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Methodology of Teaching English in Preschool and Primary Education

Textbook

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This textbook is dedicated to the subject "Methodology of teaching English in preschool and primary education" included in the block of specialized subjects. It is known that the methodology of teaching foreign languages is a separate field of linguistics, which is conducted taking into account the concepts of such disciplines as methodology, linguistics, lexicology, stylistics, and theoretical grammar.

The textbook "Methodology of teaching English in preschool and primary education" is designed to teach foreign language (English) in preschool and primary education age by the students of 3rd course, introducing and being able to use them in practice, teaching grammar, phonetics and vocabulary based on a communicative approach.

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INTRODUCTION

This textbook is dedicated to the subject "Methodology of teaching English in preschool and primary education" included in the block of specialized subjects. It is known that the methodology of teaching foreign languages is a separate field of linguistics, which is conducted taking into account the concepts of such disciplines as methodology, linguistics, lexicology, stylistics, and theoretical grammar. The manual of foreign language (English) courses in pre-school and primary education is designed on how to teach foreign languages to students of the 3rd year in pre-school and primary education, it consists of introducing foreign language learning and teaching methods and being able to use them in practice, teaching grammar, phonetics and vocabulary based on a communicative approach.

The guide helps students develop lesson plans using methods aimed at forming and developing the skills necessary for reading, listening, speaking and writing, analyzing and evaluating educational materials, and adapting foreign educational materials to local conditions and the national system, as well as creating new ones. proper planning of language lessons and evaluation of lesson plans, identification of problems that arise in lessons and formation of teaching to find solutions to them. This guide, prepared in accordance with the requirements for the imagination, knowledge, skills and qualifications of science students, corresponds to the model science program approved by the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan on August 14, 2020. The manual is prepared within 10 main topics and meets all requirements. The manual briefly describes the topics, exercises

and discussion questions to strengthen students' knowledge. In addition, independent study topics, basic phrases, seminar training topics are included in the manual. This manual can be applied to the teaching process, it can be used in lectures and practical training classes.

Author

APPROXIMATE ANNUAL THEMATIC PLAN

№	Month	Unit	Lesson	Vocabulary (5-6)	Vocabulary (6-7)
1.	September	Welcome to Uzbekistan!	1. Hello!	Hello! Hi! Good morning! Good afternoon! Good evening! How are you? I'm OK. I'm good. I'm so-so. Bye-bye!	+ I'm great! I'm glad to see you! Good-bye! Till tomorrow!
2. My name is ...			What's your name? How old are you? Where are you from? My name is ... I'm seven. I'm a girl/boy. I'm from Bukhara. One, two, three, four, five, six.	+ Where do you live? Nice to meet you! I live in Uzbekistan. Seven, eight, nine, ten.	
3. We say "Thank you"			Thank you! I'm sorry! Please! Seven, eight, nine, ten. Sit down, please! Stand up, please!	+ Excuse me! You're welcome! Eleven, twelve, thirteen, fourteen, eighteen, nineteen, twenty.	
4. Let's play			Revision	Revision	
2.	October	I love my family	1. Family members	A family, a father, a mother, a brother, a sister, a baby. I have a family. It is big/small. I have a brother/sister.	+ a grandfather, a grandmother, an uncle, an aunt. It consists of father, mother...

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			2. I have a friend	He/she, Her name is... She is a girl. She is six. His name is... He is a boy. He is eight.	+ She is/He is from Bukhara. He/she lives in Uzbekistan.
			3. Visiting my aunt	An uncle, an aunt, a cousin, old, young	+ They live in Kagan.
			4. Let's play	Revision	Revision
3.	November	Colorful autumn	1. Seasons	Winter, spring, summer, autumn, green, red, yellow, white, orange, blue.	+ Pink, purple, grey, black, brown
			2. Weather	Hot, cold, sunny, windy, rainy, snowy	+ warm, cool, cloudy
			3. It's a rainbow	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.	+ There are 7 days in a week.
			4. Let's play	Revision	Revision
4.	December	Mother Nature	1. Wild animals	An animal, wild, a wolf, a lion, a tiger, a monkey, a fox, a hare, a bear, a crocodile	+ an elephant, a giraffe, a kangaroo, a panda, a hippo, a deer, birds
			2. Domestic animals	Domestic, a dog, a cat, a cow, a horse, a goat, a sheep, a pig	+ a donkey, a kitten, a puppy, a mouse
			3. I have a pet	Little, a pet, brown, black, grey, It is brown. It is a dog. It says woof/mew/moo/oink. I like my cat. A goose, a duck, a hen.	+ rooster. It says cock-a-doodle-doo. I don't like pigs.
			4. Let's go to the zoo	Zoo, an eagle, a peacock, a swallow. I can see a bear.	+ Sparrow, owl, parrot.
5.	January	Rich Uzbekistan	1. Yummy fruits	Fruits, a pear, a cherry, an apple, an apricot, an orange,	+ a plum, a peach, a lemon, a pineapple, a melon, a watermelon. I don't like oranges.

			grapes, a banana, a strawberry I like <u>apples</u> . Monkey likes banana.	Parrot likes grapes.	
		2. Healthy vegetables	Healthy, vegetables, a carrot, a cucumber, a tomato, an onion, a potato, a pepper. Cucumber is yummy. Hare eats carrot.	+ a radish, a cabbage, a pumpkin, an egg-plant, a garlic, a corn. Garlic is yucky.	
		3. What's on the menu today?	Bread, biscuit, cake, a pie, cheese, soup, eggs, ice cream, jam. I'm hungry. I would like an ice cream.	+ porridge, sausage. I don't like cheese. My father doesn't like pie.	
		4. Let's go shopping!	Water, juice, tea, milk, coffee, drink, unhealthy. I'm thirsty.	Revision	
6.	February	We are strong!	1. What's on your head?	Body, a head, a hair, eyes, ears, a nose, a mouth, teeth. I black eyes. She has blue eyes.	+ forehead, eyebrow, neck, long, short.
			2. Our body.	Shoulders, a hand, a foot, a knee, fingers, toes. I have ten fingers and ten toes.	+ an arm, a leg, mirror
			3. Let's get dressed.	A t-shirt, shorts, a hat, a cap, a dress, shoes. Long, short. I have long blue dress.	+ trousers, suit, shirt, jacket, coat
			4. Let's play	Revision	Revision
7.	March	Bukhara is my home	1. My house	A house, a roof, walls, a window, a door.	+ a gate, circle, square, triangle
			2. There is a kitchen in my flat	A living room, a kitchen, a bedroom, a bathroom	+ flat. There is a kitchen in my flat.

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			3. I eat soup with a spoon	In, on, a spoon, a fork, a knife, a cup, a plate, a table. There is a spoon on the plate.	+ There are two spoons on the table
			4. Let's play	Revision	Revision
8.	April	Hurry up!	1. What's this?	A car, a plane, a train, a bike	+ a helicopter, a ship, traffic lights
			2. I can run fast!	Run, jump, swim, go, stop, clap, play, Don't run! Fast, slow. I can...	+ The car is fast. Draw, sing, dance, speak
			3. I am playing with my car.	Toys, a doll, a ball, a kite, a balloon, a teddy bear, bricks, a hoop. I don't have a teddy bear.	+ I am jumping. I am dancing. I am playing with a car.
			4. Let's play	Revision	Revision
9.	May	Wonderful people	1. Pack the rucksack.	A school, a pen, a pencil, a school bag, a book, a copy-book	+ an eraser, a ruler, a desk, a pencil-case, a blackboard
			2. I want to be a pilot.	A teacher, a pilot, a doctor, a driver, a cook, a farmer. My mother is a doctor. I want to be a...	+ a fireman, a painter, a singer, a soldier, a dentist, a vet.
			3. I can draw, I'm a painter.	What is she/he? She is a cook. He is a soldier. You are a driver. I am a pilot.	+ I don't want to be a singer. Doctor, help me, please. My cat is sick.
			4. Let's play	Revision	Revision

Training for kindergarten English teachers

Outline:

This course is intended for the English language teachers in preschool educational institutions to improve their skills and exchange experiences through a cascade method.

The course is designed for one month and is divided into two parts: theoretical and practical. In the theoretical part, teachers will get acquainted with the principles, methods, and techniques of teaching a foreign language to preschool children. In the practical part, teachers will apply the acquired skills in practice. They will develop lesson plans and activity designs. The final part of the training is the presentation of an imitation of demo-lessons.

Course plan:

Theory	1-week	Lesson 1.	Outline of the training. Survey.
		Lesson 2.	Factors of successful English learning for children.
	2-week	Lesson 3.	Methods and approaches to teaching young learners.
		Lesson 4.	Games and activities.
Practice	3-week	Lesson 5.	Step-by-step description of activities.
		Lesson 6.	Lesson plans preparation.
	4-week	Lesson 7.	Demo-lessons.
		Lesson 8.	Demo-lessons.

Theoretical Part of the Training

Lesson 1. Outline of the training. English for preschoolers

Plan:

1. *Principles of an effective foreign language teaching.*
2. **Methods of teaching a foreign language.**
3. *Games and activities.*
4. **Sources.**

1. *Principles of an effective foreign language teaching*

1. **Naturalness.**
2. *Interest (main motivation).*
3. **Consistency.**
4. *Format (game form).*
5. **SPEAK ENGLISH!**

1. **Naturalness.** It is essential for a child to acquire new knowledge naturally, in a comfortable environment. This way s/he will be able to progress faster.
2. **Interest (main motivation).** Awakenning the child's interest in the language is the main task of the teacher. Otherwise, the kid will form a stereotype that English is boring, tedious and difficult. This will negate the efforts of parents, and educators.

When learning English the biggest motivation for preschool children will be interest and fun. If a child does not want to do something, it is very difficult to force them; you can even harm and forever discourage them from studying not only English, but also other subjects.

Kids don't understand, don't fully realize that English is the language spoken by more than half of the world, that people who know English are more competitive, they have a higher-paying job, they think differently. We - adults understand this. But if children like something, they will want to do it over and over again, and in this way we instill in them love for studying, learning English and more. In addition, rewards in the form of praise, grades or certificates can support motivation and interest.

3. **Consistency.** We should start from scratch. The attention should be paid to all aspects at the same time: grammar, speaking practice, reading, etc. If to focus only on the

rules, children will not learn to speak English.

4. **Format (game form)** The main cognitive tool for a child is game. With its help, it is easier for children to start learning English.
5. **SPEAK ENGLISH!** The main principle is to use the language at maximum during the class. Children should get accustomed to sound, pronunciation, speech of a foreign language. For that reason, teachers should always speak English first, give learners some time and then translate if necessary.

2. Methods of teaching a foreign language

I. TPR (Total Physical Response).

II. Doman's method.

III. Project method.

IV. Audio-lingual method.

- **TPR (Total Physical Response)** The method was developed by the American professor James Asher. The technique is focused on memorizing new vocabulary in the process of movement.
- **Doman's method.** The method is based on the use of children's visual memory. The child is shown cards on which the object and its name are depicted. This makes it easier for children to memorize new words.
- **Project method.** The method resembles school lessons with the difference that the teacher chooses a topic for children based on his/her interest. This is implemented when several lessons pass, after which the learners create some project works on the topic. The technique is designed for children from 4 years old.
- **Audio-lingual method.** The method consists of listening and repeating of the records by the kids, which are repeated many times by the teacher.

3. Games and activities

I. Use cards (Doman's method)

Cards with words (word + translation + picture). A very good way to learn English. You can make them yourself or use the Quizlet software. You will even find ready-made words on this site. All you have to do is print them out and the English lesson for preschool children is already ready,

the only thing is left to do is to come up with a couple of games. Card games:

I. **Show me.** Place the cards in front of a child, say a certain word. The child must select the necessary card.

II. **Yes-No game.** Show the child the card and name the words incorrectly. For example, a hippopotamus is drawn, and you name a tiger. The toddler should tell if you are calling the animal correctly or not.

III. **What's missing.** Place a row of cards (4-5). Practice pronouncing words with a child. Then ask the child to close the eyes. Remove one card. The child opens his/her eyes and looks for the missing card.

Magic bag (Doman's method) Place objects that children already know in English in a bag so that they don't see the items. Ask a kid to take one item out of the bag and name it.

Touch your leg, nose, hand ... (body parts). You say, "Touch your leg." The child should touch the leg. Of course, your little one should already know body parts in English before this game.

Rhymes (Audio-lingual method) Another effective way to teach English to preschool children. There is a rhythm in poetry, which helps to quickly memorize phrases, words, grammatical constructions. Moreover, if you do not just learn a verse, but play a short scene with your child, you will get more pleasure and a more effective result.

IV. **Songs, lullaby, cartoons (Audio-lingual method)** Musical games are all kinds of songs, dances, round dances. If, according to the terms of the game, it is necessary to act with a partner, then the child, in addition, develops communication skills.

Watch educational cartoons in English. Small cartoons 5-10 minutes long, in which the same words are repeated many times, are well suited for teaching English to a preschooler. You are mistaken if you think that children do not understand anything. These small cartoons are very clear, for example, if we are talking about a hat, then the cartoon character will hold it in his hands, show and say that it is a "hat". It can be cartoons such as English Singing, Big Muzzy and others. It will be good if you not only watch cartoons, but also learn small fragments from them.

V. **Creative play (Project method)** The conditions for creative games are limited only by the imagination of the teacher and the children themselves. They include elements of other types of games and are held in the form of drawing contests, applications, writing poetry in English.

VI. **Competitive games** create situations that test how the children learned what they were taught. At the same time, elements of rivalry are included in the game. There are many options here: team board games, crosswords, linguistic puzzles. The winner is the one who knows the best grammar and vocabulary.

4. Sources

There is a variety of sources, teachers can use for searching necessary information and materials. These are some of them:

- **YouTube channels:**
 - **Fun Kids English**
 - ***The Singing Walrus – English Songs for Kids***
- **Apps:**
 - ***Quizlet***
 - **enjoy English**
- **Web sites:**
 - **Kids-Flashcards.com**

At the end of the lesson, teachers should fill in the questionnaire. The information collected in the survey should help in understanding the educational and teaching background of an interviewee, teaching resources teachers use for teaching, teachers' opinion about the current English classes at kindergartens, problems that arise in teaching young learners, and the methods they use in their teaching.

Part I Information about the interviewee and the kindergarten

I. **Sex:** (1) male (2) female

II. ***What class do you teach in kindergarten? (multiple-choice item)***

III. Low grade class (for 3-year-old children)

IV. Middle grade class (for 4-year-old children)

V. Upper grade class (for 5-year-old children)

VI. *Educational Background*

Name of College or University where highest degree was obtained Major subject: _____

VII. For the classes you teach, the English classes are _____ days per week;

_____ minutes per day.

VIII. *How long have you been teaching English in kindergarten?*

I. less than one year

II. one to two years

III. two to three years

IV. more than three years

IX. *Have you been trained to teach young children English?*

I. No

II. Yes, I received the training in this kindergarten.

III. Yes, I received the training in another kindergarten or cram school.

IV. Others (please explain) _____

X. *What is the current class size in your kindergarten?*

(1) below 10 students (2) 10-15

(3) 16-20

(4) 21-25

(5) more than 26

XI. *Do you think the training is necessary for English teachers?*

I. Yes

II. No

XII. *What do you think should be included in the training of EFL teachers? (multiple-choice item)*

I. pronunciation

II. games and easy English songs

III. teaching methods

IV. English conversation

V. Others (please explain) _____

XIII. *What language is used in the English class in this kindergarten?*

I. all in English, no Russian /Uzbek

II. mostly in English, with a little Russian /Uzbek to explain difficult concepts

III. mostly in Russian /Uzbek

IV. sometimes English, sometimes Russian /Uzbek

Part II Teaching Resources

I. Do you use any teaching materials?

- I. No
 - II. Yes, the teaching materials are bought from the store.
 - III. Yes, the teaching materials are edited by the teacher him-/herself.
 - IV. Others
-

II. If your teaching materials are from a store, what is the focus of each textbook?(multiple-choice item)

- (1) stories (2) conversation (3) pattern practice
- (4) songs (5) pronunciation (6)

others _____,

How many books do you use for English class?

Name of the books: (please also write the volume number.): _____

III. What teaching aids have you used in your class? (multiple-choice item)

- I. real objects
 - II. pictures
 - III. ball or puppet etc. for games
 - IV. picture cards
 - V. word cards
 - VI. video tape
 - VII. tape
-

VIII. others

Part III Opinions of English classes in kindergarten

I. How many periods and how many days per week are optimal for English class?

_____ days per week and per day

- I. 1 period (20 minutes)
- II. 2 periods
- III. 3 periods
- IV. 4 periods
- V. more than 5 periods

II. ***What class size is preferred for English classes in a kindergarten?***

- (1) under 10 students (2) 10-15
 (3) 16-20
 (4) 21-25
 (5) more than 26

III. ***What is the optimal language to be used in the English classes in kindergarten?***

- I. all in English, no Russian /Uzbek
II. mostly in English, with a little Russian /Uzbek to explain difficult concepts.
III. mostly in Russian /Uzbek
IV. sometimes in English, sometimes in Russian /Uzbek

IV. ***What is your opinion about when the optimal time to begin learning English is?***

- I. before kindergarten (before 3 years old)
II. At 3 years old
III. At 4 years old
IV. At 5 years old
V. In primary school
VI. In junior high school

V. ***What should be included in kindergarten English classes?*** (Please write numbers in the, “1” means the most important, “2” means the second most important, etc.)

- I. conversation
II. listening
III. reading
IV. pronunciation
V. vocabulary
VI. grammar
VII. to raise children’s interest in English
VIII. education and understanding of British and American culture

VI. ***What problems are there in the English class in kindergarten?*** (Please write numbers in the, “1” means the most important, “2” means the second most important, etc.)?

