesson 1	Music Ph.ed. Arts	SB, flashcards, pictures, realia <a href="http://www.learnenglidhkids.org.uk">www.learnenglidhkids.org.uk</a>	Presentation Checklists questionnaires	
1.1.1, 2.1.3, 2.2.1	Unit 8 My Clothes	Lesson 2	Music Ph.ed. Arts	SB, flashcards, pictures, realia <a href="http://www.learnenglidhkids.org.uk">www.learnenglidhkids.org.uk</a>	Presentation Checklists questionnaires	



1.1.1, 2.1.3, 2.2.1	Unit 8 My Clothes	Lesson 3	Music Ph.ed. Arts	SB, flashcards, pictures, realia <a href="http://www.learnenglidhkids.org.uk">www.learnenglidhkids.org.uk</a>	Presentation Checklists questionnaires	
1.1.1, 2.1.3, 2.2.1	Unit 9 My House	Lesson 1	Music Ph.ed. Arts	SB, flashcards, pictures, realia <a href="http://www.learnenglidhkids.org.uk">www.learnenglidhkids.org.uk</a>	Presentation Checklists questionnaires	
1.1.1, 2.1.3, 2.2.1	Unit 9 My House	Lesson 2	Music Ph.ed. Arts	SB, flashcards, pictures, realia <a href="http://www.learnenglidhkids.org.uk">www.learnenglidhkids.org.uk</a>	Presentation Checklists questionnaires	
1.1.1, 2.1.3, 2.2.1	Unit 9 My House	Lesson 3	Music Ph.ed. Arts	SB, flashcards, pictures, realia <a href="http://www.learnenglidhkids.org.uk">www.learnenglidhkids.org.uk</a>	Presentation Checklists questionnaires	
<b>Revision of Units 7-8-9</b>						

### Use western gestures in your class

<b>Expressions</b>	<b>Gestures</b>
Hello	wave
Goodbye	wave
It's cold	put arms around shoulders
It's hot	fan your face with hands
No!	shake your head "no"
Come here	move your index finger
Me!	touch your chest
OK	make the OK sign
I don't know	pull shoulders and hands up
Shhhh	index finger in front of mouth
Stop	hand up, palm out
Stand up	raise hand slightly, palm up
Sit down	lower hand slightly, palm down

# Unit 1

## Lesson 1

## Hello

**Content:** speaking, listening

**Content standards:** 1.1.1;

2.1.3; 2.2.1

**The student:**

follows easy instructions;  
names the objects around him  
and in the pictures.

**The students will be able to:**  
repeat words after the teacher;  
pronounce words with correct  
intonation.

**Integration:**

Intrasubject 1.1.2; 2.2.1

**Classroom management:**

working with individual  
students, pair work, group  
work

**Task type:** repetition, imitation

**Resources:** student's book (SB),  
flashcards, pictures, realia  
www.learnenglish.org.uk and  
www.teachingenglish.org.uk  
websites

**Motivation:** The teacher  
shakes hands with students  
and says "*Hello*". Then  
introduces himself/herself.

For example: *I am....*

The teacher uses gestures for  
*stand up* and *sit down*, *hello*  
and *good bye*.

Stand up	raise hand slightly, palm up
Sit down	lower hand slightly, palm down
Hello	wave
Goodbye	wave

Then uses gestures for *sit down* and *stand up*. Students repeat after the teacher and automatically memorise the words.

Students in pairs introduce themselves to each other. For example: *I am Natiq. I am Leyla*. Then say "*Hello and Good bye*" to each other.

**Information exchange:** Students mingle and say "*Hello*" to each other. They introduce themselves to each other. For example: *I am Ibrahim. I am Narmin*.

**Information discussion:** The teacher acts as a facilitator by putting them into groups. By raising hand slightly, palm up leads the student do the action and say "Stand up" and by lowering hand slightly, palm down leads the students do the action and repeat "Sit down".

**Working with SB:**

Ask the children to listen to a certain word in a song. They must count how many times they hear it. For example, in the song "*Hello Goodbye*" by the Beatles you can ask the children to count how many times they hear the words "Hello" and "Goodbye".

Hello, Hello, Hello,

Hello, Hello, Hello

Hello, Hello, Hello

How are you?

Introduce yourself and say "Hello, I am .....".

Use gestures and make sure the students understand you. Ask the students to reply in the same way. Each student stands up and introduces himself/herself. Tell the students to repeat the word "*I'm*" several times. Have them repeat "*I'm*" after you individually and all together. Show pictures in the SB pages 6, 7, 8 and ask your students to repeat after you. Divide the students into pairs. Let them greet each other and say their names. Go around the classroom and give help. Listen to pairs and practice with them. Then play the tape and have your students mingle around the class and say "*Hello*" to each other and also introduce themselves as "*I am.....*".

The teacher uses her/his hands to show "*Stand up*" and "*Sit down*". It happens so that after a couple of times the students repeat the same orders while they do the actions. Young learners often get tired of doing the same thing. Therefore it is suggested not to do one and the same activity more than 3-5 minutes.





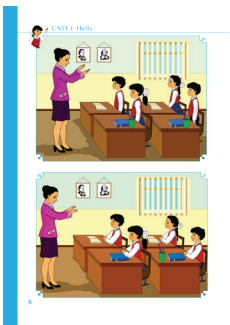
# Unit 1

## Lesson 1

## Hello

**Summary and Revision:** With the teacher’s guidance the students know how they can say “Hello” and “Good bye” to each other and introduce themselves.

**Implementation:** The students use “Hello” and “Good bye” in every day speech.



Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Follows the instructions.				
2. Pronounces <i>hello, stand up, sit down and good bye</i> correctly.				
3. Repeats after the teacher.				
4. Uses <i>hello, stand up, sit down and good bye</i> in the situation.				

### REMEMBER!

*We cannot expect children to use English all the time. It is not only unnatural; it can also damage children’s confidence. Of course, children can be encouraged to use English in whole class activities and also while working with their peers in pairs and groups. However, if children use their first language in these activities, it should not be seen as a problem, particularly if the input is in English or some part of the output requires children to use English. At some stage of the activity, children will be involved with English, and this is what is important for young learners. Teachers play a critical role in creating an environment in which children feel happy trying out their English skills. As well as encouraging children and praising their efforts, teachers need to have confidence in their own English speaking skills, whatever their level is. If children see their teachers speaking English with enjoyment and enthusiasm, not worrying about making mistakes or knowing every word, then they have a very positive model for using English themselves. We hope the activities in this unit play their part in providing the kind of fun and engaging activities that can motivate children to use English in class.*

# Unit 1

## Lesson 2

## Hello

**Content:** speaking, listening

**Content standards:** 1.1.1;  
2.1.3; 2.2.1

**The student:**

follows easy instructions;  
names the objects around him  
and in the pictures.

**The students will be able to:**  
repeat after the teacher;  
pronounce words with correct  
intonation.

**Integration:**

Intrasubject 1.1.2; 2.2.1

**Classroom management:**  
working with individual  
students, pair work, group  
work.

**Task type:** repetition,  
imitation

**Resources:** student's book,  
flashcards, pictures, realia,  
[www.learnenglish.org.uk](http://www.learnenglish.org.uk) and  
[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)  
websites

**Motivation:** Teacher puts the  
students into two groups: boys  
and girls. She uses gestures  
and says: *Boys, sit down. Girls,  
stand up.* She practices  
commands several times.

Students get very much  
motivated. They play and  
learn. The teacher asks them  
to say *he, she, a boy, a girl,  
a pen, a pencil, a book, an eraser,  
a schoolbag, a table, a chair.*

**Research question:** Who is  
he? Who is she? What is it?

**Research analysis:** The teacher  
calls names and the students  
say *he* for boys and *she* for  
girls. The teacher introduces  
the words: *a pen, a pencil,  
a book, an eraser, a schoolbag,  
a table, a chair* by showing the  
items and pronouncing them.  
The students repeat after the  
teacher.

**Information exchange:** Students show the same  
objects to each other and pronounce them.

**Information discussion:** The teacher acts as a  
facilitator by putting them into groups. Each  
group member uses their own pen, pencil, book,  
eraser, schoolbag, table, chair. They ask each  
other the objects' names. Teaching young learners  
is different from teaching adults. Young children  
tend to change their mood every other minute,  
and they find it extremely difficult to sit still. On  
the other hand, they show a greater motivation  
than adults to do things that appeal to them. Since  
it is almost impossible to cater to the interests of  
about 25 young individuals, the teacher has to be  
inventive in selecting interesting activities, and must  
provide a great variety of them. For young learners  
the approach is neither purely communicative nor  
audiolingual (AL); it also involves features of total  
physical response (TPR), which is particularly  
appropriate for young children. We do not  
consider any of the above mentioned approaches  
sufficient of itself to bring about a high degree of  
language proficiency in the learner. The goal is to  
achieve communicative competence, but the manner  
of teaching includes audiolingual features, such as  
choral/single drills, and activities deriving from  
TPR. Teach students to introduce themselves using  
combination of the above approaches.

**Working with SB:**

Show pictures in the SB on page 9 and ask your  
students to repeat after you. Divide the students  
into pairs. Let them greet each other and say their  
names. Go around the classroom and give help.  
Listen to pairs and practice with them. Show the  
students some school items on the table: a bag,  
a book, a notebook, a ruler, an eraser, a pen and  
a pencil. Have them repeat the words after you.  
Take some of them from the  
table. Let them guess which  
item is missing. Organise a  
group work. Ask the students  
to have the same school  
objects on the table. Let them  
start the game. One student  
closes his/her eyes and other  
students take one from the  
table. If the student guesses

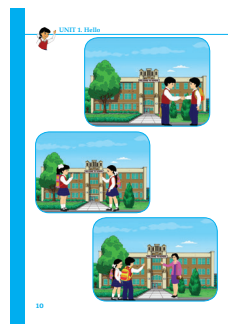


# Unit 1

## Lesson 2

## Hello

the object he /she leads the game, if loses the person next to him/her continues guessing. There are different ways of introducing the words and helping the students memorise them. You can take an empty bag and ask the students to put the things into it by saying their names. While the students are doing this activity you can play a low music. And after 5 minutes you can ask your students to stand up and sit down. There are three pictures where the people say “Hello” and “Good bye”. This is a very good revision of practising “Hello” and “Good bye”. Ask the students to look at the pictures of two boys, two girls and a teacher and students. Get them practise “Hello” and “Good bye”, “This is a boy. This is a girl.” in pairs and in groups.



### Summary and Revision:

With the teacher’s guidance the students know how they can say “Hello” and “Good bye” to each other and introduce themselves.