- I. lack of teaching aids in kindergarten
 II. lack of appropriate teaching material
 III. The class size is too big.
 IV. The class periods per week are too few.
 V. Parents do not help their children to review

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- VI. Students are not interested in learning English.
- VII. English teachers lack training in Methodology and teaching with games.
- VIII. Lack of teachers who are native speakers of English.
- IX. Others _____

VII. ***Should kindergarten children be given English writing homework?***

- I. Yes, it is necessary.
- II. No, it is not necessary.

VIII. ***How often do the parents help their children do English review?***

- I. sometimes
- II. every day
- III. often
- IV. never

IX. ***Do most parents have a lot of expectations about kindergarten English classes?***

- I. Yes.
- II. No.

X. ***Do you think current English classes in kindergartens can meet most parents' expectations?***

- I. Yes.
- II. No.

Part IV Others

I. **Do you give your students English homework?**

- I. No
- II. Yes, they listen to a tape recorder at home.
- III. Yes, writing homework.
- IV. others _____

II. ***What is the learning result for most of the pupils in English classes in kindergarten?***

- I. good
- II. mediocre
- III. not good

III. ***What is your opinion? What kind of English class in kindergarten is better?***

- I. The English classes should just let children have fun. Good learning in English is not expected.
- II. Good quality of English classes is offered and hopes

that pupils can have fun and can achieve a particular level in English language.

IV. *What is your teaching method? Please describe how you teach English in kindergarten.*

V. *Are there any points that should be improved in the English classes in kindergarten? Are there any difficulties in teaching English in kindergarten?*

Lesson 2. Factors of successful English learning for children
Plan:

- I. *Motivation.*
- II. **The qualification of kindergarten English teachers.**
- III. *Class size and time.*

There are many factors that influence a child's success in learning English. These are: qualified English teachers, curriculum planning, teaching materials and teaching methods. Moreover, motivation and attitude of the parents are also factors for success in learning. Planning a foreign language course for kindergarten children should take the following points into consideration: motivation, the qualifications of the teacher, size of the class, the length of the lesson, the structure of the course, methodology, and the circumstances in which the children are learning.

1. **Motivation**

Motivation can be classified into two types: integrative and instrumental.

Integrative motivation is indicated when learners wish to integrate themselves into the culture of the second language group. If the learners

believe that acquiring a second language is instrumental in furthering their educational or career goals, their motivation is referred to as instrumental.

For kindergarten children, it seems that neither instrumental nor integrative motivation is a factor in enhancing their foreign language learning.

The motivation for learning a foreign language for kindergarten children may be very different from that of older learners, because young children do not usually ask to learn a foreign language.

Where does their motivation come from? Initially, their motivation comes from their parents who enroll them in the kindergarten English course. Therefore, during the learning of a second language, parental support and encouragement are also important. The expectations and attitudes of parents in a society regarding the foreign language can also influence the results of children's learning. If society and parents have a positive attitude toward the foreign language, it gives children motivation to learn that language. On the contrary, if society and parents have a negative attitude toward the foreign language, it will decrease the interest in learning that language. Second, the English learning results of a young beginner are to a large extent dependent on the teacher. The teacher can give children encouragement and praise to motivate them. The personality of the English teacher and the teacher's treatment of students also has an influence on young children's ability to learn a second language. Children often seek their teacher's approval. They want the teacher to notice them and appreciate what they are doing. Whether or not the student likes the teacher may also affect their motivation. A teacher's positive attitude and behavior can motivate children's interest in learning English. Praise by parents or teachers is important motivation for young children's foreign language learning because children want to be praised for their efforts.

Thirdly, if the teaching is appropriate, children discover that learning another language is within their capacity, and this knowledge strengthens their motivation. Children's motivation "comes from the enjoyment and pleasure experienced in the learning situation."

If the class is boring, children will become unmotivated. A crucial aspect of language teaching is to raise students' motivation with enjoyable teaching methods. Children have the ability to learn language through games and activities, which they find joyful. How can a learning situation be joyful? This joyfulness can be found in English classes full of play. Fröhlich-Ward (1991) suggested that, "play combined with structured teaching so that the children are only aware of the play content and learn the foreign language almost without noticing." Classroom atmosphere, teaching methodology,

teaching content, teaching aids and teaching materials can also influence children's motivation in learning English.

2. *The qualification of kindergarten English teachers*

What qualifications should a kindergarten English teacher have?

First of all, English kindergarten teachers should have competence in English – including clear and accurate pronunciation. Secondly, English teachers should have the knowledge of second language learning processes and teaching methods. Thirdly, kindergarten English teachers should have experience working with young children or have been trained in teaching English to young children. They must know how to give children the encouragement and praise necessary to motivate them. English teachers have to understand children's development, needs, interests, and the children themselves.

A study done by Denis Girard in 1970 tried to find out what qualities a teacher needs to help strengthen students' intrinsic motivation. In the research, a thousand children (from 12 to 17 years old) were asked to put a list of teacher qualities in order of preference (1 = most important, 10 = least important). The results are as follows:

“A good teacher...

- makes the course interesting.
- teaches good pronunciation.
- explains clearly.
- speaks good English.
- shows the same interest in all his students.
- makes all the students participate.
- shows great patience.
- insists on the spoken language.
- makes pupils work.
- uses an audio-lingual method”.

The list highlights that the most appreciated quality of a teacher is his ability to make the course interesting. The second, third and fourth qualifications are concerned with the teacher's competence in English. Competence in English is crucial for English teachers. Let us have a look at these points in more details.

Teachers' language competence and pronunciation. Apparently, children have the ability to learn foreign pronunciation as well as native speakers. Children have a special facility for acquiring accurate pronunciation and intonation of foreign languages and are sensitive to sounds. When the English teacher in kindergarten is a native speaker, the children may have a good chance of acquiring a very good accent. However, if the English teacher in kindergarten speaks poorly, the children may have incorrect pronunciation. Once children have incorrect pronunciation and use it repeatedly, it takes more time to

correct them than to teach beginners. Therefore, accurate pronunciation of English teachers is required. Incorrect pronunciation from teachers may have a negative influence on young beginners, because young children have a superior ability to imitate the teacher's pronunciation. As mentioned above, if the teachers' pronunciation is good, the young learner's pronunciation will also be good. If the teachers' pronunciation is inaccurate, the young learners will also imitate the inaccurate pronunciation.

Teaching experience and training. Teaching experience with young children is also important for kindergarten English teachers. Kindergarten English teachers should have teaching experience with young children or should be trained to teach English to young children. Because young children can only learn something when they listen, kindergarten English teachers should be trained in order to have the ability to communicate with young children in a way that keeps them quiet and listening to what the teachers say.

3. Class size and time

Class size is another of the important factors for a successful foreign language program, particularly for preschool children. Fröhlich-Ward (1991) suggested that the ideal size of the foreign language teaching group should be ten children, at the most 12 children. In Opal Dunn's book "Beginning English with Young Children" (1990: 30), it is suggested that the ideal number of students in an English class is between twelve and twenty. If class size is too big, there will not be ample opportunity for all students to practice individually. The English teacher cannot pay attention to all children and cannot correct each student's pronunciation. Young children like to be treated as individuals by the teacher. If kindergartens want children to have positive learning results, the English classes should not be too big. Class size should not be too big, but it should not be too small, either. Classes that are too small or too big are not good for learning. Too few children makes it difficult to play some games and there is less interpersonal communication.

Time is also an important factor, which may influence learning results. Met and Rhodes (1990: 438) suggested that "foreign language instruction should be scheduled daily, and for no less than 30 minutes." The English course should be provided daily, otherwise children will forget what they have learned previously. If kindergartens want their children to progress in English, the English class should be more than 30 minutes a day.

Lesson 3. Methods and approaches to teaching young learners

Plan:

- I. **TPR (Total Physical Response).**
- II. **Doman's method.**
- III. **Project method.**
- IV. **Audio-lingual method.**
- V. **Natural method.**
- VI. **Eclectic approach**

- ***Total Physical Response***

Total physical response (TPR) comes from the idea that memory is increased if it is stimulated through association with activity. Total Physical Response (TPR) originated in the 1960s and was further developed by James Asher in the 1970s.

It is popular in foreign language teaching. TPR combines many other insights in its theory, including principles of child language acquisition. Asher noticed that when children learn their first language, they appear to possess a lot of listening input before they speak. He also noticed that children's listening is accompanied by physical responses, e.g. reaching, grabbing, moving. Asher believed that children's listening comprehension is better than their speaking comprehension, and their listening comprehension will influence their speaking and writing comprehension. If children have strong listening comprehension, it will be easier for them to make progress in speaking, writing and reading. Therefore, he believed that an important first step in children's language learning is to foster good listening comprehension.

In a TPR class, students do a large amount of listening and acting. TPR uses a lot of imperatives, even in proficiency levels. For example, when the teacher says, "stand up", "sit down" or "open the window", students perform the activities the teacher has named. No verbal response is necessary. The commands can also be given by one student, and the others do as instructed. More complex imperative sentences can also be used in TPR, e.g. "Draw a rectangle on the chalkboard, walk quickly to the door and hit it".

TPR is appropriate in kindergarten English classes because it is a combination of commands and activities. Translation through L1 (language one) is not necessary.

If the teacher can demonstrate clearly with gestures, facial expressions or other teaching aids, students can understand without the assistance of L1. Furthermore, TPR is accompanied with physical activities, which children love to do.

- ***Doman's method***

Glenn Doman is a physical therapist and a pioneer in the field of child brain development. In 1955 he founded the Institutes for the Achievement of Human Potential (IAHP).

Doman's Method is to use everyday elements in the child's life in order to teach them what the representation of each one of them is in

words, through flashcards or small posters that will help them to form associations and to memorize how they are written. So, the method is based on the use of children's visual memory. The child is shown cards on which the object and its name are depicted. This makes it easier for children to memorize new words.

- *Project method*

The method resembles school lessons with the difference that the teacher chooses a topic for children based on his/her interest. This is implemented when several lessons pass, after which the learners create some project works on the topic. Teachers have been using projects as a means of teaching technical skills, tool usage, and problem solving since the very beginning of the profession.

The project method also provides an excellent means for increasing student learning. Project technology allowed students to integrate a variety of activities, making learning enthralling, more interesting and therefore, efficient. Students with different abilities became successful and felt they were needed in the project activities. Educational, social and communication skills were developed during the implementation of projects. Project-based forms both improve the overall culture of communication and social behavior in general and give students the practical language skills.

- *Audio-lingual method*

The method is from the school of thought that second language learning should be more like first language learning. Therefore, the classroom instruction involved in this method is conducted exclusively in the target language. The focus of this method is developing oral skills. The audiolingual method is also called the “Army Method”. During World War

II, the United States needed people to possess oral proficiency in the languages of their allies and their enemies, so the U.S. military provided funding for language courses that focused on oral skills. In the 1950s this method was used in many educational institutions.

The audiolingual method has the following characteristics:

It is used with “a great deal of oral activity - pronunciation and pattern drills and conversation”. Typically, the lesson begins with a dialogue. The student is expected to mimic the dialogue and eventually memorize it. Structural patterns are taught using repetitive drills. Through repetitive drills the students will use the pattern sentences automatically which will be helpful for conversation. There is little or no grammatical explanation. Vocabulary is learned in context. Because this method insists on oral skills, tapes, language labs, and visual aids are heavily depended upon. Students’ errors are corrected immediately and successful responses are immediately reinforced.

This method was influenced by behavioristic psychology and insisted on the importance of mimicry and memorization of set phrases. Kindergarten English teachers should concentrate on correct pronunciation and error-free utterances, as stressed in the audiolingual method.

- *Natural method*

The natural approach was developed by Tracy Terrell. The natural approach is aimed at basic personal communication skills, e.g. conversations, shopping and listening to the radio. For the natural approach, the class is used to provide comprehensible input, therefore the teacher speaks only the target language in the classroom. The natural approach uses TPR activities at the beginning level of language learning to provide students with comprehensible input.

According to Krashen and Terrell, learners will presumably move through three stages:

- I. The preproduction stage: In this stage students develop listening comprehension skills. The teaching method of TPR can be used in this stage.
- II. The early speech production stage: Students' errors will not be corrected, unless they will hinder the meaning entirely, because the teacher focuses on meaning at this stage, not on form.
- III. Speech emerges: This stage includes free communication activity, more complex games, open-ended dialogues and discussions. Some points of the natural approach are appropriate for kindergarten children.

6. *Eclectic approach*

There is no one best method, but instead, in this progression scheme, methodologies should change and evolve as the child progresses. Normally, different methodologies should be used during the different years and according to different backgrounds. Teachers should evaluate the route and rate of the learning process in order to choose, develop or adapt any available methodology.

Eclecticism was identified as the most versatile and useful approach to design and implement proper methodologies. When implementing the selected procedures is important to gather the ideas delivered by the children, and at the same time make them feel that the activities they are conducting are the result of their proposals, for motivational purposes.

To summarize, there is no one teaching method for all children and for all situations. Teaching situations differ from classroom to classroom, and every child is different. How to choose one or more appropriate teaching methods is a crucial factor in the success of

language learning in children. The responsibility of a teacher is to choose the best of other people's insights and adapt them to their own situation.

Lesson 4. Games and activities.

Plan:

I. Indoor Recess Preschool Group Games.

II. *Indoor Preschool For Listening & Self-Regulation.*

III. Gross Motor Preschool Games.

• *Indoor Recess Preschool Group Games*

Many of these indoor recess games also help develop important gross motor and social skills. And many of these indoor games for kids can be played outdoors too.

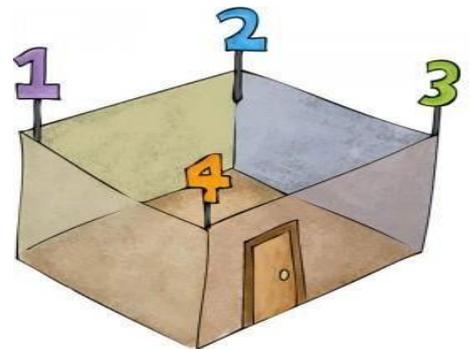
Four corners.

What it is: Four corners is a classroom game. It's simple, there's not really any skill involved, and it's fun.

Best for: A classroom full of students! I would say you need about 10 people at a minimum, to however many can fit comfortably in your room.

What you need: Just players and a room with four corners! If you were in a hexagon-shaped room, you could play *six* corners.

How to play: First assign each corner of your room a number one through four, like this:



The numbers will stay the same and everyone will need to remember them.

Then select one player to be It, like Melanie. Melanie stands in the middle of the room, closes her eyes, and counts to ten (or another specified number). While she's counting, all of the other players silently move to a corner

of the room. Each player can pick whichever corner they want.

When Melanie is done counting, she keeps her eyes closed and then tries to guess which corner has the most people, based on the sounds she might have heard when she was counting. Say she heard a lot of

rustling and banging over by the door in corner number 4. She would say out loud, “Four!” Then all of the players in corner 4 would be out and would go sit down at their desks. Then Melanie begins another round, counting to ten again while players move to whichever corner they want. Then Melanie picks a corner, the players in that corner are out, and a new round starts. Play continues until one player is left – the new It.

Strategies: You obviously want to be quiet when picking a corner. You don’t want Melanie to know that your corner is occupied! But, if you have time and if you move fast, maybe you could throw her off – make a noise over by corner 3 before hurrying silently back to corner 2. (The corner 3 people wouldn’t like it much, though.) There’s just something about this simple game that’s fun enough on its own: the countdown, hurrying to pick a corner, moving silently with everyone else, making eye contact and trying not to giggle, the suspense, the last-minute mind changes where you dart across the room.

Duck, duck, goose.

Number of players: 6+

Recommended Age: 4+ years

Sit the children in a circle, facing inwards.

One child is chosen to be ‘It.’ It walks around the circle, gently tapping each other player in turn on the head or shoulder, naming each player as a ‘Duck.’ When ready, It chooses one player to be the ‘Goose’ – tapping that player on the head (or shoulder) and saying, ‘Goose.’

The player selected as Goose stands up and chases It around the circle, trying to tag her before she gets all the way around the circle to sit back in the spot where Goose was originally sitting.

If the Goose is not able to tag It, then Goose becomes It and the game continues as per the previous steps.

If the Goose does tag It, the tagged player sits in the centre of the circle and Goose becomes It for the next round. The player remains in the middle of the circle until the next time a Goose is tagged to replace them.

Musical chairs.

Place chairs in a line or in a circle facing out.

Lead children around the chairs while singing this song:

HERE WE GO 'ROUND THE MUSICAL CHAIRS

Tune: "Mulberry Bush"

Here we walk 'round the musical
chairs, Musical chairs, musical
chairs.

Here we walk 'round the musical
chairs, And then we all sit down!

At the end of the song, have each child sit down in the chair by which he or she is standing.

Repeat the game as long as the children are having fun.

Continue playing the game, substituting words such as, skip, hop, gallop and crawl in place of the word "walk".

• ***Indoor Preschool For Listening & Self-Regulation***

Snowman Listening Game.

While it may seem like just another fun game, kids are actually developing listening and self-regulation skills as they play this game.

As the snowman tells them what to do, kids have to listen carefully and follow the directions given. If you've ever played this game with kids you know how much more difficult it is than it sounds.

Kids have to wait to make certain movements until the snowman says; the waiting helps them develop self-regulation skills which are the key to future success in school.

This game can also help develop language skills. Encourage the child who is playing the role of the snowman to use complete sentences to support oral language development. For example, "Snowman says, clap your mittens!"

Snowman Game Supplies: Black Top Hat

Snowman Says game cards Cardstock

Scissors

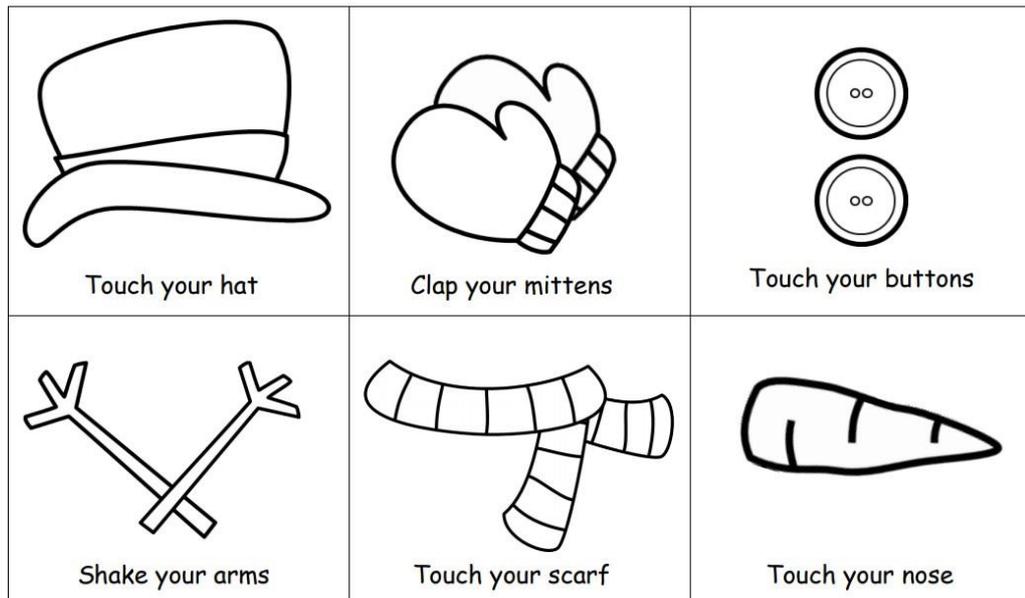
The cards have pictures to serve as visual cues for non-readers. Print a set (or more than one set) for your game. You can print the pictures on cardstock or glue them on index cards and laminate. Place the prepared cards inside the hat. That's all the preparation you need.

How to play: Choose one child to be the snowman. Give the snowman a black top hat with the picture cards inside. Invite the snowman to

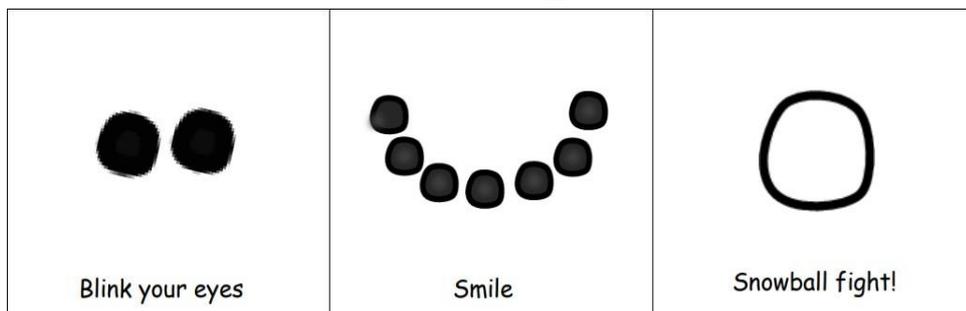
stand in front of the class and select one card at a time to “read” aloud. The students will listen to the snowman and perform the action he or she says. If the snowman does not say “Snowman says” and the students do the action they are “out.” Tell the “out” preschoolers to stand to the side for one or more turns. Allow them back “in” so they will still be engaged and not just watching.

After a few turns or when cards are all pulled, switch to a new “snowman” and continue the game.

Snowman Says Cards



Snowman Says Cards



Bunny listening Easter game.

Supplies: Bunny ears- store bought or make you own Bunny Says game cards- see below Cardstock

Scissors Bunny Ears

If you don't already have a set of store bought Easter bunny ears like those pictured above, or if you are not allowed to use them due to lice concerns you can easily make your own. To create your own bunny ears, use a sentence strip for the headband and white paper for the ears. Cut and glue the white paper ears to the sentence strip,

then staple the sentence strip to create the headband.

All you need to make a party hat for any occasion is a paper plate and a pair of scissors:



How to play:

This game is played just like Simon Says, only the bunny does the talking! Select one child to be the bunny and invite that child to wear the headband. Give the child an Easter basket with the picture cards inside. If your program does not allow Easter baskets just skip the basket and put the pictures in a brown paper lunch bag. The bunny stands in front of the class and selects one card at a time to “read” aloud to the class. For example, “Bunny says, touch your toes.”

The students will listen to the bunny and perform the action he or she says. If the bunny does not say “Bunny says” and the students do the action they are “out.”

When playing this game with 4 year olds it’s helpful to use picture prompts for the bunny because it is very difficult for 4’s to come up with actions on their own. You can print the pictures on cardstock or glue them on index

cards and laminate.

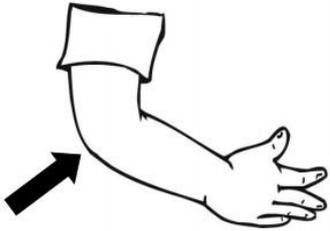
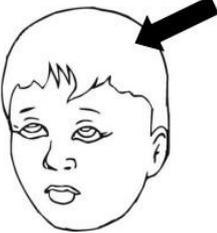
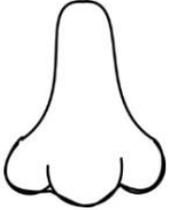
Educational Benefits of Playing the Bunny Listening Game

When they are playing this game, kids just think they're having fun. What they don't know is they are developing listening skills and self-regulation at the same time. Kids have to listen carefully and follow the directions given by the Bunny in this game, then practice waiting or regulating their own behavior until it is time to move.

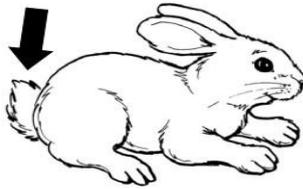
Tips

Encourage the child who is playing the role of the bunny to use complete sentences for oral language development. For example, "Bunny says, touch your elbow."

Bunny Says Cards

 <p>Elbow</p>	 <p>Ear</p>	 <p>Foot</p>
 <p>Head</p>	 <p>Knee</p>	 <p>Nose</p>

Bunny Says Cards

 <p>Clap</p>	 <p>Hop</p>	 <p>Shake hands</p>
 <p>Touch toes</p>	 <p>Jump</p>	 <p>Shake your tail</p>

Methodology of Teaching English in Preschool and Primary Education

Guess Who.

This game used to be with stickers on your forehead, but when you use these hats, you can not only write the name on the circle, but you can also stick a picture of the person on it for kids that cannot yet read. Each person wears a hat with the name and picture of a character/real person on the front that they cannot see. Everyone else can see who they are though. Each person gets to ask “yes/no answer” questions to the group to try and guess who they are, such as “Am I animal?” or “Am I green?” etc. If the answer to your question is yes then you get to ask another question. If the answer to your question is no then it is the next person’s turn to start asking their questions. The winner is the first person to correctly guess their secret identity.

Red light, green light.

How the Game Works

- I. Have your students line up (side by side) at one end of your space facing the teacher.



- II. The teacher stands opposite of the children and faces the children.



- III. When the teacher shouts “Green Light!” The children walk quickly or run (depending on your space) towards the teacher.

IV. When the teacher shouts “Red Light!” The children stop where they are.



V. The teacher continues to shout “red light or green light” until the children get to her and then all the children go back to the starting line and the game starts again.



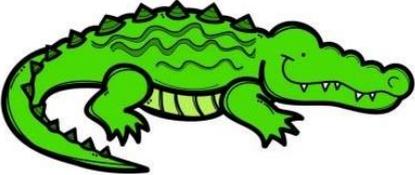
3. Gross Motor Preschool Games

Zoo Animals Game.

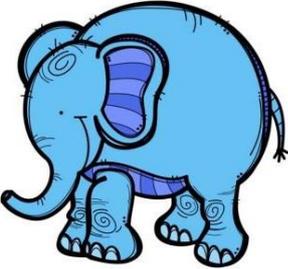
This zoo animals game helps children build skills in listening, following directions, building vocabulary.

In addition to these skills, children can develop social skills when they play group games together. You can use this fun roll and move game your whole class, with a small group of children, or as an individual activity (child-teacher interaction).

Methodology of Teaching English in Preschool and Primary Education
Zoo Animal Roll and Move Color Option

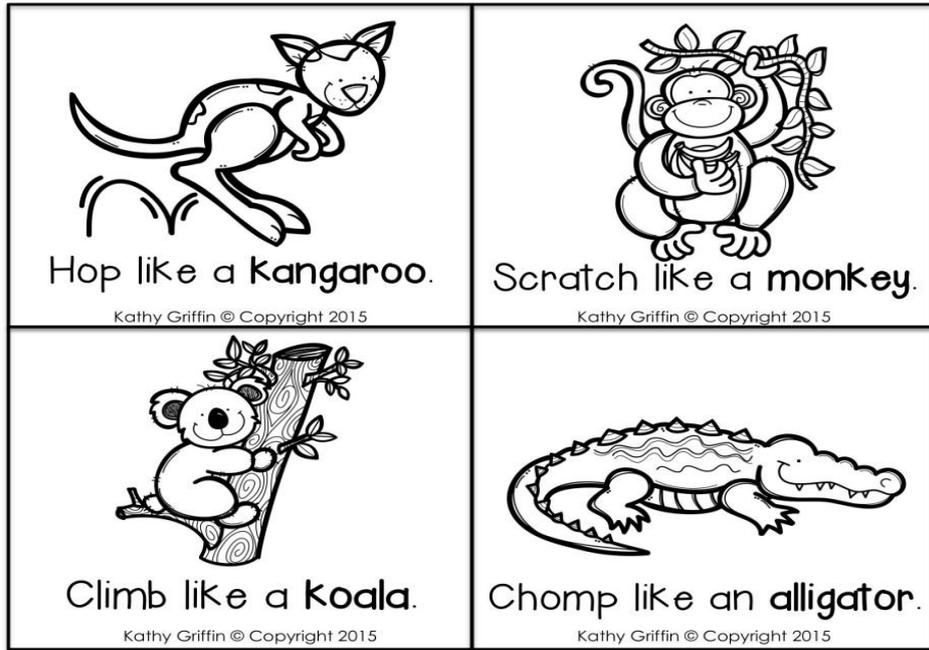
 <p>Hop like a kangaroo.</p> <p><small>Kathy Griffin © Copyright 2015</small></p>	 <p>Scratch like a monkey.</p> <p><small>Kathy Griffin © Copyright 2015</small></p>
 <p>Climb like a koala.</p> <p><small>Kathy Griffin © Copyright 2015</small></p>	 <p>Chomp like an alligator.</p> <p><small>Kathy Griffin © Copyright 2015</small></p>

Zoo Animal Roll and Move Color Option

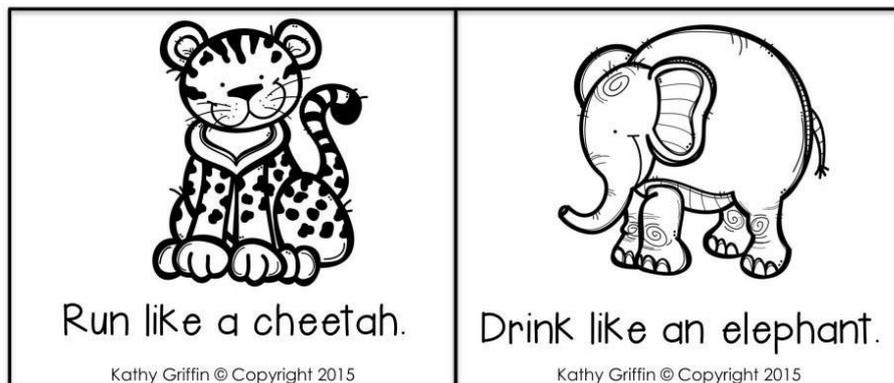
 <p>Run like a cheetah.</p> <p><small>Kathy Griffin © Copyright 2015</small></p>	 <p>Drink like an elephant.</p> <p><small>Kathy Griffin © Copyright 2015</small></p>
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Your kids will also build motor skills when they toss the cube. Young children learn best when they are engaged kinesthetically. This movement game encourages all kinds of bending, crawling, hopping, and stretching.

Zoo Animal Roll and Move Black & White Option



Zoo Animal Roll and Move Black & White Option



Materials Needed: Soft Pocket Die
Zoo Animal
Roll and
Move
Printable
Scissors



e the

cards in the die.

Now you're ready to play!

How to play: Roll the die.

Name the animal. Read the sentence.

Children move like the animal. Pass the die to a child.

Child rolls the die. Child names the animal.

Child reads the sentence.

All children move like the animal. Repeat.

Repeat until all animal actions have been rolled.

Music and Movement:

Turn on some fun zoo animal music like "We're Going to the Zoo" by Raffi and play the game with music. A teacher or child rolls the die and shows the animal to the class.

Children move like the animal to music. Repeat until the song is over.

Play it Another Way:

Make extra copies of the cards. Give each child one animal card. Roll the die. Name the animal. Children with that animal card stand up and move like the animal.

After the Game

Brainstorm and record a list of other zoo animals. Ask the children how these animals move. Children can play animal charades with this list.

Pop Bottle Bowling.

Materials Needed: Plastic Bottles

Stickers according to the topic taught (fruits, animals, birds)

Small ball

How to play: We taped out a bowling 'alley' and set up pop bottles for bowling pins. Glue stickers on the bottles according to the topic taught (fruits, animals, birds).



In turns, kids knock down the bottles. Then, they collect the bottles and name objects illustrated on them. For example: I have got a bear, lion and monkey. (If the topic is “animals”).

Going on a cool bear hunt.

Skills children learn as they sing songs and have fun:

- I. They are developing oral language skills.
- II. They are developing auditory memory skills.
- III. They are learning positional words.
- IV. They are learning a sequence and pattern.
- V. They are oxygenating the brain and crossing the midline.
- VI. They are developing social skills.
- VII. They are using their imaginations.

Cool Bear Hunt (Silly

Songs CD)Chorus:

We're going on a bear hunt. (Slap thighs.)

We're going to catch a big one, (Spread hands far apart.)

With big green eyes, (Make circles by your eyes.)

And a fuzzy little tail. (Put hands on back and wiggle.)

Look over there. (Point index fingers.)

It's a candy factory.

Can't go over it. (Raise your arms up.)

Can't go under it. (Put your hands down by the floor.) Can't go around it. (Make arms in a circle.)

Guess we'll go through it. (Pretend to stuff candy in your mouth.)

Yum, yum, yum, yummm. (Pat your tummy.)

Chorus:

Look over there.

It's a peanut butter river...

(Pretend to swim with arms.)

Look over there. (Wiggle all over.)

It's a Jell-o swamp... Look over there.

It's a cave...

It's cold in here. (Shiver.) I see two big green eyes, And a fuzzy little tail.

It's a bear!

Go through the Jell-o swamp. (Wiggle.)
Swim across the peanut butter river. (Swim arms.)
Go through the candy factory.
(Pretend to eat candy.)Run
home. (Run in place.)
Open the door. Shut the door. (Pretend
to open and shut a door.)We went on a
bear hunt,
And we weren't afraid! (Put thumbs in chest as if boasting.)

**As a follow up let children make a story map of the song. Where did you start? Then where did you go....?
Give children a teddy graham to retell the story.**

Practical Part of the Training

Lesson 5: Step-by-step description of activities.

Teachers should prepare and present step-by-step description of the activities for each method applicable for teaching kids they learnt about during the theoretical part of the training.

In order for teachers to understand the task better, show them an example of the description of the activities. Choose any from the Lesson 4. Distribute a template, so that the layout of description would be the same for all teachers.

TEMPLATE:

Activity name:	
Number of players:	
Recommended Age:	
Supplies:	
How to play:	1. 2. 3. ...
Printable materials (if needed):	

Lesson 6: Lesson plans preparation.

Divide units among teachers. Each teacher should prepare a lesson plan on one of the lessons from that unit. The lesson plan should contain step-by-step description of how to conduct this lesson.

During the fifth lesson, teachers should present their work and share it with the colleagues.

By the end of the lesson all the teachers will have a ready-made annual manual with a collection of lesson plans.

In order for teachers to understand the task better, show them an example of the lesson plan. Distribute a template, so that the layout of the lesson plan would be the same for all teachers.

EXAMPLE:

Unit 1. Welcome to Uzbekistan!

Lesson 1. Hello!

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will be able to:	identify ways of greeting people of different age;	
	greet each other;	
	identify parts of the day.	
Vocabulary:	Hello! Hi! Good morning! Good afternoon! Good evening! How are you? I'm OK. I'm good. I'm so-so. Bye-bye!	+ I'm great! I'm glad to see you! Good-bye! Till tomorrow!
Method:	TPR, Audio-lingual, Doman's Method	
Equipment:	TV or laptop, flashcards, other visual aids.	

Procedure of the lesson:**I. Warm-up.*****Activity 1. Listen and repeat.***

Ask kids to make a circle, turn on a DVD with a song "Good morning! How are you?" to energize the kids. Sing and dance together.

II. Introduce the topic.

Explain new words orally highlighting the differences between parts of the day. Explain which words to use to greet elderly people and friends.

Activity 2. Listen and repeat.

Turn on a video with a cartoon related to the topic. Ask kids to repeat the words after the video.

Show gestures when explaining responses such as "OK, Good, So-so".

Activity 3. Hi or Good morning?

Ask a kid out, show a picture of a woman/boy/old man and ask "Hi or Good morning?" The kid should greet the person according to his/her age.

Activity 4. Role-play.

Ask two kids out, help them to imitate a situation when they meet friends.

They should say:

"- Hi!

-Hello!

-How are you?

-I'm OK!

-How are you?

-I'm good!"

Optional Activity 5. It is morning. Good morning!

Show a picture of a window where it is dark/sunny/bright outside. Kids should respond as you change the pictures: "It is evening. Good evening!"

III. Wrap-up.

Revise the topic again. Encourage active kids, reward them with a sticker. Give homework if needed.

□ -----

-----TEMPLATE:

Unit 1.