**Implementation:** The students use “Hello” and “Good bye” in every day speech.

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Follows the instructions.				
2. Pronounces short speech patterns correctly.				
3. Repeats after the teacher.				
4. Pronounces words: a pen, a pencil, a book, an eraser, a schoolbag, a table, a chair with correct intonation.				

**Content:** speaking, listening

**Content standards:** 1.1.1;  
2.1.3; 2.2.1

**The student:**

follows easy instructions;  
names the objects around him  
and in the pictures.

**The students will be able to:**  
repeat after the teacher;  
pronounce words with correct  
intonation.

**Integration:**

Intrasubject 1.1.2; 2.2.1

**Classroom management:**  
working with individual  
students, pair work, group work

**Task type:** repetition,  
imitation

**Resources:** student's book,  
flashcards, pictures, realia,  
[www.learnenglish.org.uk](http://www.learnenglish.org.uk) and  
[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)  
websites

**Motivation:** The teacher asks  
the students raise their hands  
and start counting folding  
their fingers in one hand: 1,  
2, 3, 4, 5, and starts counting  
them. The students get into  
two groups boys and girls. She  
uses gestures and points to *he*  
and *she*.

**Research question:** Group  
work. Teacher puts the  
students into 5 groups and  
asks each group to show 1  
book, the other groups 2  
books, 3 books, 4 books, 5  
books accordingly. The teacher  
asks the question "*How many  
books ..?*" by using gesture and  
pointing to the books.

**Research analysis:** Each group  
introduces 1, 2, 3, 4, 5 books.

**Information exchange:**

Students show 1, 2, 3, 4, 5  
books to each other and  
memorise them automatically

**Working with SB:**

Draw the students' attention to  
SB page 11. Ask them to look  
at the pictures of some school  
items and say them in English.  
Go up to every individual student.  
Help them by asking to repeat  
after you. Ask them to count  
loudly. For example: *one book,*  
*two books, three books, four*  
*books, five books.*

It is also a good idea to put numbers in big  
flashcards somewhere in the visible place in the  
classroom. Introduce the numbers from 1 to 5  
and ask the students to repeat after you. Show  
them different numbers like 4, 3, 1, 2, 5 or ask  
them to count from 5 to 1.

Then show them 2 pens and make a special stress  
on final "s". Ask them the question "*How many..?*"  
Make the differentiation by showing 1 pen and  
2 pens; 3 bags, 4 rulers, 5 erasers. You can show  
them other school objects as well. For example:  
3 books, 5 copy books, 4 pencils.

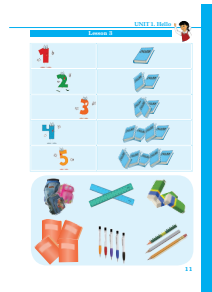
You can change the number of the objects and ask  
questions. This is fun. The students love being  
asked questions. You can ask your students to look  
at page 11. Practise numbers and objects: *three*  
*bags, two rulers, three erasers, four copybooks, five*  
*pens, three pencils.*

By the end of each lesson play "Good bye" song.

**Summary and Revision:**

With the teacher's guidance the students know  
how they can count from 1 to 5. They can change  
the number of the objects and ask questions:  
"*How many..?*". This is fun.

**Implementation:** The students use numbers at  
every day speech.



Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Follows the instructions.				
2. Pronounces short speech patterns correctly.				
3. Repeats after the teacher.				
4. Pronounces <i>1 book, 2 (3, 4, 5) books, "How many books?"</i> with correct intonation.				

## *Teacher's notes*



# Unit 2

## Lesson 1

## My face

**Content:** speaking, listening

**Content standards:** 1.1.1;  
2.1.3; 2.2.1

**The student:**

follows easy instructions;  
names the objects around him  
and in the pictures.

**The students will be able to:**  
repeat after the teacher;  
pronounce words with correct  
intonation.

**Integration:**

Intrasubject 1.1.2; 2.2.1

**Classroom management:**

working with individual  
students, pair work, group  
work.

**Task type:** repetition,  
imitation

**Resources:** student's book,  
flashcards, pictures, realia,  
[www.learnenglish.org.uk](http://www.learnenglish.org.uk) and  
[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)  
websites

**Motivation:** Play "Simon says"  
game and ask the students to  
show their face/eyes/nose/ears  
/mouth.

**Pair work.** Each pair asks and  
shows each other their own  
eyes (ears, nose, mouth, hair).

**Information exchange:**

Students pronounce and show  
their own eyes (ears, nose,  
mouth, hair) to each other and  
pronounce them.

**Working with SB:**

Show the students the parts of  
your own face pronouncing the  
words: *eyes, ears, nose, mouth,*  
*hair face.* Take a doll and  
show carefully the parts of a  
doll's face on it. Then show  
the parts of the face and ask  
the students to say the words.  
Have your students repeat the  
parts of the face vocabulary  
after you and show the same

parts of their own face. Draw  
the students' attention to SB  
page 12. Revise the vocabulary  
of the previous lessons as well.  
Ask your students the vocabulary  
showing them flashcards and  
pictures but not translation.

Practise phrases "*my face, his  
face, my hair, his hair*" Tell the  
students "Let's play a game"

Play "Simon says".

*Simon says: "Touch your nose".*

*Simon says: "Touch your ears".*

*Simon says: "Touch your eyes".*

*Simon says: "Touch your hair".*

*Simon says: "Touch your mouth".*

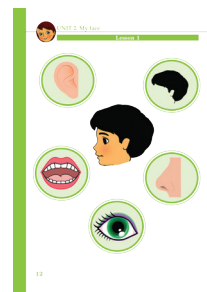
*Simon says: "Touch your face".*

You can speed up this game. Children love being  
active. Praise them by saying "Well done! Good boy!  
Good girl!" By the end of each lesson play "Good  
Bye" song. Make sure students follow safety  
rules when pointing to the parts of their face.

**Summary and Revision:**

With the teacher's guidance the students show and  
pronounce their own eyes (ears, nose, mouth, hair)  
to each other and memorise them automatically.

**Implementation:** The students use *face* vocabulary  
in every day speech.



Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Follows the instructions.				
2. Pronounces short speech patterns correctly.				
3. Repeats after the teacher				
4. Pronounces words: <i>face, eyes, nose, ears, mouth</i> with correct intonation				



# Unit 2

## Lesson 2

## My face

**Content:** speaking, listening  
**Content standards:** 1.1.1; 1.1.2; 2.2.1

### The student:

follows easy instructions;  
 identifies pictures while listening;  
 names the objects around him and in the pictures.

**The students will be able to:**  
 repeat after the teacher;  
 pronounce words with correct intonation.

### Integration:

Intrasubject 1.1.2; 2.2.1; 2.2.3

### Classroom management:

working with individual students, pair work, group work.

**Task type:** repetition, imitation

**Resources:** student's book, flashcards, pictures, realia, [www.learnenglish.org.uk](http://www.learnenglish.org.uk) and [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk) websites

**Motivation:** Play the song "I'm a skeleton" and ask the students to sing and show their face / eyes / nose / ears / mouth.

**Pair work.** Each pair asks and shows each other skeleton's eyes (ears, nose, mouth) in the picture.

### Information exchange:

Students show their own eyes (ears, nose, mouth) to each other and pronounce them.

### Working with SB:

#### Grab It Relay / Race to Touch

Lay the flashcards on the floor at one end of the room, and have the students line up in teams at the other end of the room. Call out a flashcard and have the first person in each team race to grab the card. Those students then go to the back and the next students race

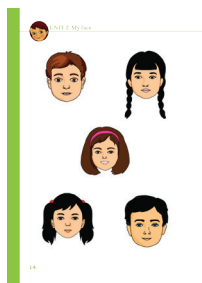
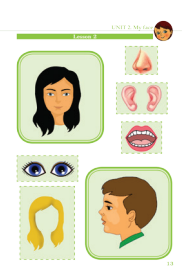
to grab the next flashcard the teacher calls.

Show the students the parts of your own face pronouncing the words: *eyes, ears, nose, mouth, hair, face*. Take a doll and show parts of face on it. Then show the parts of the face and the students say the words. Have your students repeat after you. Ask them to show the same parts of their own face. Revise the vocabulary of the previous lessons.

Ask your students the vocabulary showing them flashcards and pictures. Practise sentences: "This is my/his/her face/hair/ears/eyes/mouth/nose." Draw the students' attention to SB page 13 where they see the pictures of parts of face. Let them practise in pairs. On page 14 there are pictures of boys' and girls' faces. Let the students count the faces in the book. Then put them into groups and ask them to practise the parts of the head.

**Summary and Revision:**  
 With the teacher's guidance the students pronounce and show their own eyes (ears, nose, mouth, hair) to each other carefully and pronounce the words.

**Implementation:** The students use *face* vocabulary in every day speech.



Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Follows the instructions.				
2. Pronounces <i>How many eyes (ears, nose, mouth) correctly.</i>				
3. Repeats after the teacher.				

# Unit 2

## Lesson 3

## My face

**Content:** speaking, listening

**Content standards:** 1.1.1; 1.1.2; 2.1.3; 2.2.1

**The student:**

follows easy instructions;  
identifies pictures while  
listening;

names the objects in the  
pictures and around him

**The students will be able to:**

repeat after the teacher;

pronounce words with correct  
intonation.

**Integration:**

Intrasubject 1.1.2; 2.2.1

**Classroom management:**

working with individual  
students, pair work, group work

**Task type:** repetition, imitation

**Resources:** student's book  
flashcards, pictures, realia,  
[www.learnenglish.org.uk](http://www.learnenglish.org.uk)  
and [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)  
websites

**Motivation:** Give the students  
different pictures and toy  
animals, dolls and ask them to  
show their face, eyes, nose,  
ears, mouth. Praise them by  
saying "Good job! Well done!"

**Research question:** *How many  
eyes (ears, nose, mouth) have  
you got?*

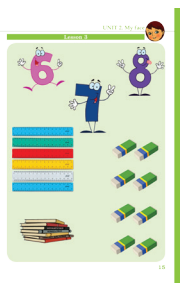
**Research analysis:** Group work.  
Students in groups of four can  
count their own eyes (ears, nose,  
mouth).

**Information exchange:** Students  
pronounce and show their own  
eyes (ears, nose, mouth) to each  
other and pronounce the words.

**Working with SB:**

Show the students some school  
items on the table. Have them  
repeat the words after you.  
Take some of them from the  
table. Let them guess which  
item is missing. Organise a

group work. There are different ways of  
introducing the words and helping the students  
memorise them. It is a good idea to put numbers  
in big flashcards somewhere in the visible place  
in the classroom. Introduce the numbers 6 and 7.  
Ask the students to repeat after you. Show them  
8, 7, 6, 5, 4, 3, 2, 1 or ask them to count from 8 to  
1.



Then show them 2 eyes and  
2 ears make a special stress on  
final "s". Make the differentia-  
tion by showing 1 mouth and 2  
eyes, 6 bags, 7 rulers, 8 era-  
sers. You can show them other  
school objects as well. For  
example: 7 books, 5 copy books,  
6 rulers, 8 erasers.

You can change the number of  
the objects and ask questions. This is fun. The  
students love being asked questions.

**Summary and Revision:**

With the teacher's guidance the students show  
their own eyes (ears, nose, mouth, hair) to each  
other and pronounce them. They can show 2 eyes  
and 2 ears make a special stress on final "s".  
They can count from 1 to 8. Draw their attention  
to the pictures on page 16.

**Implementation:** The students use numbers from  
1 to 8 and plural "s" at every day speech.

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Follows the instructions.				
2. Pronounces short speech patterns correctly.				
3. Repeats after the teacher.				
4. Pronounces face vocabulary with correct intonation and count from 1 to 8.				



## *Teacher's notes*



# Unit 3

## Lesson 1

## Animals

**Content:** speaking, listening

**Content standards:**

**1.1.1; 1.1.2; 2.1.3; 2.2.3**

**The student:**

follows easy instructions;  
identifies pictures while listening;  
describes the objects in the pictures and around him using the words have already been learned.

**The students will be able to:**

repeat after the teacher;

pronounce words with correct intonation;

identify the new vocabulary in the listening passage.

**Integration:**

Intrasubject **1.1.2; 2.2.1; 2.2.3;**

**1.1.3; 2.2.2**

**Classroom management:**

working with individual students, pair work, group work

**Task type:** repetition, imitation

**Resources:** SB, flashcards, pictures, realia,

[www.learnenglish.org.uk](http://www.learnenglish.org.uk) and

[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)

websites

**Motivation:** Say “Hello” to

elephant, giraffe, dog, lion, cat, rabbit.

**Research question:**

Which animals live in Azerbaijan?

**Research analysis:** Students say the names of animals they know.

**Information exchange:**

Students show and pronounce *an elephant, a giraffe, a dog, a lion, a cat, a rabbit* to each other and memorise them.

**Working with SB:**

Even students at the beginner level of English can enjoy this activity. Students find pictures of their favourite animal(s). This can be done for homework from magazines, internet, copying pictures from library books etc. They create a picture/poster using these

pictures. These pictures can decorate the classroom and be a reminder of the vocabulary.

Revise the vocabulary of the previous lessons. Ask your students the vocabulary showing them the pictures of the animals. Practise sentences, like “*It’s a lion.*

*It’s an elephant*’etc. Children love animals and enjoy language

activities based on them. Finding out about nature and the world around them taps into their curiosity and “naturalist intelligence”. Only six animals are introduced in this unit, but children usually learn the names of animals quickly and enjoy building their vocabulary in this area. Show them flashcards and pictures but do not say the translation. Ask the words in different situations. If students enjoy their English lessons, this can provide powerful motivation. Ensuring that lessons are well paced and contain different kinds of activities will keep students interested. It is also important that you cater for different kinds of learners. Learners have different learning styles and preferences; if you cater only for one type of learner, then the others will fall behind. The important point here is variety in terms of your approach to learning activities.

**Summary and Revision:**

With the teacher’s guidance the students show and pronounce *an elephant, a giraffe, a dog, a lion, a cat, a rabbit* and memorise them.

**Implementation:** The students use *an elephant, a giraffe, a dog, a lion, a cat, a rabbit* in every day speech.



Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Follows the instructions.				
2. Pronounces short speech patterns correctly.				
3. Repeats after the teacher.				
4. Pronounces words: <i>an elephant, a giraffe, a dog, a lion, a cat, a rabbit</i> with correct intonation.				

# Unit 3

## Lesson 2

## Animals

**Content:** speaking, listening

**Content standards:**

**1.1.2; 2.1.3; 2.2.1; 2.2.2**

**The student:**

identifies pictures while listening;

names the objects in the pictures and around him; counts the features of the objects familiar to him.

**The students will be able to:**

repeat after the teacher;

pronounce words with correct intonation;

identify the new vocabulary in the listening passage.

**Integration:**

Intrasubject **1.1.2; 2.2.1; 2.2.3;**

**1.1.3; 2.2.2**

**Classroom management:**

working with individual students, pair work, group work.

**Task type:** repetition, imitation

**Resources:** SB, flashcards, pictures, realia,

[www.learnenglish.org.uk](http://www.learnenglish.org.uk) and

[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)

websites

**Motivation:** Say “Hello” to big/ small elephant, giraffe, dog, lion, cat, rabbit.

**Research question:** Which is big? Which is small? Show *small* and *big* using your hand.

The students work in groups, show the animals and say:

*a small elephant, a big elephant, a small dog, a big dog, a small lion, a big lion, a small giraffe, a big giraffe.*

**Research analysis:** Each pair shows each other big and small animals.

**Information exchange:** Draw students’ attention to page 19.

Ask them to say: *a small elephant, a big elephant, a small dog, a big dog, a small lion, a big lion, a small giraffe.* Have them show small/big animals to each other.



### Working with SB:

Young learners often get tired of doing the same thing. Therefore it is suggested not to do one and the same activity more than 3-5 minutes.

Show the students some toy animals on the table. Have them repeat the words after you. Take some of them from the table. Let

them guess which animal is missing. Organise group work. There are different ways of introducing the words and helping the students

to memorise them. It is a good idea to put numbers in big flashcards somewhere in the visible place in the classroom. Then show them two rabbits and two cats. Make a special stress on final “s” Make the differentiation by showing *one big lion and six small lions, six elephants, eight small rabbits* on page 20. You

can change the number of the objects and ask questions. This is fun. The students love being asked questions. At the next step show them the above mentioned animal toys and say a sentence using “*This a small lion. This is a big elephant*”. Prais the students by using the phrases: “Good boy! Good girl! Well done!”

### Summary and Revision:

With the teacher’s guidance the students show the pictures and pronounce the names of animals and say a sentence using “*This a small giraffe*”.

**Implementation:** The students use *I’ve got* in every day speech.



Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Follows the instructions.				
2. Pronounces short speech patterns correctly.				
3. Repeats after the teacher.				
4. Pronounces words <i>a small elephant, a big elephant, a small dog, a big dog, a small lion, a big lion, a small giraffe, a big giraffe</i> with correct intonation.				

# Unit 3

## Lesson 3

## Animals

**Content:** speaking, listening

**Content standards:**

**1.1.2; 2.1.3.; 2.2.1; 2.2.3**

**The student:**

identifies pictures while listening;

names the objects in the pictures and around him;

describes the objects in the pictures and around him using the words have already been learned.

**The students will be able to:**

repeat after the teacher;

pronounce words with correct intonation;

identify the new vocabulary in the listening passage.

**Integration:**

Intrasubject **1.1.2; 2.2.3;**

**1.1.3; 2.2.2;**

**Classroom management:**

working with individual students, pair work, group work

**Task type:** repetition, imitation

**Resources:** SB, flashcards, pictures, realia, [www.learnenglish.org.uk](http://www.learnenglish.org.uk) and [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk) websites

**Motivation:** Say: “Hello” to an elephant, a giraffe, a dog, a lion, a cat, a rabbit.

Show them a picture of animals and ask them to count and tell you the number of animals in the picture.

**Information exchange:**

Students show the pictures and pronounce nine and ten different animals’ names to each other.

**Working with SB:**

In the explanation phase students are forced to think about the elicited sentences and analyse them for themselves. The teacher’s questions serve as hints or clues to point the



learner in the right direction. We always prefer a cognitive, inductive approach, which involves the learners in analysing and explaining the use and form of a structure, because this supports their understanding of it. In this lesson, at this early stage of

language learning, the teacher might be justified in switching to the mother tongue both to save time and to keep things from getting too complicated. The Natural Approach to language learning holds that only acquired (in contrast to learned) knowledge is effective in use, while knowledge of rules applies only to monitoring the language output (see e.g., Krashen and Terrell 1983); nevertheless, it is thought that familiarity with language rules and their automatisisation will facilitate the language-learning process. In our experience, students do not hesitate to make use of structures they have learned once and automatised to such a degree that they are able to use them subconsciously. At the very start of this lesson divide the students into pairs. Let them show and ask each other numbers from one to ten. Tell your students to look at page 21. Ask them to count animals in the pictures. Practise sentences: “I’ve got nine cats/ten dogs.”

**Summary and Revision:**

With the teacher’s guidance the students can count from one to ten.

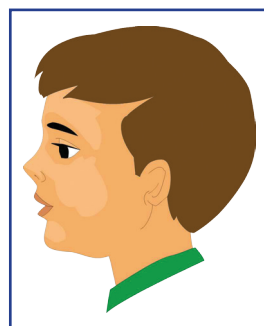
**Implementation:** The students use numbers from one to ten in every day speech.

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Follows the instructions.				
2. Pronounces short speech patterns correctly.				
3. Repeats after the teacher.				
4. Pronounces nine and ten different animals’ names with correct intonation.				

### Revision of Units 1, 2, 3

*There is a review after every three units in the SB. They are designed to check students' skills and abilities in English 1st. The tasks are all oral. Although it's time consuming, it's very effective to check how much the students' already know and what their needs are. Reviews are also important because they help future planning.*

#### Revision of Units 1-2-3



## *Teacher's notes*





**Content:** speaking, listening

**Content standards:**

**1.1.1; 1.1.2; 2.1.3; 2.2.1; 2.2.3**

**The student:**

follows easy instructions;  
identifies pictures while listening;  
names the objects in the  
pictures and around him;  
describes the objects in the  
pictures and around him using  
the words have already been  
learned.

**The students will be able to:**

repeat after the teacher;  
pronounce words with correct  
intonation;  
identify the new vocabulary in  
the listening passage.

**Integration:**

Intrasubject **1.1.2; 2.2.1;**

**1.1.3; 2.2.2**

**Classroom management:**

working with individual  
students, pair work, group work

**Task type:** repetition, imitation

**Resources:** SB, flashcards,  
pictures, realia,

[www.learnenglish.org.uk](http://www.learnenglish.org.uk) and  
[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)  
websites

**Motivation:** Students are  
standing in a circle. In the  
middle there are some objects:  
a ball, a doll, a teddy bear,  
a car and other objects that they  
already know in English. Put  
the right number of the objects  
so that each student could get  
one. Tell them to get into one  
group if they have the same  
object. Praise the students by  
saying: "Great work! Good job!"

**Group work.** Ask them to count  
the same objects in their group.  
Ask them to say "hello" to the  
objects they know.

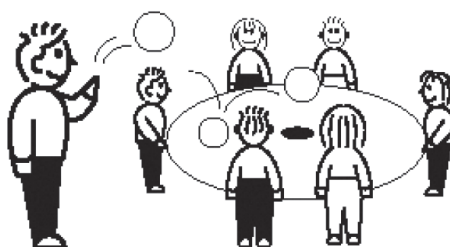
Students present the objects  
that they know and ask the  
unknown objects.