Lesson 1. Hello!

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will be able to:		
Vocabulary:		
Method:		
Equipment:		

Procedure of the lesson:

I. Warm-up.

Activity 1. _____

II. Introduce the topic.

Activity 2. _____

Activity 3. _____

Activity 4. _____

Optional Activity 5. _____

III. Wrap-up.

Lesson 7 and 8: Demo-lessons.

Now, teachers should present demo-lessons on the topics they received on the previous lesson. The presentation should be a real-like imitation of the lesson. The teacher should have a lesson plan, handouts, equipment and all the necessary materials for the class.

Other teachers will play a role of kids and participate in the class. After each presentation, ask the others for feedbacks and recommendations on how the presenter may improve the lesson conducted.

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Objectives: by the end of the lesson, kids will be able to:	identify ways of greeting people of different age;	
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Vocabulary:	Hello! Hi! Good morning! Good afternoon! Good evening! How are you? I'm OK. I'm good. I'm so-so. Bye-bye!	+ I'm great! I'm glad to see you! Good-bye! Till tomorrow!
Method:	TPR, Audio-lingual, Doman's Method, Natural Method	
Equipment:	TV or laptop, flashcards, colored paper, other visual aids.	

Procedure of the lesson:

I. Warm-up.

Activity 1. Listen and repeat.

Ask kids to make a circle, turn on a DVD with a song “Good morning! How are you?” to energize the kids. Sing and dance together.

II. Introduce the topic.

Explain new words orally highlighting the differences between parts of the day. Explain which words to use to greet elderly people and friends.

Activity 2. Listen and repeat.

Turn on a video with a cartoon related to the topic. Ask kids to repeat the words after the video. Show gestures when explaining responses such as “OK, Good, So-so”.

Activity 3. Hi or Good morning?

Ask a kid out, show a picture of a woman/boy/old man and ask “Hi or Good morning?” The kid should greet the person according to his/her age.

Activity 4. Role-play.

Ask two kids out, help them to imitate a situation when they meet friends. They should say: “- Hi!

- Hello!
- How are you?
- I'm OK!
- How are you?
- I'm good!"

Activity 5. It is morning. Good morning!

Show a picture of a house with a cutout instead of a window. Use a file pocket, put the house picture in the front and colored paper in the back, and take out colored paper one by one. The view in the window will change to dark/sunny/bright/etc. Kids should respond as you change the pictures: "It is evening. Good evening!"

III. Wrap-up.

Revise the topic again. Encourage active students, reward them with a sticker, candy, etc. Give homework if needed.

Lesson 2. My name is ...

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will be able to:	introduce themselves;	
	talk about their age;	
	talk about the place of origin;	
	count to six.	
Vocabulary:	What's your name? How old are you? Where are you from? My name is ... I'm seven. I'm a girl/boy. I'm from Bukhara. One, two, three, four, five, six.	+ Where do you live? Nice to meet you! I live in Uzbekistan. Seven, eight, nine, ten.
Method:	TPR, Audio-lingual, Doman's Method, Natural Method	
Equipment:	TV or laptop, flashcards, other visual aids.	

Procedure of the lesson:

I. Warm-up.

Activity 1. Listen and repeat.

Ask kids to make a circle, turn on a DVD with a song "Good morning! How are you?" to energize the kids. Sing and dance together.

Activity 2. It is morning. Good morning!

Remind the kids about the previous topic. Ask kids how they are doing today and help them to answer using gestures. Then, show a picture of a window where it is dark/sunny/bright outside. Kids should respond as you

change the pictures: “It is evening. Good evening!”

II. Introduce the topic.

Explain that today’s topic is the continuation of the previous one and today kids will learn how to introduce themselves. Introduce new words orally.

Activity 3. Puppet show.

Prepare two puppets, dolls or carton kids, and present a dialogue between them. Firstly, with the previously learnt conversation:

- “- Hi!
- Hello!
- How are you?
- I’m OK!
- How are you?
- I’m good!”

Then, add new sentences:

- “-What’s your name?
- My name is... I’m a boy. What’s your name?
- My name is... I’m a girl.”

Finally, ask some volunteers to try presenting the show. Don’t forget to help and prompt.

Activity 4. Listen and repeat.

Introduce numbers from 1 to 6. Show card with figures and name the numbers. Then, turn on a video with a cartoon related to the topic. Ask kids to stand up and repeat the words after the video and to show appropriate number of fingers as they count.

Activity 5. Jump on 2.

Place cards with numbers on the floor and ask a kid out. Command to jump on one of the number. Say “Jump on 2”, the kid should jump on the card presenting two, etc.

Optional Activity 6. I’m from Bukhara.

Ask kids about their city, how it is called. Then, explain that we call it Bukhara in English. Pronounce it slowly, so that kids could grasp the pronunciation. Teach them to tell where they are from: I’m from Bukhara/Kagan/etc.

III. Wrap-up.

Revise the topic again. Encourage active kids, reward them with a sticker. Give homework if needed.

Lesson 3. We say “Thank you”

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will be able to:	ask for an apology;	
	ask for something politely;	
	make and respond on commands;	
	count to ten.	
Vocabulary:	Thank you! I’m sorry! Please! Seven, eight, nine, ten. Sit down, please! Stand up, please!	+ Excuse me! You’re welcome! Eleven, twelve, thirteen, fourteen, eighteen, nineteen, twenty.
Method:	TPR, Audio-lingual, Doman’s Method	
Equipment:	TV or laptop, flashcards, other visual aids.	

Procedure of the lesson:**I. Warm-up.****Activity 1. Listen and repeat.**

Ask kids to make a circle, turn on a DVD with a song “Good morning! How are you?” to energize the kids. Sing and dance together.

II. Introduce the topic.

Talk about how much it is important to be polite with others. Ask the kids what kind of polite words they know in their native language. Introduce new words orally. Explain that one must always say “Thank you” when accepting something from someone and say “Please” when asking for something, etc.

Activity 2. Watch, listen and repeat.

Turn on a DVD with a song “Please and Thank you song”. Ask kids to repeat the words after the video.
Show appropriate gestures to help students build associations.

Activity 3. Count and show.

Introduce new numbers from seven to ten. Then, count from 1 to 10 together with kids. Fold your fingers when counting. Latter, show cards with objects different in numbers. Ask kids to count the objects and say the total amount of them.

Activity 4. Stand up vs. Stand up, please!

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Ask all the students to stand in a semicircle. Explain that now you will be playing a game. You will command to sit down and to stand up. But the kids should respond only if you say “please”.

Activity 5. Good morning, sit down, please!

Standing in the same line, in chains, kids should ask each other some questions from the previous lesson and a command from today’s lesson. You may start by asking the kid who stands the first in that line: *Good morning! How are you? Sit down, please.* Or *Good afternoon! What’s your name? Stand up, please!* etc.

III. Wrap-up.

Revise the topic again. Briefly recall all the new words. Encourage active kids, reward them with a sticker. Give homework if needed.

Lesson 4. Let’s play.

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will:	revise all the previous topic;	
	consolidate ways of greetings;	
	talking about their age;	
	talking about the place of origin;	
	being polite;	
	numbers from one to ten;	
Vocabulary:	Revision of the vocabulary from lessons 1, 2, 3	Revision of the vocabulary from lessons 1, 2, 3
Method:	TPR, Audio-lingual, Doman’s Method, Natural Method	
Equipment:	TV or laptop, flashcards, other visual aids.	

Procedure of the lesson:

I. Warm-up.

Activity 1. Listen and repeat.

Ask kids to make a circle, turn on a DVD with a song “Good morning! How are you?” to energize the kids. Sing and dance together.

II. Revision.

Activity 2. Watch and answer.

Remind the kids how we should greet older people and our friends. Use cards. Show them a picture of morning and wait for their response “Good morning!”, etc. Show a picture of a boy and wait for their response “Hi!”, etc.

Activity 3. Count and show.

Remind the numbers from one to ten. Then, count from 1 to 10 together with kids. Fold your fingers when counting. Latter, show cards with objects different in numbers. Ask kids to count the objects and say the total amount of them.

Activity 4. Let's talk!

Ask kids to make a circle. Ask three of them to stand in the middle and illustrate a dialogue: “- Hi!

- Hello!
- How are you?
- I'm OK! How are you?
- I'm good!”
- What's your name?
- My name is... I'm a boy. What's your name?
- My name is... I'm a girl. Where are you from?
- I'm from Bukhara.
- Thank you! Bye-bye!”

Ask several students in the same way. Don't forget to help and prompt.

Activity 5. Listen and repeat.

Turn on a DVD with a song “Please and Thank you song”. Ask kids to repeat the words after the video.

Show appropriate gestures to help students recall the associations.

Activity 6. Give it to me, please!

Ask the kids to make a circle again. Explain that now you will revise previous topic of politeness. Take a ball, kids who want to get the ball must say “Please!” and show appropriate gesture (folded hands). Throw the ball to any of them, the kid should catch and say “Thank you!”. Then it is his/her turn to throw a ball to the kid who says “Please”. Repeat the action several times.

III. Wrap-up.

Briefly recall all the words. Encourage kids who were active during the whole unit, reward them with a present. Give homework if needed.

Unit 2. I love my family

Lesson 1. Family members!

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will be able to:	name family members;	
	talk briefly about their family;	
	use adjectives small and big.	
Vocabulary:	A family, a father, a mother, a brother, a sister, a baby. I have a family. It's big/small. I have a brother/sister.	+ a grandfather, a grandmother, an uncle, an aunt. It consists of father, mother...
Method:	TPR, Audio-lingual, Doman's Method	
Equipment:	TV or laptop, flashcards, other visual aids.	

Procedure of the lesson:

I. Warm-up.

Activity 1. Listen and repeat.

Ask kids to make a circle, turn on a DVD with a song "Good morning! How are you?" to energize the kids. Sing and dance together.

Activity 2. Up and down.

Ask kids to stand in a line. Explain that now you will be playing the game from lesson 3 unit 1. You will command to sit down and to stand up. But the kids should respond only if you say "please". After some time, increase the speed and command faster. Those who make mistakes leave the game, and at the end, there should be a winner.

II. Introduce the topic.

Activity 3. Listen and repeat.

Ask students about their family. Ask how many members there are in their family and how they call each of them. Introduce the new words. Show cards with family members and pronounce the words clearly. Make students repeat after you.

Activity 4. Look and answer.

Now, show those cards and ask students in English "Who is this?", explain

the meaning of this question. Kids should answer your question one by one.

Activity 5. Watch, listen and sing.

Turn on a DVD with a song “Baby shark”. Ask kids to repeat the song after the video. Show appropriate gestures to help students built the associations with a particular family member. You can raise and fold your arms to show “a father” because he is strong, etc.

Activity 6. Small vs. Big.

Tell the kids that some families are big, and some are small. Translate these words into English. Then, ask them whether their family is big or small. They should respond in English: “It’s small/big”. Later, include another sentence “I have a family.” And add the previous sentence “I have a family. It’s big/small”.

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Optional Activity 7. Let’s talk.

Ask volunteers to stand up and tell the group about their family. Don’t forget to help the kid and prompt in parts where it is necessary. The kid should say: “My name is... I have a family. It’s small/big. I have a mother, father, sister/brother.”

III. Wrap-up.

Briefly recall all the words. Encourage kids who were active during the class, reward them with a present, mark or sticker. Give homework if needed.

Lesson 2. I have a friend.

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will be able to:	name family members;	
	talk briefly about their friends;	
	use personal and possessive pronouns.	
Vocabulary:	He/she, Her name is... She is a girl. She is six. His name is... He is a boy. He is eight.	+ She is/He is from Bukhara. He/she lives in Uzbekistan.
Method:	TPR, Audio-lingual, Doman’s Method	
Equipment:	TV or laptop, flashcards, other visual aids.	

Procedure of the lesson:

I. Warm-up.

Activity 1. Listen and repeat.

Ask kids to stand up, turn on a DVD with a song “Baby shark” to energize the kids. Sing and repeat the actions together.

II. Introduce the topic.

Activity 2. Who is this?

Revise the previous topic of Family members. Show cards and ask students in English “Who is this?”, remind the meaning of this question. Kids should answer your question one by one.

Activity 3. Puppet show.

Prepare puppets, dolls or carton-made figures of a boy and a girl. Ask kids about the gender of these dolls. Translate these words into English “a boy and a girl”. Tell them that these dolls are your friends (explain and translate this word) and you are going to introduce them to the class. You should act out: “Hello! My name is... This is my friend. She is a girl. She is five, her name is...” Do the same with the boy toy. Then, ask students to translate your speech. Ask what they understood. Later, explain the meaning of the words He/She, His/Her.

Activity 4. Let’s talk.

Now, ask volunteers to act out the puppet show as you did. Ask two kids out, give one doll to the first kid, and the other to the second kid. They must imagine that these dolls are their friends and introduce them to each other. They should say: “- Hello! This is my friend. She is a girl. She is five, her name is...

- Hi! This is my friend. He is a boy. He is five, his name is...”

Don’t forget to help the kid and prompt in parts where it is necessary.

Activity 5. Flying ball.

Ask students to make a circle. Explain that now you are going to play a game. One kid should throw a ball to another kid and tell the gender of that kid. So, if he or she throws the ball to a girl, they should say “a girl” and vice versa.

III. Wrap-up.

Briefly recall all the words. Encourage kids who were active during the class, reward them with a present, mark or sticker. Give homework if needed.

Lesson 3. Visiting my aunt.

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will be able to:	name family members;	
	talk briefly about their family and friends;	
	use adjectives old and young;	
	use personal and possessive pronouns.	
Vocabulary:	An uncle, an aunt, a cousin, old, young.	+ They are from Bukhara. They live in Uzbekistan.
Method:	Audio-lingual, Doman's Method, Project method	
Equipment:	TV or laptop, flashcards, thimbles, other visual aids.	

Procedure of the lesson:**I. Warm-up.****Activity 1. Listen and repeat.**

Ask kids to stand up, turn on a DVD with a song "Baby shark" to energize the kids. Sing and repeat the actions together.

Activity 2. Who is this?

Explain the students that you are going to point out at one of the kid, and they should tell something about him or her. For instance, point out at a girl, the kids should say: She is a girl, her name is... etc. Don't forget to help and prompt.

II. Introduce the topic.**Activity 3. Watch, listen and repeat.**

Explain that today you will add other family members, but first you should revise previous ones. Show cards with family members, repeat those you already know. Add new card with an uncle, an aunt, and a cousin. First, ask the kids to name these members in their native language, and then translate into them English. Recall them that an uncle is a man, so we should use *he* and *his* when talking about him, and that we should use *she* and *her* when talking about an aunt.

Activity 4. Watch, listen and repeat.

Turn on a DVD with a song "Finger Family". Prepare thimbles in advance and act out along with the cartoon. Sing and repeat the actions together with the kids.

Activity 5. Let's draw.

Now, tell the kids that you are going to make thimbles together. Prepare paper, colored pencils in advance. Show the kids how to make the thimbles. If you are out of time, live it for home task. During the process name all of the members in English.

III. Wrap-up.

Briefly recall all the words. Encourage kids who were active during the class, reward them with a present, mark or sticker. Give homework if needed.

Lesson 4. Let's play.

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will:	revise all family members;	
	talk briefly about their family and friends;	
	use adjectives big and small, old and young;	
	use personal and possessive pronouns.	
Vocabulary:	Revision of the vocabulary from lessons 1, 2, 3	Revision of the vocabulary from lessons 1, 2, 3
Method:	Audio-lingual, Doman's Method, TPR, Natural Method	
Equipment:	TV or laptop, flashcards, thimbles, other visual aids.	

Procedure of the lesson:

I. Warm-up.

Activity 1. Listen and repeat.

Ask kids to make a circle, turn on a DVD with a song "Good morning! How are you?" to energize the kids. Sing and dance together.

II. Revision.

Activity 2. Look and answer.

Show a picture of a window where it is dark/sunny/bright outside. Kids should respond as you change the pictures: "It is evening. Good evening!"

Activity 3. Watch, listen and repeat.

Turn on a DVD with a song "Finger Family". Ask kids to take their thimbles and put them on their fingers. Sing and repeat the actions together with the kids.

Activity 4. Family tree.

Prepare a poster with a family tree. Hang it on the blackboard. The places for members should be empty. Place cards with family members on the table. Ask a kid out and tell him or her to stick the card on the tree as they talk about their family. So, the kid must stick a card, illustrating father, and say “This is my father, his name is...” and so on.

Activity 5. Circle talk.

Ask to stand in a circle. Explain that you are going to play a game. One by one kids should introduce themselves; the next kid should introduce the previous kid and then him/herself. They should repeat the action in chains. For instance: “A: Hi, my name is Akmal.

B: Hello, his name is Akmal. He is a boy.

My name is Lola. C: Hi, her name is Lola.

She is a girl. My name is Ali.” They can

also throw a ball to each other when giving

turn

III. Wrap-up.

Briefly recall all the words. Encourage kids who were active during the whole unit, reward them with a present. Give homework if needed.

Unit 3. Colorful autumn

Lesson 1. Seasons.

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will be able to:	name seasons;	
	talk about colors;	
	use colors describing seasons.	
Vocabulary:	Winter, spring, summer, autumn, green, red, yellow, white, orange, blue.	+ Pink, purple, grey, black, brown.
Method:	TPR, Audio-lingual, Doman’s Method	
Equipment:	TV or laptop, flashcards, other visual aids.	

Procedure of the lesson:**I. Warm-up.**

Activity 1. Listen and repeat.

Ask kids to make a circle, turn on a DVD with a song “Good morning! How are you?” to energize the kids. Sing and dance together.

Activity 2. Look and answer.

Revise the previous topic of Family members. Show cards and ask students in English “Who is this?”, remind the meaning of this question. Kids should answer your question one by one.

II. Introduce the topic.

Activity 3. Listen and repeat.

Introduce the new topic. Ask students how many seasons they know. Let them name the seasons in their native language. Then, show pictures with seasons and translate these words into English. Make students repeat after you.

Activity 4. Listen and repeat.

Turn on a DVD with a song “Spring is green, summer is red”. Ask students to guess what the song was about. After you receive the answers, translate the song into the native language.

Repeat the words several times and turn on the song again. This time kids must sing together.

Activity 5. Play "Color Stand Up and Jump".

Give out all of the colored papers, 1 color per kid. Tell your students to sit down. Say a color (e.g. "red") and the students holding that color have to quickly stand up, jump and shout the color, and then sit down. Start off slowly and get faster and faster.

III. Wrap-up.

Briefly recall all the words. Encourage kids who were active during the class, reward them with a present, mark or sticker. Give homework if needed.

Lesson 2. Weather.

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will be able to:	name different weather conditions;	
	talk about the weather;	
	talk about seasons and weather.	
Vocabulary:	Hot, cold, sunny, windy, rainy, snowy. How's the weather? It's...	+ warm, cool, cloudy
Method:	TPR, Audio-lingual, Doman's Method	
Equipment:	TV or laptop, flashcards, other visual aids.	

Procedure of the lesson:**I. Warm-up.****Activity 1. Listen and repeat.**

Ask kids to make a circle, turn on a DVD with a song "Good morning! How are you?" to energize the kids. Sing and dance together.

II. Introduce the topic.**Activity 2. Look and answer.**

Ask kids questions related to the previous topic. Ask what season is now, and what color is this season. Ask students question about the weather, let them speak in mother tongue first. Now, introduce the new vocabulary. Translate and explain the meaning of the words "hot, cold, sunny, windy, rainy, snowy". Show flashcards and use gestures to help them built associations.

Activity 3. Watch, listen and repeat.

First, explain the meaning of the question "How's the weather?", and explain how to respond to it. Then, turn on a DVD with a song "How's the weather?" ask students to sing along.

Activity 4. Play "Touch the cards".

Before class prepare weather flashcard pictures for the vocab sunny, rainy, windy, cloudy, snowy, hot, cold. Stick them around the walls of your classroom. The teacher walks around the classroom touching the weather cards. As you touch each card do the song gesture while saying the vocab (e.g. it's sunny!). As you do this encourage your students to do the gestures and say the words with you. Next, get all your kids to stand up. Teacher

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shouts out a weather word (e.g. "It's rainy!") and kids have to run over to the correct picture, touch it and do the gesture. If you have a lot of students it is worthwhile having multiple pictures of each card placed around the walls of the room.

Activity 5. Do "Weather Match and Draw!" worksheet.

To finish off this section of the lesson, give out the worksheets. As your students are doing the worksheets, ask questions (e.g. "what is that?", etc.).

III. Wrap-up.

Briefly recall all the words. Encourage kids who were active during the class, reward them with a present, mark or sticker. Give homework if needed.

Lesson 3. It's a rainbow.

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will be able to:	name days of the week;	
	talk about the weather;	
	talk about seasons and weather.	
Vocabulary:	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.	+ There are 7 days in a week.
Method:	TPR, Audio-lingual, Doman's Method	
Equipment:	TV or laptop, flashcards, other visual aids.	

Procedure of the lesson:

I. Warm-up.

Activity 1. Listen and repeat.

Ask kids to make stand up, turn on a DVD with a song "How's the weather?" to energize the kids. Sing and dance together.

Activity 2. Look and answer.

Show kids flashcards from the previous lessons on seasons, colors, and weather. Ask kids to look at the pictures and say what they see.

II. Introduce the topic.

Activity 3. Look, listen and repeat.

Start off by looking at a calendar with everyone (an English one, if

possible). Have some fun with the calendar first: ask students to point at days such as New Year's Day and to point out their birthdays. Ask what day their birthdays are on this year and point to the day's row at the top of each month. Start to teach / elicit the English words for the days as you discuss their birthdays. Ask what day it is today.

Activity 4. Sing "The Days of the Week Song".

Put one set of day cards on the board in the correct order. Run through the gestures first. Then play the song and sing along doing the gestures. If this is the first time to sing the song, play it a second time.

Activity 5. Play "Touch the Colors on Posters".

If your classroom has lots of colorful posters on the walls, this is a great activity to do. Demonstrate by shouting out a color (e.g. "Red"). Run to a poster and touch anywhere that has a red color. Do the same for another color (e.g. "Blue"). Each time run to a new poster. Now have the students do the activity – shout out a color and have them all run around the classroom touching the colors on posters or other objects.

III. Wrap-up.

Briefly recall all the words. Encourage kids who were active during the class, reward them with a present, mark or sticker. Give homework if needed.

Lesson 4. Let's play.

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will:	revise seasons;	
	weather;	
	days of the week;	
	colors and numbers.	
Vocabulary:	Revision of the vocabulary from lessons 1, 2, 3	Revision of the vocabulary from lessons 1, 2, 3
Method:	Audio-lingual, Doman's Method, TPR	
Equipment:	TV or laptop, flashcards, other visual aids.	

Procedure of the lesson:

I. Warm-up.

Activity 1. Listen and repeat.

Ask kids to make a circle, turn on a DVD with a song “Good morning! How are you?” to energize the kids. Sing and dance together.

II. Revision.

Activity 2. Look and answer.

Show kids flashcards from the previous lessons on seasons, colors, weather, and weekdays. Ask kids to look at the pictures and say what they see.

Activity 3. Play "The Numbers Song".

Play the song. Get everyone to stand up and march along and do the actions. Make sure you do the actions with the kids so that they can follow you and copy what you are doing.

Lyrics for "The Numbers Song"

1 – 2 – 3 – 4 – 5 Jump!

6 – 7 – 8 – 9 – 10 Jump!

Turn around and clap your hands And jump!

1 – 2 – 3 – 4 – 5 Kick!

6 – 7 – 8 – 9 – 10 Kick!

Turn around and clap your hands And kick!

1 – 2 – 3 – 4 – 5 Wiggle!

6 – 7 – 8 – 9 – 10 Wiggle!

Turn around and clap your hands And wiggle!

1 – 2 – 3 – 4 – 5 Jump!

6 – 7 – 8 – 9 – 10 Kick!

Turn around and clap your hands And Jump!

Kick! Wiggle! And Jump!

Activity 4. Play "Seasons Word Association Draw".

Divide the class into teams (of 3 or 4 students). Give each team one pen and lots small pieces of colored paper (e.g. Team A has only red paper, Team B has only blue paper, etc.). This is very important as you will be giving scores to each team based on the amount of pictures they have drawn.

Next, put 4 boxes in the 4 corners of your classroom. Each box should be labelled with a season (e.g. one box will have "Spring" written on it, another "Summer", etc.).

Now model the activity: take one piece of paper and draw an ice cream. Elicit the word and then say "Where should I put this?" and gesture towards the 4 boxes. After receiving a reply for *summer*, go to the summer box and drop the paper in it. Next do the same for spring (a flower), autumn (a pumpkin) and winter (a woolly hat).

Finally drop a prize into each box (e.g. some candy or stickers, etc.) and explain that the team with the most (correct) pictures in each box will win the prize. Place a timer in view of everyone and set 5 minutes. Then say "Go!".

As each team has only one pen they will have to work together to come up with ideas and draw them. Then one player will have to rush to a box and drop the picture into it. Teams will probably find summer and winter easy but may need some prompting from you for spring and autumn. As they are drawing, walk around and ask questions (e.g. What is that?) and elicit / teach vocab.

When the timer goes off get everyone to stop. You are going to count the number of papers each team has in each box – but you are going to be really strict! Throw out any badly drawn pictures which you can't guess what they are and any pictures that are wrong or are not season specific. Elicit what each picture is when you hold it up. Count the scores and write them on the board.

Finally, give out the prizes to the teams with the most points.

Activity 5. Play Flashcard Concentration.

Put the class into groups of 4. Each group will need two sets of weather flashcards. Model the activity first by having everyone watch you play with one group: shuffle the cards and lay them out face down on the floor. Turn over two cards. If they are different, turn them back over – it is the end of your turn. If they are the same (e.g. two sunny cards) you keep the cards (remove them from the game) and have another go. At the end, all of the cards will have been removed. The player with the most cards is the winner.

Activity 6. Sing "The Days of the Week Song".

Put one set of day cards on the board in the correct order. Run through the gestures first. Then play the song and sing along doing the gestures. If this is the first time to sing the song, play it a second time.

III. Wrap-up.

Briefly recall all the words. Encourage kids who were active during the whole unit, reward them with a present. Give homework if needed.

Unit 4. Mother Nature

Lesson 1. Wild animals.

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will be able to:	name wild animals;	
	talk about animals;	
	use colors describing animals.	
Vocabulary:	An animal, wild, a wolf, a lion, a tiger, a monkey, a fox, a hare, a bear, a crocodile.	+ an elephant, a giraffe, a kangaroo, a panda, a hippo, a deer, birds.
Method:	TPR, Audio-lingual, Doman's Method	
Equipment:	TV or laptop, flashcards, other visual aids.	

Procedure of the lesson:

I. Warm-up.

Activity 1. Listen and repeat.

Ask kids to make a semicircle, turn on a DVD with a song “How’s the weather?” to energize the kids. Sing and dance together.

II. Introduce the topic.

Activity 2. Teach the wild animals vocabulary.

If you have plastic toys for the animals you can use them or you can use zoo animal flashcards. Before the class put the toys or flashcards in a bag. Bring out the bag and peer in – make surprised noises to get the full attention of your students. Slowly, inch by inch, pull out the animals – elicit /teach/chorus the animal name "e.g. What's this? It's a (lion). (Lion), (Lion), (Lion)". Then teach/chorus the animal noise (E.g. "What noise does a lion make?" "Roar!")

Activity 3. Watch, listen and repeat.

Turn on a DVD with a song “Beat Animal Sounds Song”. Repeat the words several times and turn on the song again. This time kids must sing together.

Activity 4. Play "Pass the animals".

Pass one of the animals or animal flashcards to the nearest student. As you

pass, say "(lion) (roar)". Have the students pass all the animals around the circle, all the while saying the animal name and noise.

Activity 5. Play "Animals Match-up Concentration".

You'll need two sets of zoo animals flashcards per group. Shuffle them and spread, face- down, on the floor or table. Turn over one card and then another. The object of the game is to find the same two cards – which wins you a point. If you turn over the same pair of cards (e.g. two tigers) you keep the cards and remove them from the game. If you turn over two different cards, turn them back over and the next player gets a turn. The game ends when all cards have been removed and the player with the most cards is the winner.

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III. Wrap-up.

Briefly recall all the words. Encourage kids who were active during the class, reward them with a present, mark or sticker. Give homework if needed.

Lesson 2. Domestic animals.

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will be able to:	name domestic animals;	
	talk about domestic animals;	
	differentiate animals' sounds.	
Vocabulary:	Domestic, a dog, a cat, a cow, a horse, a goat, a sheep, a pig	+ a donkey, a kitten, a puppy, a mouse.
Method:	TPR, Audio-lingual, Doman's Method	
Equipment:	TV or laptop, flashcards, other visual aids.	

Procedure of the lesson:

I. Warm-up.

Activity 1. Listen and repeat.

Ask kids to make a semicircle, turn on a DVD with a song "Two little monkeys" to energize the kids. Sing and dance together.

II. Introduce the topic.

Activity 2. "Put the animal on the flashcard".

Have animal toys sitting on their flashcards. Pick up each animal toy and throw it somewhere in the classroom. Call out different students to pick up an animal and place it back on the correct flashcard.

Activity 3. Introduce the vocab.

As you are playing, start saying the animal vocab and animal sounds. E.g. "This is a pig –oink, oink!". As you and your students play with the animals tell them the animal names and sounds in English.

Activity 4. Teach & practice the vocab.

After playing for a while collect all of the toys and put them away, keeping the cow, dog, sheep, horse and pig out. You'll also need the same farm animal flashcards. Put the flashcards on the floor. Hold up one of the plastic animals and chorus the vocab, as follows:

TEACHER: "COW, COW, COW" STUDENTS: "COW, COW, COW"
TEACHER: "AND A COW SAYS MOO. MOO, MOO,
MOO" STUDENTS: "MOO, MOO, MOO"

Then ask which flashcard (on the floor) is the cow. Encourage your kids to point or touch the correct flashcard. Then place the animal on its corresponding flashcard. Do the same for all of the animals.

Activity 5. Play "Flashcard touch" and "The missing flashcard" game.

Put the animal toys away. Keep the flashcards on the floor. Tell your students to sit around the flashcards on the floor (or on a table) and to put their hands up in the air. Say a flashcard (e.g. "pig") and students have to quickly touch the correct card. Play a few rounds. After that, tell your students to close and to cover their eyes. Turn over one of the cards. Say "Open your eyes". The students have to shout out the missing card.

III. Wrap-up.

Briefly recall all the words. Encourage kids who were active during the class, reward them with a present, mark or sticker. Give homework if needed.

Lesson 3. I have a pet.

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will be able to:	name domestic animals;	
	talk about their pets;	
	use adjectives describing size;	
	use singular and plural form of the words and verbs.	
Vocabulary:	Little, a pet, brown, black, grey, hamster, rabbit, goldfish, It is brown. It is a dog. It says woof/mew/ moo/oink. I like my cat. A goose, a duck, a hen	+ rooster. It says cock-a-doodle-doo. I don't like pigg.
Method:	TPR, Audio-lingual, Doman's Method	
Equipment:	TV or laptop, flashcards, other visual aids.	

Procedure of the lesson:**I. Warm-up.****Activity 1. Listen and repeat.**

Ask kids to make a semicircle, turn on a DVD with a song "How's the weather?" to energize the kids. Sing and dance together.

II. Introduce the topic.**Activity 2. Teach the vocabulary for pets.**

Before class, print off the flashcards for the animals (dog, cat, hamster, rabbit, goldfish, mouse, turtle, parrot).

Your students will probably already know some of the animal vocab (e.g. cat and dog), so rather than just holding up each picture you can play "Flashcard Reveal": take the first flashcard and place it behind the pack of the other cards, so it is hidden from view. Slowly push the flashcard up so that the picture is revealed, bit by bit, to the class.

Encourage everyone to shout out what they think it is until someone gets the right answer. It is ok if students shout out the word in their language if they don't know it – but make sure you teach the English word. Chorus each word three times and stick onto the board.

Once all of the cards are on the board, chorus them one more time. Then

point to one picture and elicit the word, then write it clearly under the card.

NOTE: BE SURE TO TEACH THE PLURAL FOR "MOUSE" → "MICE".

Activity 3. Teach the structures "Do you have (any) ..." and "I have ..."
(GB: "*Have you got (any) ...*" and "*I've got ...*")

If you have any photos of your pets (even from years ago) it would be fun to bring them to class – show the photos to the class and as you do use the structure "I have" (GB: *I've got*) to say what pets you have (e.g. "I have a pet dog" GB: "*I've got a pet dog*"). If not, no problem, we'll just use the flashcards instead.

Point to a card and then point to yourself. Say, "I have a pet (dog). His/ Her name is ..." (GB: "*I've got a pet (dog). His/ Her name is ...*"). Draw a picture on the board of a house, a stick person (you) and the pet (a dog). Point to the stuck person and say "This is me". Then point to the house and the animal and say "This is my house", "This is my pet dog, Momo" (for example). Maybe add a few of animals to the picture (e.g. a hamster, a parrot) to get the idea across. The point of this is to make clear that pets are animals we have at home (and not in the zoo, etc.).

Each time you add an animal to your picture, ask some students "Do you have pet (dog)?" (GB: "*Have you got a pet (dog)?*") and elicit "Yes, I do / No, I don't" (GB: "*Yes, I have / No, I haven't*"). If a student says yes, ask what their pet's name is. Depending on the level of your students, ask some other questions about their pets, such as if they are large or small, colors, etc.

Finally, pick out some students at random, choose an animal from the cards on the board, and ask them if they have that pet (e.g. "Do you have a pet mouse" GB: "*Have you got a pet mouse*"). The elephant is there for fun ... don't be surprised if students say they have one – but look at them disbelievingly!

Activity 4. Sing the "Do you have any Pets?" song (GB: "Have you got any Pets?" SONG) Get everyone to stand up. Make sure the flashcards are on the board in the order of the song, or alternatively, use the song poster. As the song is playing, have everyone march on the spot in time with the music and do the actions described below in the gestures section for the song. Play the song 2 or 3 times until everyone has got the hang of it.

Chorus:

Lyrics for the "Do you have any Pets?" song (US Version)

I HAVE 3 HAMSTERS (3 HAMSTERS!)
DO YOU, DO YOU, DO YOU DO YOU HAVE ANY PETS?
DO YOU, DO YOU, DO YOU DO YOU HAVE ANY PETS?
YES! YES!

Verse 1:

I HAVE A DOG (A DOG!) I HAVE 2 CATS (2 CATS!)
I HAVE 4 RABBITS (4 RABBITS!)
I HAVE 5 GOLDFISH (5 GOLDFISH!)

Chorus Verse 2:

I HAVE 6 MICE (6 MICE!)
I HAVE 7 TURTLES (7 TURTLES!)
I HAVE 8 PARROTS (8 PARROTS!)
I HAVE 9 HORSES (9 HORSES!)
I HAVE 10 ELEPHANTS! (10 ELEPHANTS! NO WAY!)

Chorus

III. Wrap-up.

Verse 3:

I HAVE A DOG 2 CATS
3 HAMSTERS 4 RABBITS
5 GOLDFISH 6 MICE
7 TURTLES 8 PARROTS
9 HORSES AND 10 ELEPHANTS! NO WAY

Briefly recall all the words. Encourage kids who were active during the class, reward them with a present, mark or sticker. Give homework if needed.

Lesson 4. Let's go to the zoo.