**Information exchange:** Help the students with the  
new vocabulary. Tell them to repeat words after  
you. Students show new objects to each other,  
pronounce them and memorise them automatically.

**Working with Student's book:**

It is advisable to start the lesson with warmer.  
There are a lot of warmers you can do with your  
students. We give one as an example. You can  
do another instead.

### THE PARACHUTE



### SUMMARY

You don't need a real parachute: a large blanket  
and some soft balls will do. Gather the class up  
and let them shake their little hearts out.

### SET-UP

Place a large blanket on the floor and get the  
class to sit around in a circle. Ask everyone to  
grab a piece of the blanket's edge. Have several  
balls ready in your hand or in a small pile  
nearby.

### PLAY

Throw one ball on the blanket and encourage  
the class to shake the blanket. The ball will  
bounce around (and may bounce right off the  
blanket). Ask "How many?" The class answers  
"One". Now throw another ball on the blanket  
(the students keep shaking the blanket). Again,  
ask "How many?" The class answers "Two!". Go  
to as high a number as you want to teach. If a  
ball flies off the blanket just laugh and say  
"There goes one. How many now?"

If you don't mind putting a hole in your blanket  
here is another game you can play. Throw several  
balls on the blanket at once and get the children  
to sink the ball in the hole. Again the students  
must shake the blanket vigorously (otherwise it  
is too easy — the balls will just roll in). As the

# Unit 4

## Lesson 1

## My toys

balls go through the hole shout “one, two....etc.” Sometimes it can take a while for that last ball to go in which only adds to the fun.

Show the picture of a ball, a car, a doll, a teddy bear one by one. Ask the

students to repeat the words after you. Drill up the time to be sure all the students in the class can pronounce the words correctly. At the beginning just ask them to repeat after you because you want to form a habit of imitation. Many students love it. They just repeat without any thinking mechanically. And it is definitely what we want. Practice pronouns *my* and *your*. For example: *my ball, your doll, your teddy bear, my car, your car.*

Ask your students to look at page 24 and count objects. E.g. four balls, six cars, three teddy bears.



### Summary and Revision

With the teacher's guidance the students pronounce the words *a ball, a car, a doll, a teddy bear*, use possessive pronouns *my* and *your* with the nouns they have already learned.

**Implementation:** The students use *I've got, my and your* in every day speech.

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Follows the instructions.				
2. Pronounces short speech patterns “ <i>I've got ...</i> ” correctly.				
3. Repeats after the teacher.				
4. Pronounces words <i>my ball, your doll, your teddy bear, my car, your car.</i> with correct intonation.				



**Content:** speaking, listening

**Content standards:**

**1.1.2; 2.1.3; 2.2.3; 2.2.4**

**The student:**

identifies pictures while listening;

describes the objects in the pictures and around him using the words have already been learned;

communicates using words, word combinations and speech etiquettes have already been learned.

**The students will be able to:**

repeat after the teacher;

pronounce words with correct intonation;

identify the new vocabulary in the listening passage.

**Integration:**

Intrasubject **1.1.2; 2.2.1; 2.2.3**

**1.1.3; 2.2.2**

**Classroom management:**

working with individual students, pair work, group work

**Task type:** repetition, imitation

**Resources:** Student's book, flashcards, pictures, realia, [www.learnenglish.org.uk](http://www.learnenglish.org.uk) and [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk) websites

**Motivation:** Students are standing in a circle. In the middle there are some objects: a ball, a doll, a teddy bear, a car and other objects that they already know in English. Put the right number of the objects so that each student could get one. Tell them to get into one group if they have the same object.

**Group work.** Tell them to count the same objects in their group and report the class about it. Present the objects that they know and ask the unknown objects.

**Information exchange:** Help the students with the new vocabulary. Tell them to repeat words after you. Students show the new objects to each other, pronounce their names and learn them in this way.

**Working with SB:**



Draw the students' attention to page 25. Children love toys. It would be quite interesting for them to know toys' names in English. In this lesson they are going to learn *a ball, a doll, a teddy bear, a car*. Some of them are boys', some are girls' toys. And some of them are both.

Introduce new words and have your students repeat after you. Ask the students to look at page 24 and count objects e.g. *four balls, six cars, three teddy bears*. Show the toy animals and objects and ask questions: *What is it? Whose car is it? Whose ball is it?*

**Dear teacher,**

We all have different learners in our classrooms. But how are they different?

There is no simple answer to this but research has shown that students do learn in different ways. Different types of learner have been identified according to which sense they seem to favour for learning and remembering. The following explanation of different ways can be useful.

**Visual learners** like to have visual cues. For example, they prefer reading instructions to listening to them because they understand and remember them better, and they prefer looking at their course book to listening to explanations.

**Auditory learners** learn and remember better when they listen. Thus they prefer the teacher to give oral instructions and they remember things they have listened to more easily than things they have read.

**Kinesthetic learners** prefer to learn by doing or by experience. They prefer demonstration to written or verbal explanations. They will learn better by being actively involved in a task, by acting, drawing or making something. Other classifications of learning styles focus on how students like to learn.

# Unit 4

## Lesson 2

## My toys

### Individual learners

These learners prefer to study alone because it helps them remember and they feel they work more efficiently.

### Group learners

These learners remember more and work more efficiently when they work with other people.

**Concrete learners** like visual and verbal experiences and they dislike routine learning and written work. They like to be entertained and physically involved; they want immediate, varied and lively learning experiences.

**Analytical learners** are independent learners who like problem solving and working things out for themselves. They like new learning material to be presented systematically and logically and they like to follow up on their own. They are serious and hardworking, and are badly affected by failure.

**Communicative learners** like a social approach to learning. They learn well from discussion and group activities, and need personal feedback and interaction. They get on best in a democratically run class.

**Authority-oriented learners** relate well to a traditional classroom, preferring the teacher as an authority figure. They like clear instructions and they need structure and logical progression in what they learn.

### Summary and Revision

With the teacher's guidance the students pronounce the words: *a ball, a car, a doll, a teddy bear*, use possessive pronouns *My* and *your* with the nouns they have already learned.

**Implementation:** The students use *I've got, my and your* in every day speech.

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Follows the instructions.				
2. Pronounces short speech patterns correctly.				
3. Repeats after the teacher.				
4. Pronounces words: <i>a ball, a doll, a teddy bear, a car</i> with correct intonation.				

**Content:** speaking, listening

**Content standards:**

**1.1.1; 1.1.2; 2.1.3; 2.2.1; 2.2.4**

**The student:**

follows easy instructions;

identifies pictures while listening;

names the objects in the pictures and around him; communicates using words, word combinations and speech etiquettes have already been learned.

**The students will be able to:**

repeat after the teacher;

pronounce words with correct intonation;

identify new vocabulary in the listening passage.

**Integration:**

Intrasubject **1.1.2; 2.2.1; 2.2.3**

**Classroom management:**

working with individual students, pair work, group work

**Task type:** repetition, imitation

**Resources:** SB, flashcards, pictures, realia,

[www.learnenglish.org.uk](http://www.learnenglish.org.uk) and

[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk) websites

**Motivation:** Students are standing in a circle. The teacher asks a question: *What have you got?* In the middle there are some objects: *a ball, a doll, a teddy bear, a car* and other objects that they already know in English. They use: *I have got...*, *He has got...*, *She has got...* and the objects they know.

**Group work.** Ask them to count the same objects in their group and say *a sentence using "I have got..."*, *"He has got..."*, *"She has got..."*

Students present to the class how many toys they have got.



**Information exchange:**

Students show the objects to one another and say the numbers.

**Working with SB:**

Draw the students' attention to page 26. Use different ways to help students in learning and remembering. There is a very good situation in the text book.

You can use your own students' names to make it natural. For example: *Ibrahim has got two cars, four balls. Natiq has got two cats, one dog. Aygun has got two dolls and one teddy bear.*

**Summary and Revision:**

With the teacher's guidance the students pronounce the words *a ball, a car, a doll, a teddy bear*, use possessive pronouns *my* and *your* with the nouns. They also can use *have got/has got in sentences.*

**Implementation:** The students use *I've got/has got, my and your* in every day speech.

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Follows the instructions.				
2. Pronounces short speech patterns using <i>have got/has got, my</i> and <i>your</i> correctly.				
3. Repeats after the teacher.				
4. Repeats words: <i>have got/has got, my and your</i> with correct intonation				

# Sample Summative 1 First Half Year



2



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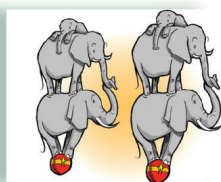
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*Teacher's notes*



**Content:** speaking, listening

**Content standards:**

**1.1.2; 2.1.1; 2.1.3; 2.2.4**

**The student:** identifies pictures while listening;

names the objects in the pictures and around him; communicates using words, word combinations and speech etiquettes have already been learned.

**The students will be able to:**

repeat after the teacher; pronounce words with correct intonation;

identify the new vocabulary in the listening passage.

**Integration:**

Intrasubject **1.1.2; 2.2.1; 2.2.3**

**Classroom management:**

working with individual students, pair work, group work

**Task type:** repetition, imitation

**Resources:** SB, flashcards, pictures, realia, [www.learnenglish.org.uk](http://www.learnenglish.org.uk) and [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk) websites

**Motivation:** Students are standing in a circle. The teacher asks a question: *What is it?* In the middle there are some pictures of food items: *chicken, rice, sandwich, salad*. The students can say the words: *sandwich* and *salad* as they are international words. The teacher helps with correct pronunciation. The teacher encourages them to use: *I have got ... , He has got ... , She has got ... We have got ... , I like ... , He/ She likes ...* and the words that they recognise in the pictures.

**Group work:** Students count chickens, sandwiches in the picture. They say: *I have got two salads. He has got four sandwiches.*

**Research analysis:** Students ask the teacher about the other food items in the pictures.

**Information exchange:** The teacher practices the new vocabulary with some bright students and asks them to present to the class the words: *chicken* and *rice*. Students present the new words and say the number of them in the pictures.

**Working with SB:**

Students should always at all stages, know what they are doing and why they are doing it. This is necessary not only so they will feel a certain satisfaction about their achievement at the end of

the lesson, but also for good motivation throughout the lesson. Research has also shown that students are more attentive to their work if the teacher explains the goals of the lesson. The goal for this lesson is skill oriented, whereas the new grammar feature *I like, He/She likes* serves only as a means to achieve this goal.

**Summary and Revision:** With the teacher's guidance the students practise the words: *chicken, salad, sandwich, rice* and use them in the sentences *I like ... , He/She likes ...*.