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will:	revise domestic and wild animals;	
	numbers and colors;	
	pets;	
	talk about zoo.	
Vocabulary:	Zoo, an eagle, a peacock, a swallow. I can see a bear.	+ Sparrow, owl, parrot.
Method:	Audio-lingual, Doman's Method, TPR, Projects method	
Equipment:	TV or laptop, flashcards, other visual aids.	

Procedure of the lesson:

I. Warm-up.

Activity 1. Listen and repeat.

Ask kids to make a circle, turn on a DVD with a song "Good morning! How are you?" to energize the kids. Sing and dance together.

II. Revision.

Activity 2. Look and answer.

Ask kids questions related to the previous topic. Show cards and ask students in English "Who is this?", remind the meaning of this question. Kids should answer your question one by one.

Activity 3. Play "Animal Actions"

In this game students will practice the key structures and vocab.

If you have a large group (more than 10 students): invite 10 students to come to the front of the class and stand in a line facing the rest of the class. Give each of them one of the flashcards but don't let anyone see what the picture is. They can each look at their own picture but mustn't show it to anyone else. The teacher starts by saying to the first kid "Do you have any pets?" (GB:

"Have you got any pets?"). Encourage the students to say "Yes, I do" (GB: "Yes, I have") and then to do the action of the animal on his/her card (e.g. a cat meowing, and licking its paw, etc.). Then say "Do you have a cat?" (GB: "Have you got a cat?"). If correct, the students holds up the picture so everyone can see and says "Yes, I do" (GB: "Yes, I have"). Then invite members of the audience to ask the other kids and guess what animal they

have, using the correct structures. It is great fun to see the animal impersonations and to guess what it is!

Activity 4. Do "Zoo Animals Play-doh"

You'll need different colored play-doh. Sit down the students in groups and show them how to make simple models of animals. Let everyone make the animals that they want and as they are doing so circulate and ask lots of questions (e.g. What's that? Is it a lion? What noise does a lion make? etc.).

Activity 5. Sing the "Let's Go to the Zoo" song.

Before the song, run through the actions in the correct order of the song. It will help to have the flashcards in order on the board or use our song sheet. Play the song and have everyone doing the actions as they sing along.

Lyrics for the "Let's Go to the Zoo" song

CHORUS:

ZOO, ZOO,
LET'S GO TO THE ZOO,
WHAT WILL WE SEE AT THE ZOO?

ZOO, ZOO,
LET'S GO TO THE ZOO,
WHAT WILL WE SEE AT THE ZOO?

Verse 1:

LION, WE WILL SEE A LION, ELEPHANT, WE WILL SEE AN
ELEPHANT,
MONKEY, WE WILL SEE A MONKEY, LET'S GO TO THE ZOO!

Chorus Verse 2:

TIGER, WE WILL SEE A TIGER, SNAKE, WE WILL SEE A SNAKE,
BIRDS, WE WILL SEE SOME BIRDS, LET'S GO TO THE ZOO!

III. Wrap-up.

Briefly recall all the words. Encourage kids who were active during the whole unit, reward them with a present. Give homework if needed.

Unit 5. Rich Uzbekistan

Lesson 1. Yummy fruits.

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will be able to:	name different fruits;	
	talk about preferences;	
	use colors describing fruits.	
Vocabulary:	Fruits, a pear, a cherry, an apple, an apricot, an orange, grapes, a banana, a strawberry I like <u>apples</u> . Monkey likes banana.	+ a plum, a peach, a lemon, a pineapple, a melon, a watermelon. I don't like oranges. Parrot likes grapes.
Method:	TPR, Audio-lingual, Doman's Method	
Equipment:	TV or laptop, flashcards, other visual aids.	

Procedure of the lesson:

I. Warm-up.

Activity 1. Listen and repeat.

Ask kids to make a semicircle, turn on a DVD with a song "Good morning! How are you?" to energize the kids. Sing and dance together.

II. Introduce the topic.

Activity 2. Teach the fruit vocab.

If you can, get small plastic fruit. Put the fruit into a small box before the class. Now take out the box and shake it – the rattling sound will instantly alert your students. Open the box and pull out a fruit. Ask "What's this?" Elicit / Teach the name and chorus x3. Now mime biting the fruit and chewing, and then say "Yummy!". Then hold the fruit in front of each students to let them take an imaginary bite. Encourage them to say "yummy!" or even "yuk!". Repeat with the other fruit.

Activity 3. Play "Fruit Rope Jump" game.

Take a length of rope, and lay it across the floor at one end of the classroom. On one side place the 8 plastic fruit and the box. Have your students line up on the other side of the rope. Model: "(Your name), put the (apple) in the box". Run up to the rope, jump over the rope (say "Jump!")

select the correct fruit and put it in the box. Now instruct each student to do the activity.

Variations on the "Fruit Rope Jump" game: for older students you can have two kids holding the rope up whilst the other students jump over. Each time rise the height of the rope a little bit to make it increasingly difficult. Also, you can have limbo rounds where students have to limbo under the rope.

Activity 4. Teach structures "What fruit do you like?" and "I like ~"

Sit everyone down to watch you. Take out the plastic fruits. Take one and say "Yummy! I like (apples)!". Put it to your right side. Take another fruit and do the same. Next, take a fruit and say "Yuk! I don't like (melons)". Put it to your left. Keep going with the rest of the fruit until you have some fruit (likes) on your right and some (dislikes) on your left. Put the fruit you like in front of you and say "I like apples, grapes, pineapples ... etc.). Then ask a students "What fruit do you like?". Encourage him/her to say "I like ..." and list the fruit he/she likes. Go around the class asking each student the question.

Activity 5. Sing the "What Fruit do you Like?" song.

For the first time you play the song, have everyone sit down and watch you. Stand in the middle of the room and sing / clap along to the song. Once the song reaches the fruit vocab, point the A4 pictures on the wall for each fruit as it is sung. Next, get everyone to stand up and sing along, pointing the pictures. You can also stick our song poster on the board to help.

LYRICS FOR "WHAT FRUIT DO YOU LIKE?"

Verse 1:

What fruit do you like? What fruit do you like?

I like apples, bananas, oranges, grapes, I like them very much.

I like apples, bananas, oranges, grapes, I like them very much.

Verse 2:

What fruit do you like to eat? What fruit do you like to eat?

I like melons, pineapples, lemons, strawberries,
I like them very much.

I like melons, pineapples, lemons, strawberries,
I like them very much.

Optional Activity 6. Play "Fruit Salad".

This activity ties in perfectly with the fruit your students have been learning - it's a fun activity that will help your students to internalize the key fruit vocabulary. Before class, download and print off the flashcards for "Fruit Salad". As you go through each card, point to the pictures and let your students shout out what fruit they see, for example:

Teacher: What fruit is this? (Pointing at the green apple on page) Students: It's an apple!

Teacher: Yes, that's right! And what color is it? Students: Green!

Teacher: Right! Good job!

Get the students really involved in the activity by asking lots of questions (e.g. eliciting the fruit and their colors) and try to get everyone shouting out the frame.

III. Wrap-up.

Briefly recall all the words. Encourage kids who were active during the class, reward them with a present, mark or sticker. Give homework if needed.

Lesson 2. Healthy vegetables.

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will be able to:	name different vegetables;	
	talk about preferences	
	use colors describing vegetables.	
Vocabulary:	Healthy, vegetables, a carrot, a cucumber, a tomato, an onion, a potato, a pepper. Cucumber is yummy. Hare eats carrot.	+ a radish, a cabbage, a pumpkin, an egg-plant, a garlic, a corn. Garlic is yucky.
Method:	TPR, Audio-lingual, Doman's Method	
Equipment:	TV or laptop, flashcards, other visual aids.	

Procedure of the lesson:

I. Warm-up.

Activity 1. Listen and repeat.

Ask kids to make a semicircle, turn on a DVD with a song "What Fruit do you Like?" to energize the kids. Sing and dance together.

II. Introduce the topic.**Activity 2. Play "Find the Vegetables".**

If possible, before class buy one of each of the following vegetables (and other kinds if you like): a carrot, a potato, a cabbage, an onion, a pumpkin (on the cob if possible). If you can't bring vegetables into class, other options are: plastic vegetables, vegetable flashcards, vegetable photos cut out of magazines. Also, bring in a basket for the vegetables.

Before your students enter your classroom hide the vegetables all around the room – in draws, behind books, under things, etc. Once you are ready to begin the main part of your lesson, have everyone sit down and say to your students "Let's look for some vegetables!".

Then stand up and demonstrate that you are searching for something. Find one of the vegetables (e.g. under a cushion) and show your thrill in doing so. Take it over to the basket and drop it in saying "Put it in the basket". Then get everyone to hunt around the room until all of the vegetables have been found and placed in the basket.

Activity 3. Teach vegetable vocabulary.

Hold up the first vegetable and chorus the word three times (e.g. "carrot, carrot, carrot"). Then pass the vegetable around the class, each student saying the name as they pass it. Do this for all of the vegetables.

Activity 4. Play "The Missing Vegetable".

Line all the vegetables up on a desk. Say "Close your eyes" and get everyone to cover and close their eyes. Take away one of the vegetables and hide it behind your back – everyone must open their eyes and shout out the missing vegetable. Play this until all of the vegetable vocabulary has been practiced.

Activity 5. Play "Blindfold Touch".

Keep the vegetables lined up on the desk. Take out a blindfold and model the activity – put on the blindfold then touch and feel one of the vegetables. Look confused and say the wrong word (e.g. touch a cabbage and say "Is it a carrot?"). Get the students to help you until you guess correctly. Then

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blindfold one student, turn him/her around 3 times and help him/her to go to the desk and touch/feel one vegetable and say what it is. Give all of the students a go.

Optional Activity 6. Play "Let's make Vegetable Soup".

To finish off the lesson make some imaginary vegetable soup. You need a large cooking pot, ladle and some plastic/paper bowls and spoons.

Say "I'm hungry. Let's make some soup!" (while rubbing your empty stomach). Take out the large pot and say "Let's cook vegetable soup! We need some vegetables". Model by taking one of your vegetable cut-outs from your craft basket – say "Yummy, I like (radish)" and put it into the pot and stir. Then say, "Hmm. We need some more vegetables". Invite each student to take some of their vegetables from their craft basket and put into the pot, saying "Yummy, I like ~". Keep stirring – you can also invite students to give the soup a stir.

Finally, say "The soup is ready!". Get everyone to hold out their bowls and ladle in some imaginary soup. If some students refuse, this is fine – try and get them to say "I don't like vegetable soup". Then say "Let's eat!". Make lots of slurping noises and say things like "Yummy!" and "Delicious!" and encourage everyone else to do the same. You can even offer seconds! Finish off by getting everyone to retrieve their vegetable cut-outs from the pot and put back into their baskets.

III. Wrap-up.

Briefly recall all the words. Encourage kids who were active during the class, reward them with a present, mark or sticker. Give homework if needed.

Lesson 3. What's on the menu today?

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will be able to:	name different food;	
	talk about preferences;	
	talk about hunger.	
Vocabulary:	Bread, biscuit, cake, a pie, cheese, soup, eggs, ice cream, jam. I'm hungry. I would like an ice cream.	+ porridge, sausage. I don't like cheese. My father doesn't like pie.
Method:	TPR, Audio-lingual, Doman's Method	
Equipment:	TV or laptop, flashcards, other visual aids.	

Procedure of the lesson:

I. Warm-up.**Activity 1. Listen and repeat.**

Ask kids to make a semicircle, turn on a DVD with a song "Yummy yummy in my tummy!" to energize the kids. Sing and dance together.

II. Introduce the topic.**Activity 2. Play "Color Corners".**

Go to a room and label each corner with a different color of construction paper. Close your eyes and invite your preschooler to choose a corner. Call out a color and if your preschooler is there you win! Challenge your preschooler to think of food items that are the same color as the construction paper in that corner. Trade places and play again.

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Activity 3. Teach the food vocab.

Using these food flashcards practice the key words by showing the flashcards and asking students to repeat after you. Then, ask students to try to say the words on their own. Once students have practiced enough, drill some more with the key expressions.

Activity 4. Sing "Are You Hungry?" by Super Simple Songs.

Ask kids to make a stand up, turn on a DVD with a song "Are You Hungry?" by Super Simple Songs to energize the kids and revise previous vocab. Sing and dance together.

Are You Hungry?

Are you hungry? Yes, I am.

Are you hungry? Yes, I am.

Mmm...a banana!

Yum, yum, yum, yum, yum, yum, yum, yum, yum!

Are you hungry? Yes, I am.

Are you hungry? Yes, I am.

Mmm...an apple!

Yum, yum, yum, yum, yum, yum, yum, yum, yum!

Are you hungry?

Activity 5. Play "What's on menu?"

To play this game, simply stick pictures of food shades on the board. There can be as many pictures of food vocabulary hidden behind colored shapes as

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you wish. Tell the students that you are going to find out what's on menu today in a popular local restaurant. Students must try to guess what the food is by looking at the shades using the lesson's target language. When students name the food correctly, turn the picture of detailed illustration of the meal.

III. Wrap-up.

Briefly recall all the words. Encourage kids who were active during the class, reward them with a present, mark or sticker. Give homework if needed.

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Lesson 4. Let's go shopping!

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will:	revise fruits, vegetables, food;	
	numbers and colors;	
	phrases about preferences and states;	
	Learn and talk about liquid.	
Vocabulary:	Water, juice, tea, milk, coffee, drink, unhealthy. I'm thirsty.	Revision.
Method:	Audio-lingual, Doman's Method, TPR, Projects method	
Equipment:	TV or laptop, flashcards, other visual aids.	

Procedure of the lesson:

I. Warm-up.

Activity 1. Listen and repeat.

Ask kids to make a circle, turn on a DVD with a song "Are You Hungry?" to energize the kids. Sing and dance together.

II. Revision.

Activity 2. Look and answer.

Ask kids questions related to the previous topic. Show cards and ask students in English "What is this?", "What fruit is this?", "Is this vegetable?" etc. Explain the meaning of the questions.

Kids should answer your question one by one or in chorus.

Activity 3. Teach the liquid vocab.

Using these flashcards practice the key words by showing the flashcards and asking students to repeat after you. Then, ask students to try to say the words on their own. Once students have practiced enough, drill some more with the key expressions such as "I'm thirsty", "I would like some (water)".

Activity 4. Play “Weekly Menu”.

Invite your preschooler to help write the week’s menu together. Encourage detailed pictures for each word on the menu. Once the menu is completed, bring the list with you to the grocery store and check off the items that you purchase. Allow your preschooler to be “in charge” of grocery shopping and tell you what items need to be put in the cart.

Activity 5. Play “Healthy vs. unhealthy”.

This is great way to teach about “sometimes foods” and “always foods.” Cut out foods from newspaper ads or magazines and create a list of always foods (healthy) and sometimes foods (unhealthy). Start by folding a piece of construction paper in half lengthwise, and then label one column “Healthy Foods.” Add a smiley face. Label the second column “unhealthy” and add a flat face (two eyes and a straight line for a mouth). Then sort the pictures cut from the newspaper ads.

III. Wrap-up.

Briefly recall all the words. Encourage kids who were active during the whole unit, reward them with a present. Give homework if needed.

Unit 6. We are strong!***Lesson 1. What’s on your head?***

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will be able to:	name different parts of the head;	
	describe someone’s appearance;	
	use colors describing hair and eyes.	
Vocabulary:	Body, a head, a hair, eyes, ears, a nose, a mouth, teeth. I black eyes. She has blue eyes.	+ forehead, eyebrow, neck, long, short.
Method:	TPR, Audio-lingual, Doman’s Method	
Equipment:	TV or laptop, flashcards, other visual aids.	

Procedure of the lesson:**I. Warm-up.**

Activity 1. Listen and repeat.

Ask kids to make a semicircle, turn on a DVD with a song “Good morning! How are you?” to energize the kids. Sing and dance together.

II. Introduce the topic.

Activity 2. Teach the head parts vocab.

Prepare flashcards of the parts of the body used in the song. Slowly reveal each card and have your students touch their part of the body (so, when you show the "head" flashcard get everyone to touch their heads). Chorus each word three times and then ask your students to individually say each word.

Activity 3. Sing the "Head, Shoulders, Knees & Toes" song.

Everyone stand up. As the song plays the teacher sings and does all the actions, touching each part of his/her body with two hands in time with the song. Make sure your students are following along. It's easy and fun so your students will love doing this. Each verse gets faster so by the last verse it will be frantic but great fun.

LYRICS FOR "HEAD, SHOULDERS, KNEES & TOES"

(EACH VERSE GETS FASTER AND FASTER)

Verse 1:

HEAD, SHOULDERS, KNEES AND TOES,
HEAD, SHOULDERS, KNEES AND TOES,
EYES AND EARS AND MOUTH AND NOSE,
HEAD, SHOULDERS, KNEES AND TOES.

Verse 2:

HEAD, SHOULDERS, KNEES AND TOES,
HEAD, SHOULDERS, KNEES AND TOES,
EYES AND EARS AND MOUTH AND NOSE,
HEAD, SHOULDERS, KNEES AND TOES.

Verse 3:

HEAD, SHOULDERS, KNEES AND TOES,
HEAD, SHOULDERS, KNEES AND TOES,
EYES AND EARS AND MOUTH AND NOSE,
HEAD, SHOULDERS, KNEES AND TOES.

Activity 4. Play "Teacher Says".

This is the game "Simon Says" but using the word "teacher", or your name, instead. Go straight into the game (no explanations necessary) by saying "Teacher says touch your (eye)". Do the action and make sure everyone else

follows along. Do a few more "touch your eyes, touch your toes", etc. Then at some point give a command without the "Teacher says" part (e.g. "Touch your mouth"). First time round, everyone will touch their mouth, so make it very clear that they shouldn't do this when you don't say "Teacher says". After a while your students will get the hang of it. Play the game faster and faster. When a student makes a mistake they have to sit the rest of the game out. The last student standing is the winner.

Activity 5. Play "She has black hair".