**Implementation:** The students use *I've got/has got, my and your, I like, He/She likes* and food vocabulary *a chicken, a salad, a sandwich, rice* in every day speech.

*Have the students role play the short dialogue like this:*

1. A: – Two salads, please. B: – Here you are.  
2. A: – Three sandwiches, please. B: – Here you are.

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Follows the instructions.				
2. Pronounces short speech patterns using <i>I like, He/She likes</i> correctly.				
3. Repeats after the teacher.				
4. Pronounces words: <i>a chicken, a salad, a sandwich, rice</i> with correct intonation.				





**Content:** speaking, listening

**Content standards:**

**1.1.2; 2.1.1; 2.1.3; 2.2.1; 2.2.4**

**The student:**

identifies pictures while listening;

repeats sounds, sound

combinations and easy words

while listening;

names the objects in the

pictures and around him;

communicates using words, word

combinations and speech

etiquettes have already been

learned.

**The students will be able to:**

repeat after the teacher;

pronounce words with correct

intonation;

identify the new vocabulary in the listening passage.

**Integration:**

Intrasubject **1.1.2; 2.2.1; 2.2.3**

**Classroom management:**

working with individual

students, pair work, group work

**Task type:** repetition, imitation

**Resources:** SB, flashcards,

pictures, realia,

[www.learnenglish.org.uk](http://www.learnenglish.org.uk) and

[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)

websites

**Motivation:** Students look at

some pictures of food items.

The students know food

vocabulary from the previous

lesson. The teacher encourages

them to use *I have got ... . He*

*has got ... . She has got ... .* and

the words that they recognise in the pictures.

Show them the picture of

family at lunch time. Ask them

*what father/mother/sister/*

*brother like for lunch?*

**Group work.** Students in groups

speak about their own family

and say what their father,

mother, sister and brother like.

Students ask each other about

their own family members. What their father, mother, sister and brother have for lunch. They use the food vocabulary: *chicken, salad, sandwich, rice*. They can also use the names of our national meals: *dolma, pilov, dovga* etc.

**Information exchange:** Groups present the class what their friends' family members like for lunch. They pronounce his/ her.

**Working with SB:**

Have the children stand on a line

against one of the walls of the

classroom. There needs to be a

clear space between the children

and the opposite wall. Alterna-

tively, you can mark the end of

the game with a piece of rope

lying in a straight line across

the floor. Give the instruction

*"Take one step if you like..."* and follow it with

e.g. *"sandwich"* Those children who like a sandwich

take one step forward. Continue with other

sentences, e.g. *"Take one step if you like ...*

*salad, chicken, rice"*. The first child to reach the

opposite wall or to cross the rope is the winner

of the game. Practise sentences: *"I like salad. My*

*father likes chicken. My mother likes rice. My*

*sister likes a sandwich. My family likes a*

*chicken and rice."*

**Summary and Revision:**

With the teacher's guidance the students learn the

words: *a chicken, a salad, a sandwich, rice* and use

them in the sentences *I like... . He/she likes... .*

**Implementation:** The students use *I've got/has*

*got, my and your, I like, He/She likes* and food

vocabulary *a chicken, salad, a sandwich, rice* in

every day speech.



Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Follows the instructions.				
2. Pronounces <i>My father/ mother/ sister/ brother likes ...</i> correctly.				
3. Repeats after the teacher.				

**Content:** speaking, listening

**Content standards:**

**1.1.1; 2.1.3; 2.2.1; 2.2.4**

**The student:**

follows easy instructions;  
names the objects in the pictures and around him;  
communicates using words, word combinations and speech etiquettes have already been learned.

**The students will be able to:**

repeat after the teacher;  
pronounce words with correct intonation;

identify the new vocabulary in the listening passage.

**Integration:**

Intrasubject **1.1.2; 2.2.1; 2.2.3**

**Classroom management:**

working with individual students, pair work, group work

**Task type:** repetition, imitation

**Resources:** SB, flashcards, pictures, realia,

[www.learnenglish.org.uk](http://www.learnenglish.org.uk) and  
[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk) websites

**Motivation:** Show your students the picture of shops and restaurants. Ask them what they can buy there.

Students look at the pictures and say the food items they can buy.

Show them the picture of people at lunch time. Ask them: *How many sandwiches has the girl got? What does the boy like? What does the girl like?*

**Group work.** Students ask each other what they like for lunch. They use food vocabulary: *a chicken, rice, a sandwich, a salad* and the names of their national meals.

**Information exchange:** Groups present the class what their friends like for lunch. They use pronouns *he/ she* and the verb *likes*.

**Working with SB:**

Show the students some other pictures of rice, a sandwich, a chicken and salad on the table. Have them repeat the words after you. Take some of them from the table. Let them guess which item is missing. Organise group work. Ask the students to look at food items on the table. Let them start the game. One student closes his/her eyes and other students take one item from the table. If the student guesses the food he /she leads the game, if loses the person next to him/her continues guessing. There are different ways of introducing the words and helping the students memorise them. You can take an empty shopping bag and ask the students to put the things into it by saying their names. While the students are doing this activity you can play low music. Then ask them to take the pictures from the bag one by one and ask the class or the group members what it is.

*"Leyla has got three sandwiches.*

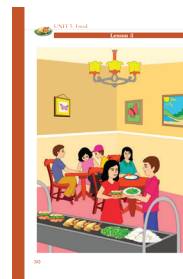
*Natig has got two salads. Aysel likes a chicken.*

*Fuad likes rice. Nigar has got three chickens."*

**Summary and Revision:**

With the teacher's guidance the students practise the words: *a chicken, rice, a sandwich, salad* and use them in the sentences I like ... , He/She likes ... .

**Implementation:** The students use *I've got/has got, my and your, I like, He/She likes* and food vocabulary: *a chicken, rice, a sandwich, salad* in every day speech.





# Unit 5

## Lesson 3

## Food

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Follows the instructions.				
2. Pronounces short speech patterns correctly. e.g. <i>Natig likes chicken. Nermin likes a sandwich.</i> <i>Ibrahim likes rice. Aygun likes salad.</i>				
3. Repeats after the teacher.				
4. Pronounces words: <i>three chickens, four sandwiches, rice</i> with correct intonation.				

## *Teacher's notes*



# Unit 6

## Lesson 1

## My body

**Content:** speaking, listening

**Content standards:**

**1.1.2; 2.1.1; 2.1.3; 2.2.3; 2.2.4**

**The student:**

identifies pictures while

listening;

repeats sounds, sound

combinations and easy words

while listening;

describes the objects in the

pictures and around him using

the words have already been

learned;

communicates using words,

word combinations and speech

etiquettes have already been

learned.

**The students will be able to:**

repeat after the teacher;

pronounce words with correct

intonation;

identify the new vocabulary in

the listening passage.

**Integration:**

Intrasubject **1.1.2; 2.2.1; 2.2.3**

**Classroom management:**

working with individual

students, pair work, group work

**Task type:** repetition, imitation

**Resources:** SB, flashcards,

pictures, realia

[www.learnenglish.org.uk](http://www.learnenglish.org.uk) and

[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)

websites

**Motivation:** Do simple exercise

as “*Hands up*”. “*Hands down*”.

Show your parts of body and

pronounce the words. Ask them

to repeat after you and be sure

they can guess the words.

Students look at the pictures

and say parts of body.

*Show me your arms. Show me*

*your legs. Show me your tummy.*

*Show me your fingers.*

Students ask each other: *How*

*many arms have you got? How*

*many legs have you got? How*

*many fingers have you got?*

*How many toes have you got?*

They use numbers and answer

the questions.

**Information exchange:** Groups

use he/ she and ask questions:

*How many fingers has she got?*

*How many toes has she got?*

*How many arms has she got?*

**Working with SB:**

Start the lesson with “Head, Shoulders, Knees

and Toes’ song.

Head, shoulders, knees and toes,

Knees and toes.

Head, shoulders, knees and toes,

Knees and toes.

And eyes, and ears, and mouth,

And nose.

Head, shoulders, knees and toes,

Knees and toes.

**Summary and Revision:**

With the teacher’s guidance the

students learn parts of body

vocabulary: “*arms, hands, fingers,*

*legs, tummy, toes*”. They use “*have/has got*” and

body vocabulary.

**Implementation:** The students use “*have/has got,*

*I/you, he/she*” and body vocabulary in every day

speech.



Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Follows the instructions.				
2. Pronounces short speech patterns using <i>my arms, his arms, my hands, her hands, his hands, her legs, her body, his body</i> correctly.				
3. Repeats after the teacher.				
4. Pronounces words: <i>arms, hands, fingers, legs, tummy, toes</i> with correct intonation.				

**Content:** speaking, listening

**Content standards:**

**1.1.1; 2.1.1; 2.1.3; 2.2.1**

**The student:**

follows easy instructions;

repeats sounds, sound

combinations and easy words

while listening;

names the objects in the pictures and around him.

**The students will be able to:**

repeat after the teacher;

pronounce words with correct

intonation;

identify the new vocabulary in the listening passage.

**Integration:**

Intrasubject **1.1.2; 2.2.1; 2.2.3**

**Classroom management:**

working with individual

students; pair work, group work

**Task type:**

repetition, imitation

**Resources:** SB, flashcards,

pictures, realia,

[www.learnenglish.org.uk](http://www.learnenglish.org.uk) and

[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)

websites

**Motivation:**

Show the picture of skeleton or

Monster and ask students to

show their parts of body.

Ask questions: *How many ... has Skeleton got?*

Students look at the pictures and

say the number of body parts.

Students ask each other: *How*

*many arms has Skeleton got?*

*How many legs/ arms has*

*Skeleton got? How many*

*fingers/ arms has Skeleton got?*

*How many toes/ arms has*

*Skeleton got?* They use numbers

and answer the questions.

**Information exchange:** Groups

use *he/she* and ask questions:

*How many fingers has Monster*

*got? How many toes has Monster got? How many arms has Monster got?*

**Working with SB:**

Start the lesson with "I am Skeleton" song.

I am Skeleton,

Crick crack, Crick crack.

I am Skeleton

Crick crack, Crick crack

Two legs, two arms

Two eyes, two ears.

One mouth, one nose

I am Skeleton,

Crick crack, Crick crack.

Practise sentence patterns with

your students. E.g. "*I have got ears, eyes, a face, legs, hands, arms. He has got a tummy, a nose, a face, etc. How many ears have you got? How many fingers has he got?*"

**Summary and Revision:**

With the teacher's guidance the students revise vocabulary: *arms, hands, fingers, legs, tummy, toes*. They use *have/has got* and body vocabulary.

**Implementation:** The students use *Have/has got, I/you, he/she* and body vocabulary in every day speech.



Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Follows the instructions.				
2. Pronounces short speech patterns using <i>I've got two arms</i> correctly.				
3. Repeats after the teacher.				
4. Pronounces words: <i>two arms, ten fingers</i> , with correct intonation.				
5. Builds up communication using language material <i>I've got ears, eyes, a face, feet, hair, a hand(s), a head, a nose, a mouth, big, small</i> .				

**Content:** speaking, listening

**Content standards:**

**1.1.2; 2.1.3; 2.2.1; 2.2.3; 2.2.4**

**The student:**

identifies pictures while listening;

names the objects in the pictures and around him;

describes the objects in the pictures and around him using the words have already been learned;

communicates using words, word combinations and speech etiquettes have already been learned.

**The students will be able to:**

repeat after the teacher;

pronounce words with correct intonation;

identify the new vocabulary in the listening passage.

**Integration:**

Intrasubject **1.1.2; 2.2.1; 2.2.3**

**Classroom management:**

working with individual students, pair work, group work

**Task type:** repetition, imitation

**Resources:** SB, flashcards, pictures, realia,

[www.learnenglish.org.uk](http://www.learnenglish.org.uk) and

[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)

websites

**Motivation:** Call a boy and a girl forward and let students ask them questions about their parts of body.

Ask questions: *How many... has a boy got? How many... has a girl got?*

Students look at the pictures and say the number of body parts.

Students ask each other: *How many arms has the boy got?*

*How many legs/ arms has the girl got?*

*How many fingers/ arms has the boy got? How many toes/arms has the girl got?*

They use numbers and answer the questions.

**Information exchange:** Groups use *he/she* and ask questions: *How many fingers has the boy got? How many toes has the girl got? How many arms has the boy got?*

**Working with SB:**

Play "Simon says".

Simon says: "Touch your legs".

Simon says: "Touch your arms".

Simon says: "Touch your tummy".

Simon says: "Touch your fingers".

Simon says: "Touch your toes".

You can speed up this game. Children love being active.



Young learners often get tired of doing the same thing. Therefore it is suggested not to do one and the same activity more than 3-5 minutes.

Practise sentence patterns with your students. E.g. "*She has got a small nose and a mouth. He has got big arms and legs.*"

**Summary and Revision:**

With the teacher's guidance the students use *arms, hands, fingers, legs, a tummy, toes*. They use *Have/has got* and body vocabulary.

**Implementation:** The students use *Have/has got, I/you, he/she* and body vocabulary in every day speech.

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Follows the instructions.				
2. Pronounces short speech patterns using <i>I've got</i> correctly.				
3. Repeats after the teacher.				
4. Pronounces words: <i>two arms/ legs, ten fingers/ toes</i> with correct intonation.				
5. Builds up communication using language material <i>I've got... a body, ears, eyes.</i>				

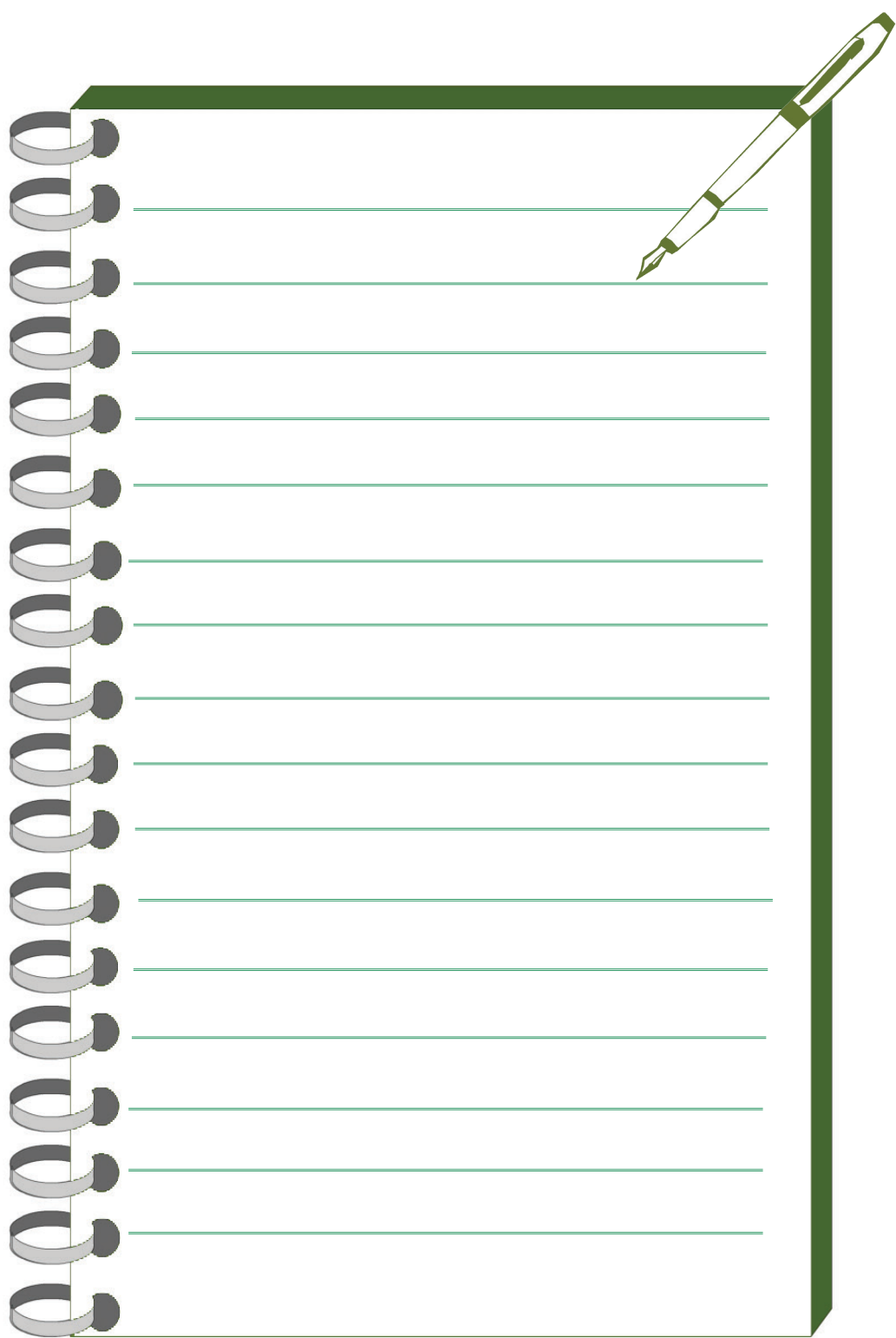
### ***Revision of Units 4, 5, 6***

*There is review after every three units in the SB. They are designed to check students' skills and abilities in English 1st. The tasks are all oral. Although it's time consuming, it's very effective to check how much the students already know and what their needs are. Reviews are also important because they help future planning.*

#### **Revision of Units 4-5-6**



*Teacher's notes*





**Content:** speaking, listening

**Content standards:**

**1.1.2; 1.1.3; 2.1.3; 2.2.4**

**The student:**

identifies pictures while

listening;

identifies the objects according to their features;

communicates using words, word combinations and speech etiquettes have already been learned.

**The students will be able to:**

repeat after the teacher;

pronounce words with correct intonation;

identify the new vocabulary in the listening passage.

**Integration:**

Intrasubject **1.1.3; 2.2.2**

**Classroom management:**

Working with individual students, pair work, group work

**Task type:** repetition, imitation

**Resources:** SB, flashcards, pictures, realia,

[www.learnenglish.org.uk](http://www.learnenglish.org.uk) and

[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)

websites

**Motivation:** Put toy animals on the table. Ask students the names of the animals. Choose two-three animals of the same colour. Tell the students the colour of the animals. You can also say:

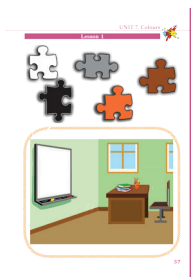
*I like brown (grey, orange, white, black, green) colour.*

Ask students: *What colour..?*

question. Students look at the pictures and say the colours of the animals.

Students ask each other the colours of the animals and other objects. For example: *brown, grey, orange, white, black, a white board, a brown table, an orange book, a black chair*

**Information exchange:** Groups use colours and names of animals in sentences. *It's a white board (a brown table, a black chair, an orange book)*



**Working with SB:**

Children love being active. But working with SB is very important. By the time you come to SB page 37 they will have already been able to use colours of the words they know.

Young learners often get tired of doing the same thing. Therefore it is suggested not to do one and

the same activity more than 3-5 minutes.

Practise sentence patterns with your students.

E.g. *'It's a white board, a brown table and chair, an orange book.'*

**Summary and Revision:**

With the teacher's guidance the students revise words and word combinations *a black dog, an orange giraffe, a grey rabbit, a brown lion, a grey elephant, a white cat, a white bear* and colours.

**Implementation:** The students use *It's a white board (a brown table, a black table, an orange book) Have/has got, I/you? he/she* and colours in every day speech.

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Follows the instructions.				
2. Pronounces short speech patterns using <i>brown, grey orange, white, black, a white board, a brown table, a black table, an orange book.</i>				
3. Pronounces words: <i>a black dog, an orange giraffe, a grey rabbit, a brown lion, a grey elephant, a white cat, a white bear</i> with correct intonation.				
4. Builds up communication using language material <i>It's a white board (a brown table, a brown chair, an orange book etc).</i>				

# Unit 7

## Lesson 2

## Colours

**Content:** speaking, listening

**Content standards:**

**1.1.2; 1.1.3; 2.1.3; 2.2.3; 2.2.4**

**The student:**

identifies pictures while listening;

identifies the objects according to their features;

describes the objects in the pictures and around him using the words have already been learned;

communicates using words, word combinations and speech etiquettes have already been learned.

**The students will be able to:**

repeat after the teacher;

pronounce words with correct intonation;

identify the new vocabulary in the listening passage.

**Integration:**

Intrasubject **1.1.3; 2.2.2**

**Classroom management:**

working with individual students, pair work, group work

**Task type:** repetition, imitation

**Resources:** SB, flashcards, pictures, realia,

[www.learnenglish.org.uk](http://www.learnenglish.org.uk) and [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk) websites

**Motivation:** Put different objects on the table. Ask the names of things. Choose two-three objects of the same colour. Tell the students the colours of the things. You can also say: *I like red, yellow, pink, blue, green.* Show the students *three green apples, two pink bags, five orange rulers, two yellow books, four green erasers, four blue pens.*

Ask students: *What colour..?* question. Students look at the pictures and say the colours using *I've got .... I have got...*

(a red apple, a blue car, a pink pencil, yellow hair, a green ball, a brown bear).

Students ask each other colours of the animals and other objects.