Remind kids the structure "She/he has...", "I have...". Encourage them to use it in this lesson. Make them first describe themselves, e.g. "I have blue eyes". Then, pick two students and ask them to describe each other, e.g. "She has brown hair", etc. You can add adjectives "long/short" as well.

Optional Activity 6. Play "Back to back".

As a last consolidating activity, you can play "Back to back". Ask students to stand back to back to each other, so that they will not be able to see each other's gestures. Now, command to show their parts of the head. This way a teacher can notice students who couldn't remember the words and help them to correct their mistake.

III. Wrap-up.

Briefly recall all the words. Encourage kids who were active during the class, reward them with a present, mark or sticker. Give homework if needed.

Lesson 2. Our body.

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will be able to:	name different parts of the body;	
	describe someone's appearance;	
	use numbers talking about parts of the body.	
Vocabulary:	Shoulders, a hand, a foot, a knee, fingers, toes. I have ten fingers and ten toes.	+ an arm, a leg, mirror
Method:	TPR, Audio-lingual, Doman's Method	
Equipment:	TV or laptop, flashcards, other visual aids.	

Procedure of the lesson:

I. Warm-up.

Activity 1. Listen and repeat.

Ask kids to make a semicircle, turn on a DVD with a song “Head, Shoulders, Knees & Toes” to energize the kids. Sing and dance together.

II. Introduce the topic.

Activity 2. Teach the body parts vocab.

Prepare flashcards of the parts of the body used in the song. Slowly reveal each card and have your students touch their part of the body (so, when you show the "foot" flashcard get everyone to touch their heads). Chorus each word three times and then ask your students to individually say each word.

Activity 3. Play "Flashcard Exercises".

Get everyone sitting on the floor and facing the front of the class. Give out body flashcards so that each student has at least one card (even better is for each student to have two cards). Shout out a random flashcard word (e.g. "ears") with an action (e.g. "ears - hands up!"). All students with the ears flashcards have to do that action. Continue with other words and different actions (e.g. jump up and down, run on the spot, turn around, stand up / sit down, wiggle, touch your toes, etc.).

Activity 4. Sing the "This is me! – Body parts song".

Ask kids to make a semicircle, turn on a DVD with a song “This is me! – Body parts song” to energize the kids and consolidate the vocabulary. Sing and dance together.

LYRICS FOR This is Me! (Slow)

Head, eyes, nose Mouth, ears, chin Arms, hands, fingers
Legs, feet, toes This...is...ME! Here we GO!

My head, my eyes, my nose
This is ME! My mouth, my ears, my chin
This is ME!

This is ME! This is ME! This...is...ME!

Arms, hands, fingers
Legs, feet, toes

My arms, my hands, my fingers Count with me!
(clap!) 1,2,3,4,5,6,7,8,9,10!

My legs, my feet, my toes

Count with me! (stomp!) 1,2,3,4,5,6,7,8,9,10!

This...is...ME! Here we GO!

Activity 5. Read classroom reader "The Monster Family".

Before class, create and print off the story "The Monster Family" with illustrations. As you go through each page, point to the pictures, elicit each key body word, and have your students touch their part of the body as shown in the picture, for example:

TEACHER: WHAT'S THIS?

(POINTING AT HEAD)

STUDENTS: HEAD!

TEACHER: YES, A BIG HEAD! EVERYONE, TOUCH YOUR HEAD (TOUCHING HEAD).

STUDENTS: (TOUCHING HEADS) HEAD!

TEACHER: WHAT COLOR IS HIS HEAD?

STUDENTS: PURPLE!

TEACHER: RIGHT! (READING) HELLO. MY NAME IS LITTLE MONSTER. I HAVE A BIG HEAD.

ETC.

Get the students really involved in the story by asking lots of questions (e.g. eliciting colors) and getting them to touch and say the parts of the body in the story.

After reading the story, give out a reader worksheet to each student and have everyone match the monsters to the parts of their bodies. Then, go through the answers.

III. Wrap-up.

Briefly recall all the words. Encourage kids who were active during the class, reward them with a present, mark or sticker. Give homework if needed.

Lesson 3. Let's get dressed.

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will be able to:	name different pieces of clothes;	
	use adjectives long and short;	
	use numbers and colors talking about clothes.	
Vocabulary:	A t-shirt, shorts, a hat, a cap, a dress, shoes. Long, short. I have long blue dress.	+ trousers, suit, shirt, jacket, coat
Method:	TPR, Audio-lingual, Doman's Method	
Equipment:	TV or laptop, flashcards, other visual aids.	

Procedure of the lesson:

I. Warm-up.

Activity 1. Listen and repeat.

Ask kids to make a semicircle, turn on a DVD with a song “Good morning! How are you?” to energize the kids. Sing and dance together.

II. Introduce the topic.

Activity 2. Prepare as many old (adult-sized) clothes as possible.

Before class you need to collect as many old (adult size) clothes as you can. Have at least the following: shirt, pants/trousers, socks, jacket, shoes, hat – however, other clothes will be useful as well, such as skirt, dress, coat, jeans, shorts, blouse, sweater, neck tie, t-shirt, vest. If you can't get enough, ask parents to bring in some old clothes for the lesson. The clothes need to be adult size as the students are going to put them over their own clothes – having such big clothes actually makes the activity more fun!

Activity 3. Introduce the clothes vocab.

No doubt the large pile of clothes in the classroom will have attracted a great amount of attention, so you'll have little difficulty in introducing the topic!

Settle the class down and get everyone to sit down. Ask for a volunteer and have him/her stand at the front of the class with you. Tell the class the volunteer is going to get dressed up – with as many different types of clothes as possible! Pull out the first clothing item (e.g. a t-shirt). Elicit / teach and chorus the word for the item. Then help your volunteer to put it on. Only put on each item of clothing when you are satisfied that everyone has chorused the word correctly. Then move onto the next clothing item. As you select each item think about the order – you'll want your volunteer to

be putting the jacket, shoes and hat on last. Keep adding clothes until your volunteer is really well dressed up.

Activity 4. Practice the clothing vocab with flashcards.

Help the volunteer undress and then get everyone to look at the board. Make sure you have the same clothing flashcards as the old clothes you are using. Stick the first flashcard on the board and elicit the vocab and write the word clearly below it. Do the same for all of the other flashcards. Next tell everyone to close their eyes and remove one of the flashcards from the board. Now shout "Open your eyes" – everyone must shout out the missing flashcard. Play this until all the flashcards have been elicited.

Activity 5. Play "Team Racing".

Divide the class into 2 teams. Line up the 2 teams at one end of the classroom with the old clothes on the floor at the other end. You will shout out an instruction (e.g. "Put on some socks!") and one member from each team will race against the other to the pile of clothes, put on the clothing item and run back to their team. The person who gets back first wins a point for his/her team. At the end, the team with the most points is the winner.

Activity 6. Sing "Let's Get Dressed".

Prepare everyone for the song first. Make sure the following clothes are on the floor: shirt, pants/trousers, socks, jacket, shoes, hat. If you have enough for everyone to get dressed at the same time you can do the song with everyone participating with the actions. If not, have a few students do the song actions while everyone else sings along (the words are simple) – you can give everyone a go by playing the song a few times.

The song is also an active listening exercise. Students will have to listen for the clothing item and then put it on. Pile the clothes in a big heap and start the song. As the first clothing item is mentioned (shirt) the students have to scramble in the pile of clothes to find a shirt and put it on before the next item of clothing is mentioned. As the song is played the students put on all the clothes until they are fully dressed. Then finish the game by getting the students to race in taking off their adult-sized clothes – the first to remove them is the winner!

LYRICS FOR "LET'S GET DRESSED"

It's time to go to school let's get dressed!
Put on your shirt, put on your shirt, quick, get ready, put on your shirt.
Put on your *pants, put on your *pants, quick, get ready, put on your *pants.

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Put on your socks, put on your socks, quick, get ready, put on your socks. Put on your jacket, put on your jacket quick, get ready, put on your jacket. Put on your shoes, put on your shoes, quick, get ready, put on your shoes.

Put on your hat, put on your hat, quick, get ready, put on your hat.

III. Wrap-up.

It's time to go to school, it's time to go to school, quick, get ready, let's get dressed!

Briefly recall all the words. Encourage kids who were active during the class, reward them with a present, mark or sticker. Give homework if needed.

Lesson 4. Let's play!

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will:	revise body parts;	
	clothes;	
	numbers and colors;	
Vocabulary:	Revision.	Revision.
Method:	Audio-lingual, Doman's Method, TPR, Projects method	
Equipment:	TV or laptop, flashcards, other visual aids.	

Procedure of the lesson:

I. Warm-up.

Activity 1. Listen and repeat.

Ask kids to make a circle, turn on a DVD with a song "Are You Hungry?" to energize the kids. Sing and dance together.

II. Revision.

Activity 2. Play "Body Flashcards Fun"

Before class print off the body parts flashcards. Start by quickly showing each card and having students shout out the answers. For any vocab students are unfamiliar with, chorus the word 3 times. Next, deal out the cards to students in the class - for large classes you may need duplicates of

the cards to make sure everyone has one; for smaller classes, deal out all of the cards - it is fine if students have 2 or more cards each. Shout out a vocab word and an exercise or action, such as "Eyes - jump 5 times!" - students holding the "eyes" flashcard must do the action. Other actions can include: run around the classroom, star jump 5 times, sing a song, turn around 5 times, stand on 1 leg, hop, etc.

Activity 3. Play "Body Touch Race"

Put students in pairs - you are going to say body vocab and students are going to race to be the first to touch that part on their partner's body. For example, Teacher says, "Touch your partner's arm!" and each pair must try to touch their partners arm before getting their arm touched. It is great fun and quite frantic - in order to work well, make sure the following rules are explained first: no slapping or hitting - only soft touches are allowed, students cannot move more than one step away from each other, teacher: do not include "eyes" in this game or you may end up with injuries!!

Activity 4. Sing "Head, Shoulders, Knees & Toes" song

Your students should have sung this song lots of times by now, so this is a bit of quick fun. Get everyone standing in a line and touching their bodies as they sing along.

LYRICS FOR "HEAD, SHOULDERS, KNEES & TOES"

(EACH VERSE GETS FASTER AND FASTER)

Verse 1:

HEAD, SHOULDERS, KNEES AND TOES,
HEAD, SHOULDERS, KNEES AND TOES,
EYES AND EARS AND MOUTH AND NOSE,
HEAD, SHOULDERS, KNEES AND TOES.

Verse 2:

HEAD, SHOULDERS, KNEES AND TOES,
HEAD, SHOULDERS, KNEES AND TOES,
EYES AND EARS AND MOUTH AND NOSE,
HEAD, SHOULDERS, KNEES AND TOES.

Verse 3:

HEAD, SHOULDERS, KNEES AND TOES,
HEAD, SHOULDERS, KNEES AND TOES,
EYES AND EARS AND MOUTH AND NOSE,
HEAD, SHOULDERS, KNEES AND TOES.

Activity 5. Do cut and paste craft sheets

Cut out flashcards of the clothes before class so kids only need to color and glue the clothes onto the poster with bodies. You can do this craft as an active listening exercise but giving instructions on which clothes to cut out and what colors they should be: e.g. "First cut out the socks, color them blue and glue them on the boy". So that everyone has to listen and cut out/color the correct items.

III. Wrap-up.

Briefly recall all the words. Encourage kids who were active during the whole unit, reward them with a present. Give homework if needed.

Unit 7. Bukhara is my home!

Lesson 1. My house.

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will be able to:	name different parts of the house;	
	talk about house;	
	use shapes talking about parts of the house.	
Vocabulary:	A house, a roof, walls, a window, a door.	+ a gate, circle, square, triangle
Method:	TPR, Audio-lingual, Doman's Method	
Equipment:	TV or laptop, flashcards, other visual aids.	

Procedure of the lesson:

I. Warm-up.

Activity 1. Listen and repeat.

Ask kids to make a semicircle, turn on a DVD with a song "Good morning! How are you?" to energize the kids. Sing and dance together.

II. Introduce the topic.

Activity 2. Let's learn about shapes.

Introduce shapes vocabulary. You could do this by drawing shapes on the board and seeing if the kids already know or can guess their names. Alternatively, put your shapes flashcards into a bag for them to pull out one at a time. Repeat the shapes together and make the shapes with your hands until they can remember them and then learn the "Dance with Shapes" song and dance together to practice.

Activity 3. Watch, listen and repeat.

Ask kids to make a semicircle, turn on a DVD with a song “Dance with Shapes” to energize the kids. Sing and dance together. **LYRICS FOR "Dance with Shapes"**

Roll around, circle! Cir-cir-cir-cir, circle.
 Roll, roll round and round and round.
 Cir-cir-cir-cir, circle.
 Roll, roll round and round.

Stomp, stomp, square! S-s-s-s-square.
 Stomp! stomp! here and there.
 S-s-s-s-square.
 Stomp here and there.
 Slide, slide, triangle! T-t-t-t-triangle.
 Slide slide left and right. T-t-t-t-triangle.
 Slide left and right. Point, point, diamond! D-d-d-d-diamond.
 Point with fingers 1,2,3,4 D-d-d-d-diamond.
 Point 1,2,3,4 Shake, shake, star!
 Twinkle-twinkle little star. Shake, shake, shake your hands.
 Twinkle-twinkle little star. Shake, shake your hands.

Chu, chu, heart!
 Ha-ha-ha-ha-ha-ha, heart. Chu-chu-chu-chu give a kiss.
 Ha-ha-ha-ha-ha-ha, heart Chu-chu "I love you"

Activity 4. Play “Houses made of shapes”.

Now, we’re going to start looking at houses using our shapes. So with the shapes in colored card that you have prepared, start making different shape and size houses and teaching the vocabulary for roof, walls, door, windows, chimney and anything else you think would be fun. Ask the children to make a house maybe using squares and triangles or only circles of different sizes.

You can also tell the kids how to build their house. For example: “build the roof with a triangle”, “make the walls with a rectangle”. Don’t glue the shapes yet, we’ll do that at the end of the class. This will give all the children a chance to have a go using the new vocabulary.

Activity 5. Sing “What is it Song | Door Window and House” by Steve and Maggie.

Turn on a DVD with a song “What is it?” to energize the kids and consolidate the house vocab.

LYRICS FOR “WHAT IS IT SONG | DOOR WINDOW AND HOUSE” BY STEVE AND MAGGIE:

What is it? What is it? I don't know.
 What is it? What is it? I don't know. What is it?
 Look. A door. A door. A door. A door! Look. A door. A door. A door. A door!
 What is it? What is it? I don't know.
 What is it? What is it? I don't know. What is it?
 Look. A window. A window. A window. A window!
 Look. A window. A window. A window. A window!
 What is it? What is it? I don't know. What is it? What is it? I don't know.
 What is it?
 Look. A house. A house. A house. A house! Look. A house. A house. A house. A house. A house!

III. Wrap-up.

Briefly recall all the words. Encourage kids who were active during the class, reward them with a present, mark or sticker. Give homework if needed.

Lesson 2. There is a kitchen in my flat.

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will be able to:	name different rooms;	
	talk about rooms in the house;	
	use numbers talking about rooms.	
Vocabulary:	A living room, a kitchen, a bedroom, a bathroom.	+ flat. There is a kitchen in my flat.
Method:	TPR, Audio-lingual, Doman's Method	
Equipment:	TV or laptop, flashcards, other visual aids.	

Procedure of the lesson:

I. Warm-up.

Activity 1. Listen and repeat.

Ask kids to make a semicircle, turn on a DVD with a song "Good morning! How are you?" to energize the kids. Sing and dance together.

II. Introduce the topic.

Activity 2. Teach rooms vocab.

Using these rooms of the house flashcards practice the keywords by

showing the flashcards and asking students to repeat after you. Then, ask students to try to say the rooms on their own.

Activity 3. Play “Where’s Dad?”.

Place all the flashcards on the board. On a small piece of paper, draw a simple stick man, and tell students that it is ‘dad’. Then on another piece of paper draw a woman and ask students to guess who it is (mom). Next, ask students if dad is a man or a woman. Do the same with mom and tell students that in English we use ‘*he*’ to refer to a man and ‘*she*’ to refer to a woman. Drill the key expression by placing the picture of dad in the middle of the ‘bedroom’ flashcard and saying ‘*He is in the bedroom.*’

Then, place the picture in the bathroom and say ‘*He is in bathroom.*’ Ask students to repeat after you. Do the same using the picture of mom and saying ‘*She is in the living room / kitchen*’, etc. Once students have practiced enough tell them to all close their eyes. Then, place the picture of dad behind one of the flashcards. Next, tell students to open their eyes and ask them ‘*Where is dad?*’. The students should try to guess where the picture of dad is using the sentence ‘*He’s in the (bedroom)*’.

Each time a student guesses, take that flashcard off the board to see if they guessed correctly. When a student guesses correctly, invite that student up to the front. Tell the other students to close their eyes again, and the student at the front can then place the mom picture card behind one of the room flashcards. Then that student can ask the class ‘*Where’s mom?*’ and the other students will again try to guess using ‘*She’s in the (kitchen)*’.

Activity 4. Listen and repeat.

‘The House Song’ by Busy Beavers. This song is great for teaching rooms of the house as it includes the words *bedroom, bathroom, living room, dining room, and kitchen*, and the key sentences ‘*Where’s ...? – He’s in the (bathroom).*’

Activity 5. Do "Rooms of a house Posters"

Put your students into 4 groups. Give each group the following: one large piece of card / construction paper, a magazine/catalog with lots of photos of household objects (at least one per group), scissors and glue.

Assign each group a room of a house. So, for example, one group will make a "bedroom" poster, another a "living room poster", etc. Tell everyone to look through their magazines/catalogs and cut out pictures to stick on their poster for their room. Demonstrate this with one room before you start to make sure everyone understands (e.g. in living room: a sofa, a TV, rug, coffee table, etc.).

Give students 5 minutes for this.