**Information exchange:** Students work in groups. They use colours of things and animals in sentences and present it to the class. For example: *It is a red apple (a blue car, a pink pencil, yellow hair, a green ball, a brown bear).*



**Working with SB:**

Children love being active. If you have a larger class, you can add another group of objects to the numbers and colours, for example, animals. The teacher then calls out three words. For example, "*five blue, tigers*" and the children swap three cards.

When the children have all swapped cards, they can put them face down and the class can try to remember which child has which card.

Put all the cards face down on the floor (with the number/colour facing the floor).

Children take turns to turn up two cards. If they can say the names correctly, they keep the cards. If not, the cards are put back in the same place.

Ask students to look at page 40 and repeat after you: *three green apples, two pink bags, five orange rulers, two yellow books, one green eraser, four blue pens.*

Practise sentence patterns with your students. E.g. "*I have got a red apple (a blue car, a pink pencil, a green ball, an orange bear.)*"

**Summary and Revision:**

With the teacher's guidance the students ask the colours of animals and things. They ask: *What colour ..? and How many ..?* questions and get answers. For example: *three green apples, two pink bags, five orange rulers, two yellow books, four green erasers, four blue pens.*

**Implementation:** The students use: *It's a white board (a brown table, a black table, an orange book) Have/has got, I/you, he/she* and colours in every day speech.

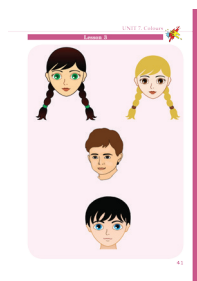
# Unit 7

## Lesson 2

## Colours

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Follows the instructions.				
2. Pronounces short speech patterns using <i>brown, grey orange, white, black , a white board, a brown table, a black table, an orange book.</i>				
3. Repeats after the teacher.				
4. Pronounces words: a <i>black dog, an orange giraffe, a grey rabbit, a brown lion, a grey elephant, a white cat, a white bear</i> with correct intonation.				
5. Builds up communication using language material: <i>It's a white board (a brown table, a black table, an orange book). I've got/he's got a red apple(a blue car, a pink pencil, a green ball, an orange bear.)"</i>				

**Content:** speaking, listening  
**Content standards:**  
**1.1.1; 1.1.2; 2.1.3; 2.2.1; 2.2.3**  
**The student:**  
follows easy instructions;  
identifies pictures while listening;  
names the objects in the pictures and around him;  
describes the objects in the pictures and around him using the words have already been learned.  
**The students will be able to:**  
repeat after the teacher;  
pronounce words with correct intonation;  
identify the new vocabulary in the listening passage.  
**Integration:**  
Intrasubject **1.1.3; 2.2.2**  
**Classroom management:**  
working with individual students, pair work, group work  
**Task type:** repetition, imitation  
**Resources:** SB, flashcards, pictures, realia,  
www.learnenglish.org.uk and  
www.teachingenglish.org.uk websites  
**Motivation:** You do not need to have pens or pencils for this game. You can gather lots of different objects from the children. For example: You could gather *exercise books, pencils, some chalk, a stone, and a handkerchief – whatever is to hand. You can then proceed in the same way you did at the previous lesson.*  
As the students already know colours and face vocabulary, the teacher can ask the following questions: *What colour is your hair? What colour are your eyes? Is your hair short? Is your hair long?*  
Students can say what colour their hair, eyes are.

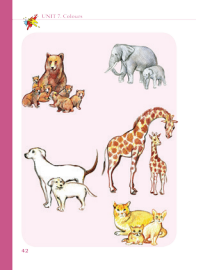


**Information exchange:** Groups use colours and face vocabulary in sentences. *I have got blue eyes. I have got black hair. I have got brown hair.*

**Working with SB:**  
1. Check if the children know colours in the SB page 41  
2. Ask them different questions: *What colour is the girl's hair?*

*What colour are the boy's eyes? What colour are the girl's eyes? You can use What colour..?, How many..? questions to describe pictures of animals on page 42.*

Practise sentence patterns with your students. E.g. *"He/she has got black hair. She has got green eyes and black hair."*



**Summary and Revision:**  
With the teacher's guidance the students ask the colours of the pictures in the SB. They ask *What colour ..?* and *How many ..?* questions and get answers.

**Implementation:** Children take turns to describe their own face.

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Follows the instructions.				
2. Pronounces short speech patterns using: <i>She has got green eyes and black hair.</i>				
3. Pronounces words: <i>a white dog and an orange giraffe</i> , with correct intonation.				
4. Builds up communication using language material: <i>He/she has got ...</i>				

*Teacher's notes*



# Unit 8

## Lesson 1

## Clothes

**Content:** speaking, listening

**Content standards:**

**1.1.2; 2.1.3; 2.2.2; 2.2.3**

**The student:**

identifies pictures while listening;

counts the features of the

objects familiar to him;

describes the objects in the

pictures and around him using

the words have already been

learned

**The students will be able to:**

repeat after the teacher;

pronounce words with correct

intonation;

identify the new vocabulary in

the listening passage.

**Integration:**

Intrasubject **1.1.2; 2.2.1; 2.2.3;**

**1.1.3; 2.2.2**

**Classroom management:**

working with individual

students, pair work, group work

**Task type:**

repetition, imitation

**Resources:**

SB, flashcards, pictures, realia,

[www.learnenglish.org.uk](http://www.learnenglish.org.uk) and

[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)

websites

**Motivation:**

Give the children relevant

pictures of clothing: *coat, shoes,*

*skirt, sweater, trousers, T-shirt*

and ask them to cut them out.

Ask students to say the colour of

their clothes. For example: *It is*

*red/blue etc. A red coat, white*

*shoes, a blue skirt, a black*

*sweater, green trousers, a yellow*

*T-shirt* )

Students ask the teacher the

names of the clothing. The

teacher whispers to them:

*a blue sweater, a red skirt,*

*a yellow T-shirt, black trousers,*

*a green coat, white shoes.* The

students introduce the words to

the class. The teacher

pronounces the word again and

asks students to repeat after

him/her.

**Information exchange:** Students

work in groups and tell each other

the clothing item they are having

on. *I've got .. ; He/she has got .. ;*

*My trousers are .. ; My shoes are ..*

**Working with SB:**

Ask students to look at page 43

where there are some clothing items. Pronounce

them and ask your students to

repeat after you. Tell them to

turn the page and look at the

next page. Ask them to work in

groups and describe the boy's,

girl's and dog's clothes.

Practise sentence patterns with

your students. E.g. *"I've got*

*a skirt, shoes. My trousers are*

*black. My shoes are white.'*

**Summary and Revision:**

With the teacher's guidance the students learn

the clothing items. The can already ask: *What is*

*it..?, What colour..?* and *How many..?* questions

and get answers.

**Implementation:** Children take turns to describe

what they are having on.



Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Follows the instructions.				
2. Pronounces short speech patterns using <i>my coat, her shoes, his trousers</i>				
3. Repeats after the teacher.				
4. Pronounces words: <i>my coat (shoes, skirt, sweater, trousers, T-shirt</i> with correct intonation.				
5. Builds up communication using language material: <i>I've/he/she has got... . My trousers are...</i>				



# Unit 8

## Lesson 2

**Content:** speaking, listening

**Content standards:**

1.1.1; 1.1.2; 2.1.3; 2.2.1; 2.1.4

**The student:**

follows easy instructions;

identifies pictures while

listening;

names the objects in the

pictures and around him;

pronounces word combinations

and simple sentences have

already been learned.

**The students will be able to:**

repeat after the teacher;

pronounce words with correct

intonation;

identify the new vocabulary in

the listening passage.

**Integration:**

Intrasubject 1.1.2; 2.2.1; 2.2.3;

1.1.3; 2.2.2

**Classroom management:**

working with individual

students, pair work, group work

**Task type:** repetition, imitation

**Resources:** SB, flashcards,

pictures, realia,

www.learnenglish.org.uk and

www.teachingenglish.org.uk

websites

**Motivation:** Give the children

relevant items of clothing:

trousers, dress. Ask them to

wear them on the doll.

Ask students to say the colour

of the clothing. For example: *It*

*is red (blue). The doll has got a*

*white dress, a blue T-shirt.*

Students work in groups. They

ask the teacher the names of the

clothing they don't know. The

teacher whispers to them. The

students introduce the words to

the class. The teacher pronounces

the word again and asks students

to repeat after him/her.

**Information exchange:**

Students mingle and tell each

other the clothing item they are

having on. *I've got... . He/she*

*has got... . My trousers are... .*

*My shoes are... . My dress... .*

**Working with SB:**

Ask students to look at page 45.

There are some clothing items

there. Pronounce them and ask

your students to repeat after

you. Tell them to turn the page

and look at the next page. Ask

them to work in groups and

describe the boy's, girl's, teddy

bear's and doll's clothes.

Practise sentence patterns with

your students. E.g. *"A bear has*

*got a yellow T-shirt and green*

*trousers. I've got a blue dress."*

**Summary and Revision:**

With the teacher's guidance the

students learn the clothing items. They can

already ask *What is it..?*, *What colour..?* and

*How many..?* questions and get answers.

**Implementation:** Children take it in turns to

describe what they are having on.



Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Follows the instructions.				
2. Pronounces short speech patterns using a <i>coat, shoes, a skirt, a sweater, trousers, a T-shirt.</i>				
3. Repeats after the teacher.				
4. Pronounces words: <i>my coat (shoes, skirt, sweater, trousers, T-shirt</i> with correct intonation.				
5. Builds up communication using language material. <i>I've got... He/she has got... . My trousers are... . My shoes are....</i>				

# Unit 8

## Lesson 3

**Content:** speaking, listening

**Content standards:**

**1.1.2; 2.1.3; 2.2.3; 2.2.4**

**The student:**

identifies pictures while listening;  
describes the objects in the pictures and around him using the words have already been learned;  
communicates using words, word combinations and speech etiquettes have already been learned.

**The students will be able to:**

repeat after the teacher;  
pronounce words with correct intonation;  
identify the new vocabulary in the listening passage.

**Integration:**

Intrasubject **1.1.2; 2.2.1; 2.2.3; 1.1.3; 2.2.2**

**Classroom management:**

working with individual students, pair work, group work

**Task type:** repetition, imitation

**Resources:** SB, flashcards, pictures, realia,

[www.learnenglish.org.uk](http://www.learnenglish.org.uk) and

[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)

websites

**Motivation:**

Practice the short dialogue with children:

— *What colour is your T-shirt?*

— *It's yellow.*

Ask them to act the short dialogue out.

Ask students to say the colour of the clothing. For example: *It is red (blue) etc.* Tell them to use *a red coat, white shoes, a blue skirt, a black sweater, green trousers, a yellow T-shirt* and start the sentence with “*It is...*”.

## Clothes



Students ask the teacher the names of the clothing. The teacher helps them with new words: *jeans, hat, cap*. The teacher pronounces the words and asks students to repeat after him/her.

**Information exchange:** Students work in groups and tell each other the clothing item they are having

on. *I've got... He/she has got... (a sweater, trousers, a dress, T-shirt)*

**Working with SB:**

Ask students to look at pages 47, 48. They will see different clothing items there. Pronounce them and ask your students to repeat after you. Ask them to work in groups and describe the boy's/ girl's clothes.

Practise sentence patterns with your students. E.g. “*She has got a black skirt and a yellow hat. He has got black trousers, a pink sweater and a black cap.*”

**Summary and Revision:**

With the teacher's guidance the students learn the clothing items. The can already ask *What is it..?, What colour..? and How many..?* questions and get answers.

**Implementation:** Children take turns to describe the pictures on pages 47, 48.



Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Follows the instructions.				
2. Pronounces short speech patterns using a <i>coat, shoes, a skirt, a sweater, trousers, a T-shirt, jeans, a hat, a cap</i>				
3. Repeats after the teacher.				
4. Uses words in sentences. <i>What colour is your T-shirt? It's yellow.</i>				
5. Builds up communication using language material <i>What colour...? I have got four sweaters; He/she has got... (trousers, dress, T-shirts) jeans, a hat, a cap</i>				

*Teacher's notes*



# Unit 9

## Lesson 1

## House

**Content:** speaking, listening

**Content standards:**

**1.1.2; 2.1.1; 2.1.3; 2.2.1; 2.2.4**

**The student:**

identifies pictures while listening;

repeats sounds, sound combinations and easy words while listening;

names the objects in the pictures and around him; communicates using words, word combinations and speech etiquettes have already been learned.

**The students will be able to:**

repeat after the teacher;

pronounce words with correct intonation;

identify the new vocabulary in the listening passage.

**Integration:**

Intrasubject **1.1.2; 2.2.1; 2.2.3**

**Classroom management:**

working with individual students, pair work, group work

**Task type:**

repetition, imitation

**Resources:** SB, flashcards,

pictures, realia,

[www.learnenglish.org.uk](http://www.learnenglish.org.uk) and

[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)

websites

**Motivation:**

Ask the students to draw the picture of the house they live in.

Tell them to use different colours.

Ask students to say the colours in the house. For example: *The sofa is red. The table is brown.*

Students ask the teacher the names of the rooms in the house. The teacher introduces the words to the class:

*a bathroom, a bedroom, a door, a garden, a house, a kitchen, a living room, a window.*

**Information exchange:** Students work in groups and tell each other the house related vocabulary:

*bathroom, bedroom, door, garden, house, kitchen, living room, window.*

**Working with SB:**

Ask students to look at pages 49,

50. They will see different

pictures there. Pronounce the

words: *a bathroom, a bedroom, a door, a garden,*

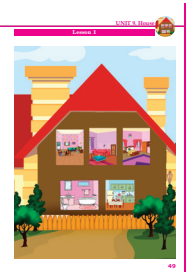
*a house, a kitchen, a living room, a window* and

ask the students to repeat after you.

Practise sentence patterns with your students.

E.g. *"Where is the bed? It's in the bedroom.*

*Where is the table? It's in the kitchen."*



**Summary and Revision:**

With the teacher's guidance the students learn the names of rooms in the house. They can already ask: *What is it..?, What colour..?* and *How many..? Where is/are..?* questions and get answers.

**Implementation:** Children take it in turns to describe their own houses.

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Follows the instructions.				
2. Pronounces short speech patterns using				
3. Repeats after the teacher				
4. Pronounces words: a bathroom, a bedroom, a door, a garden, a house, a kitchen, a living a room, a window.				
5. Builds up communication using language material: Where is ....? It's in the (kitchen). Is it in the (bedroom)?				

# Unit 9

## Lesson 2

## House

**Content:** speaking, listening

**Content standards:**

**1.1.1; 2.1.3; 2.2.1; 2.2.3**

**The student:**

follows easy instructions;  
names the objects in the pictures and around him;  
describes the objects in the pictures and around him using the words have already been learned.

**The students will be able to:**

repeat after the teacher;  
pronounce words with correct intonation;  
identify the new vocabulary in the listening passage;

**Integration:**

Intrasubject **1.1.2; 2.2.1; 2.2.3**

**Classroom management:**

working with individual students, pair work, group work

**Task type:** repetition, imitation

**Resources:** SB, flashcards, pictures, realia,

www.learnenglish.org.uk and  
www.teachingenglish.org.uk websites.

**Motivation:** Ask students to draw the picture of the house they live in. Tell them to use different colours.

“What is it?” Ask students questions and have them answer the questions using have vocabulary.

Students ask the teacher the names of the things in the house. The teacher pronounces the words: *a sofa, an armchair, a picture, a window, a table.*

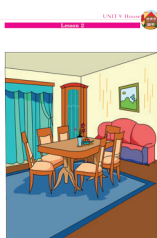
**Information exchange:**

Students work in groups and tell each other about the things in their own house.

**Working with SB:**

Ask students to look at pages 51, 52 where they will see different pictures. Pronounce the words and ask the students to repeat

after you. Have your students use the words in sentences. For example: *We have a big table in the living room.*



*I have a bag, a doll and three books on the table. Three books are on the table. A doll is on the table. A ruler is in the bag.*

**Summary and Revision:**

With the teacher's guidance the students learn the clothing items. The can already ask *What is it?, What colour ..? and How many ..? Where is/are ..?* questions and get answers.

**Implementation:** Children take turns and describe their own house and objects in their house.



Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Follows the instructions.				
2. Pronounces short speech patterns using <i>It's a picture. (a sofa, an armchair, a table).</i>				
3. Repeats after the teacher.				
4. Pronounces words: <i>a living room, a sofa, an armchair. The ball is under the bed. The shoes are under the bed.</i>				
5. Builds up communication using language material: <i>It's a picture (a sofa, an armchair, a table). We have a big table in the living room. I have a bag, a doll and three books on the table. Three books are on the table. A doll is on the table. A ruler is in the bag.</i>				



# Unit 9

## Lesson 3

## House

**Content:** speaking, listening  
**Content standards:** 2.1.3; 2.2.3; 2.2.4

### The student:

describes the objects in the pictures and around him using the words have already been learned;

communicates using words, word combinations and speech etiquettes have already been learned.

### The students will be able to:

repeat after the teacher;

pronounce words with correct intonation;

identify the new vocabulary in the listening passage.

### Integration:

Intrasubject 1.1.2; 2.2.1; 2.2.3; 1.1.3; 2.2.2

### Classroom management:

working with individual students, pair work, group work

**Task type:** repetition, imitation

**Resources:** SB, flashcards, pictures, realia,

www.learnenglish.org.uk and www.teachingenglish.org.uk websites

**Motivation:** Ask students to draw the picture of the house they would like to live in. Tell them to use different colours and describe it.

Ask students to say the names of the things in the house. For example: *a bedroom, a bed, two beds, a big table, a small table, a brown chair, a big picture.*

Students say the words: *a living room, a sofa, an armchair, a picture* in the house. Pronounce *under* and explain it. Help them with prepositions: *in, on, under.* Ask them to say sentences according to the picture with correct pronunciation.

For example: *A doll is on the*

*sofa. A teddy bear is on the bed. The ball is under the bed. Shoes are under the bed.* Ask students to repeat after him/her.

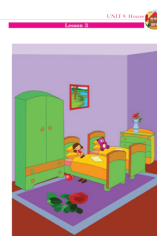
### Information exchange:

Students work in groups and ask each other the vocabulary related to house.

### Working with SB:

Ask students to look at page 53, 54 and see different pictures. Pronounce *in, on, under* and explain the use of the prepositions. Ask the students to use them in their own sentences.

For example: *A doll is on the sofa. A teddy bear is on the bed.*



### Summary and Revision:

With the teacher's guidance the students learn vocabulary related to house. They can already ask: *What is it? What colour..? and How many..? Where is/are..?* questions and get answers.

**Implementation:** Children take turns and describe their own house.

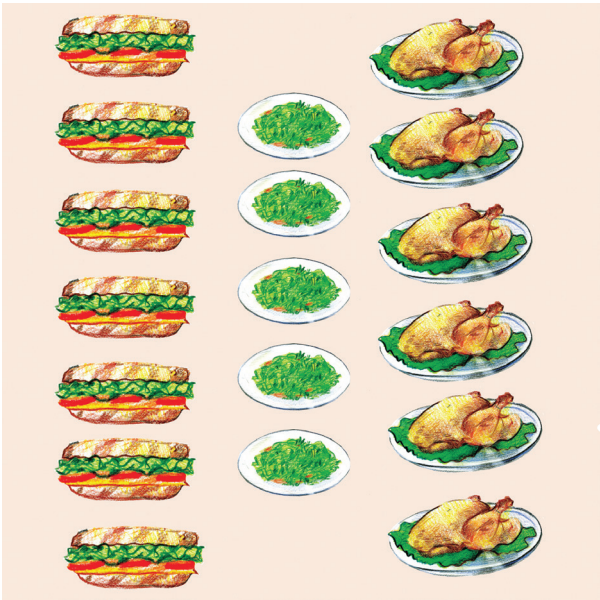
Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Follows the instructions.				
2. Pronounces short speech patterns using <i>It's a sofa, (an armchair, a table).</i>				
3. Repeats after the teacher.				
4. Pronounces words: <i>in, on, under</i> <i>A doll is on the sofa.</i> <i>A teddy bear is on the bed. The ball is under the bed. The shoes are under the bed.</i>				
5. Builds up communication using language material: <i>in, on under</i> <i>A doll is on the sofa.</i> <i>A teddy bear is on the bed. The ball is under the bed. Shoes are under the bed.</i>				

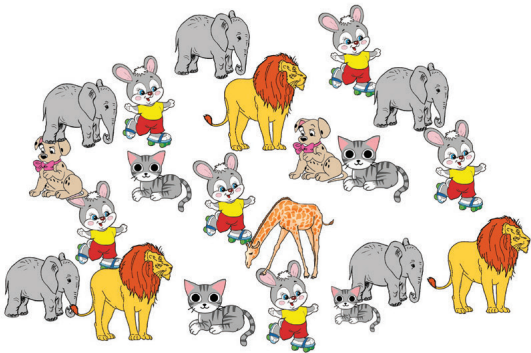


# Sample Summative 2    Second Half Year



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# ENGLISH

## 1 TEACHER'S BOOK

Ümumtəhsil məktəblərinin 1-ci sinfi üçün  
"İngilis dili" (əsas xarici dil kimi) fənni üzrə  
MÜƏLLİM ÜÇÜN METODİK VƏSAIT

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Hüseynova Gülşən Xanlar qızı  
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