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When all of the posters are complete, get each group to stick theirs to the walls of the classroom

- try and get them evenly spaced around the room.

III. Wrap-up.

Briefly recall all the words. Encourage kids who were active during the class, reward them with a present, mark or sticker. Give homework if needed.

Lesson 3. I eat soup with a spoon.

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will be able to:	name basic kitchenware;	
	use grammatical structure “There to be...”;	
	use prepositions.	
Vocabulary:	In, on, a spoon, a fork, a knife, a cup, a plate, a table. There is a spoon on the plate.	+ There are two spoons on the table.
Method:	TPR, Audio-lingual, Doman’s Method	
Equipment:	TV or laptop, flashcards, other visual aids.	

Procedure of the lesson:

I. Warm-up.

Activity 1. Listen and repeat.

Ask kids to make a semicircle, turn on a DVD with a song “Are You Hungry?” to energize the kids. Sing and dance together.

II. Introduce the topic.

Activity 2. Teach kitchenware vocab.

Using these kitchenware flashcards practice the keywords by showing the flashcards and asking students to repeat after you. Then, ask students to try to say the words on their own.

Activity 3. Sing “The Table Song for Children — Plate, Fork, Knife and Glass”.

Turn on a DVD with a song “The Table Song” to energize the kids and consolidate the kitchenware vocabulary.

LYRICS FOR THE TABLE SONG FOR CHILDREN — PLATE, FORK, KNIFE AND GLASS

I need a plate, a plate, a plate I need a plate to get my food
 If I don't have a plate, I can't get my food That's why I need a plate!
 I need a fork, a fork, a fork I need a fork to eat my food
 If I don't have a fork, I can't eat my food That's why I need a fork!
 I need a knife, a knife, a knife I need a knife to cut my food
 If I don't have a knife, I can't cut my food That's why I need a knife!
 I need a glass, a glass, a glass I need a glass to drink my juice
 If I don't have a glass, I can't drink my juice That's why I need a glass!

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Activity 4. Play "Team Racing".

Divide the class into 2 teams. Line up the 2 teams at one end of the classroom with the flashcards on the floor at the other end. You will shout out an instruction (e.g. "Give me the fork, please!") and one member from each team will race against the other to the flashcards, take the item and run back to their team. The person who gets back first wins a point for his/her team. At the end, the team with the most points is the winner.

Activity 5. Play "What's on the table?"

Introduce grammatical structure "There to be...", explain that we should say *there is* for singular and *there are* for plural. Then, lay the table with kitchenware and say "There **is** a fork on the table, there **is** a plate on the table, there **are** two spoons **on** the table." Next, ask some students to lay the table as they wish. As they finish, come and ask a question "What's on the table?". You can also add fruits, vegetables, food toys or flashcard to revise those words.

III. Wrap-up.

Briefly recall all the words. Encourage kids who were active during the class, reward them with a present, mark or sticker. Give homework if needed.

Lesson 4. Let's play!

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will:	revise parts of the house;	
	rooms in the house;	
	kitchenware;	
	grammatical structure "There to be..."	
Vocabulary:	Revision.	Revision.
Method:	Audio-lingual, Doman's Method, TPR, Projects method	
Equipment:	TV or laptop, flashcards, puppets, other visual aids.	

I. Warm-up.

Activity 1. Listen and repeat.

Ask kids to make a circle, turn on a DVD with a song "Are You Hungry?" to energize the kids. Sing and dance together.

II. Revision.

Activity 2. Tell the story: The Three Little Pigs.

You can tell the story of the Three Little Pigs by reading it from a book, acting it out with toys or puppets or watching the video by Debbie and Friends. Make sure you repeat the vocabulary relating to the houses, talk about the different parts of the houses and their shapes in the pictures and introduce the building materials straw, bricks and sticks.

Activity 3. Build houses for the Three Little Pigs.

Time to build houses for the Three Little Pigs. Split the kids into small groups and give each group a building material, either drinking straws cut into small pieces, ice lolly sticks or lego bricks. Each group has to build a house with their materials. Then they'll have to describe it to the rest of the class. So for example, "my house has a roof and walls and a door". Whose house will be the strongest? Let the kids take turns to be the wolf and try and blow the house down: "I'll huff and I'll puff and I'll blow the house down!" Sing the House Song by Planeta Infantil.

Activity 4. A house made of shapes for the Three Little Pigs

Make house collages using shape cut outs and straws and lolly sticks glued onto plain paper. And of course, draw the Three Little Pigs by their houses. Label the different shapes and get the kids to repeat their names as you do this.

Activity 5. Play the "Rooms of a house Quiz".

Put your students into groups (of 2-6 students per group, depending on how many students are in your class). Get each group to elect a team captain and then give each captain a piece of paper and pencil. Tell the captains to write the numbers 1 to 12 down the left-side of the paper. Each captain is going to write the 12 answers to the quiz questions on this sheet, but the rest of the group will help give him/her the answers.

The teacher reads out the following questions as the groups write the answers on their sheets:

- a. Where in the house do you brush your teeth? (bathroom)
- b. Where in the house do you cook food? (kitchen)
- c. Where in the house do you sleep at night? (bedroom)
- d. Where in the house do you eat dinner? (dining room)
- e. Where in the house do you sit with your family and watch TV? (living room)
- f. Where are your books, toys and games (bedroom)
- g. Where are the dishes washed? (kitchen)
9. Where does your family relax together? (living room)
10. Where can you get wet inside your house? (bathroom)
11. Where is the largest table? (dining room)

Finally, go through the answers with the class by pointing to the correct room on your board picture and helping out with any vocab that students don't understand. The winning group gets a round of applause from everyone.

III. Wrap-up.

Briefly recall all the words. Encourage kids who were active during the whole unit, reward them with a present. Give homework if needed.

Unit 8. Hurry up!

Lesson 1. What's this?

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will be able to:	name different transport;	
	describe someone's car;	
	use numbers, colors, shapes talking about transport.	
Vocabulary:	A car, a bus, a plane, a train, a bike, on foot, by car.	+ a helicopter, a ship, traffic lights
Method:	TPR, Audio-lingual, Doman's Method	
Equipment:	TV or laptop, flashcards, other visual aids.	

Procedure of the lesson:

I. Warm-up.

Activity 1. Listen and repeat.

Ask kids to make a semicircle, turn on a DVD with a song "Good morning! How are you?" to energize the kids. Sing and dance together.

II. Introduce the topic.

Activity 2. Play vocab flashcard treasure hunt.

Before class, prepare flashcards of the vocab (bus, bike, car, train, etc.) and hide them around the classroom – behind a chair, on the window sill, in a book, etc. In class, sit your students down and start hunting around the room, gesturing that you are looking for something. "Find" one of the flashcards and look relieved and happy to have found it. Indicate that there are 7 more flashcards to find and get everyone to hunt around the room helping you to look for the flashcards. Once all of the flashcards have been found sit everyone down again.

Activity 3. Teach transport vocab.

On the board, draw a simple picture of your kindergarten at one end of the board and your home (a simple house) at the other. Alternatively, you can use photos of both. Tell your students what each place is ("This is our kindergarten – here!", "This is my house. I live here!" (maybe draw a picture of yourself above the house)).

You are going to teach the vocab in order of the song you are going to sing a

bit later on. Pull out the first card ("walk"). Put the card on the board between the school and your house. Say slowly "I got here **on foot ... on foot ... on foot.**", whilst doing the song gesture of walking on the spot. Get all of your students to stand up and walk on the spot as they say "on foot .. on foot ...".

Next pull out the bus flashcard and replace the walk flashcard with it on the board. This time say "I got here **by bus ... by bus ... by bus**" whilst doing the song gesture of driving a bus and beeping the horn. Get all of your students to stand up and pretend to drive a bus and beep the horn as they say "by bus ... by bus...".

Activity 4. Sing the "How Did You Get Here Today?" song.

Put the flashcards on the board in order of the song (or use our song poster). Run through the

gestures first. Then play the song and sing along doing the gestures. If this is the first time to sing the song, play it a second time.

Lyrics for " How Did You Get Here Today?"

HOW DID YOU GET HERE TODAY? HOW DID YOU GET HERE TODAY?

Verse 1:

I GOT HERE ON FOOT I GOT HERE BY BUS
I GOT HERE BY BICYCLE I GOT HERE BY CAR.

Activity 5. Draw the bus pair work activity.

HOW DID YOU GET HERE TODAY? HOW DID YOU GET HERE TODAY?

Verse 2:

I GOT HERE BY TRAIN I GOT HERE BY BOAT
I GOT HERE BY AIRPLANE I GOT HERE BY ROCKET.

WOW!

Put everyone in pairs and give them a large piece of plain paper (A3 size is good). Each pair will have to cooperate to draw the same picture as yours on the board. Give the first instruction "Everybody draw a bus" and encourage each pair to work together to draw the outline of the bus. You can also instruct what color and shape they should draw windows, a door, etc.

III. Wrap-up.

Methodology of Teaching English in Preschool and Primary Education

Briefly recall all the words. Encourage kids who were active during the class, reward them with a present, mark or sticker. Give homework if needed.

Lesson 2. I can ran fast!

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will be able to:	name actions;	
	talk about actions;	
	use structures I can, I can't.	
Vocabulary:	Run, jump, swim, go, stop, clap, play, fly, I can..., I can't..., Fast, slow.	+ The car is fast. Draw, sing, dance, speak, ride a bike
Method:	TPR, Audio-lingual, Doman's Method	
Equipment:	TV or laptop, flashcards, other visual aids.	

Procedure of the lesson:

I. Warm-up.

Activity 1. Listen and repeat.

Ask kids to make a semicircle, turn on a DVD with a song "Good morning! How are you?" to energize the kids. Sing and dance together.

II. Introduce the topic.

Activity 2. Teach the actions vocab.

Start with flashcards of the actions. Have all your students stand up and pull out the first flashcard (e.g. "Jump"). Get the students to do the action as soon as you reveal the card. Shout out the word as you are all doing the action and encourage everyone to shout the word as well. Do this for all cards.

Activity 3. Play "Quick flashcard actions".

Lay the flashcards face down on the ground and mix them up. With your students still standing, quickly turn over one card for all to see and shout out the action (e.g. jump). Everyone jumps for a second or two. Then turn over another card and shout the action for everyone to do. This should be quick paced with actions changing frequently.

After a few rounds mix the cards up again and pick up one card. This time don't show it to everyone – look at it yourself and then shout out the word (e.g. "Run!") and see if everyone does the right action. If they are having problems show the card. Do this for all of the cards until everyone is getting the actions right.

Activity 4. Teach "Can you ..?", "I can ..."

Have all your students sit down. Pull out the "Jump" flashcard. Say "I can jump" – point to yourself and nod your head. Then jump and again say "I can jump". Do the same for another flashcard (e.g. run). Then pull out the "fly" flashcard. Look surprised and shake your head, saying "No. I can't fly". Motion trying to fly but falling on the ground.

You can also ask some students "Can you fly?" – some are bound to say "Yes", but look shocked and say "No. No I don't think so.". Next do a few more actions (turn around, hop) and then pull out the "ride a bike" flashcard. Again, say "I can't ride a bike" and motion trying to but falling off. Then finish with the remaining flashcards (you can choose whether to say you can or can't swim).

Now, pull out a flashcard (e.g. hop) and say to the class "Can you hop?". Encourage everyone to say, "Yes, I can hop" and show you how. Do this with all of the flashcards – try and encourage some to say they can't do some actions (e.g. ride a bike, swim and especially fly!).

Activity 5. Sing the "What Can You Do?" song.

Place the flashcards on the board in order of the song, or pin up the "What Can You Do?" song poster. Play the song and sing along – encourage everyone to sing and do the actions with you. For the first time you use this song, play it a couple of times.

LYRICS FOR "WHAT CAN YOU DO?"

(EACH VERSE GETS FASTER AND FASTER)

Verse 1:

What can you do? What can you do? Can you jump? I can jump!
 Jump, jump, jump, jump, jump, jump, Jump, jump, jump, I can jump!
 Can you run? I can run! Run, run, run, run, run, run, Run, run, run,
 I can run!

Verse 2:

What can you do? What can you do? Can you swim? I can swim!
 Swim, swim, swim, swim, swim, swim, Swim, swim, swim, I can swim!

Can you hop? I can hop! Hop, hop, hop, hop, hop, hop, Hop, hop, hop, I can hop!

Verse 3:

What can you do? What can you do?

Can you stomp your feet? I can stomp my feet!

Stomp, stomp, stomp, stomp, stomp, stomp,

Stomp, stomp, stomp, I can stomp my feet!

Can you turn around? I can turn around! Turn, turn, turn, turn, turn, turn,

Turn, turn, turn, I can turn around!

Verse 4:

(LET'S DO ALL SIX!)

Let's jump, jump, jump, jump, jump, jump.

Let's run, run, run, run, run, run. Let's swim, swim, swim, swim, swim, swim.

Let's hop, hop, hop, hop, hop, hop.

Let's stomp, stomp, stomp, stomp, stomp, stomp.

Let's turn, turn, turn, turn, turn, turn. Lets jump, run, swim, hop, stomp, turn. We can!

III. Wrap-up.

Briefly recall all the words. Encourage kids who were active during the class, reward them with a present, mark or sticker. Give homework if needed.

Lesson 3. I am playing with my car.

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will be able to:	name different toys;	
	describe toys;	
	use structure I don't have.	
Vocabulary:	Toys, a doll, a ball, a kite, a balloon, a teddy bear, bricks, a hoop. I don't have a teddy bear.	+ I am jumping. I am dancing. I am playing with a car.
Method:	TPR, Audio-lingual, Doman's Method	
Equipment:	TV or laptop, flashcards, toys, other visual aids.	

Procedure of the lesson:**I. Warm-up.****Activity 1. Listen and repeat.**

Ask kids to make a semicircle, turn on a DVD with a song “Good morning! How are you?” to energize the kids. Sing and dance together.

II. Introduce the topic.**Activity 2. Play "Hide and Find"**

Let's start off with a fun game. Before the class, hide the toys around the classroom (under chairs, in bookshelves, etc.). You can also add some more toys to this list if you wish. Also, make sure you have printed the same flashcards as the toys you have hidden. You will need at least one toy per student (so that each student has at least one toy to find).

Have all of your students sit down. Give each one a toy flashcard and tell them that hidden around the room are some toys which they have to find.

Model the activity, by showing one toy

flashcard (e.g. a picture of a doll) - wander around the room looking in different places until you have found a toy doll. Now, let everyone get up and search around for their toy and then sit down again in their place with the toy.

Once all the toys have been found go around the class and have each student hold up the toy they have found. For each toy say and chorus the toy word (e.g. Teacher: "a ball"; Students "a ball").

Next, collect up the flashcards and get each student to hide their toy again - but in a different place. Now, give out the flashcards again, but make sure each student has a different toy flashcard to the one they had before. Let everyone go off to search for their toy, and as before, chorus each toy once they have all been found. You can play this game a few times but finish before your students start to lose interest.

Activity 3. Play "Shout it Out".

Have all of your students sit down. Start by holding up each toy and eliciting, chorusing and passing the toy around (when passing make sure each student says the word for the toy as they pass it).

Next put all of the toys in a box and have everyone close their eyes. Pull out a toy and say "Open your eyes" - everyone must open their eyes and shout out the word for toy that you are holding. Play this for all of the toys.

Activity 4. Play "Fetch it".

Throw all of the toys around the classroom and place the box at the front of the class. Say to one student "Please fetch the robot". That student gets up, goes to the robot, picks it up and takes it over to the box and drops it in. Then have a different student for another toy. Keep going until all of the toys are in the box.

Activity 5. Play "Musical Circle Touch".

Sit all of your students in a circle and place the toys in the center of the circle. Play some music on your CD player and have students pass a ball or bean bag around the circle. Stop the music. Say to the student holding the ball "Touch the teddy bear!" - and the student does so. Start playing the music and do the same thing so that all of your students have touched a toy.

Optional Activity 6. Play "I have/I don't have...".

Sit all of your students in a circle and place the flashcards in front of them face down. Introduce the structure *I have* and *I don't have*. Ask a student to say "I have a..." and take one flashcard and call that toy "...a ball", then they should say "I don't have a..." and take another card and name the toy.

III. Wrap-up.

Briefly recall all the words. Encourage kids who were active during the class, reward them with a present, mark or sticker. Give homework if needed.

Lesson 4. Let's play!

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will:	revise transport;	
	actions;	
	toys;	
	grammatical structures.	
Vocabulary:	Revision	Revision.
Method:	Audio-lingual, Doman's Method, TPR, Projects method	
Equipment:	TV or laptop, flashcards, toys, other visual aids.	

Procedure of the lesson:

I. Warm-up.

Activity 1. Listen and repeat.

Ask kids to make a circle, turn on a DVD with a song “What Can You Do?” to energize the kids. Sing and dance together.

II. Revision.

Activity 2. Play "Vocab Art Gallery".

If you have just a few students, draw some squares on the board in a row for each student to draw in (these are their picture frames). You'll need one square (or picture frame) per student. Make sure the squares are at a good height so everyone can reach.

If you have a lot of students, give each student a piece of paper and have them draw 8 boxes (picture frames) on the paper. Tell everyone they are going to draw some pictures.

For smaller classes have your students stand in front of one of the squares on the board. Say "Draw ... I got here ... by boat"). Everyone should draw a picture of a boat in their square (or the first square of the sheet of paper for students in larger classes). Give a minute for this (you can use an egg timer for fun!). When time is up say "STOP!". Now, you are the judge.

Walk around looking at the pictures and give some comments ("hmmm, not bad" ... "oh, very nice!", etc.). Finally, award a winner for the best drawing and get everyone to clap.

Now, erase the pictures on the board (or if using paper move onto the second square) and go onto the next vocab item (e.g. by bike). Again, judge the pictures and select a winner. Go through all of the pictures, each time electing a different winner – try and make sure everyone wins at least once. If you have more than 8 students you can choose joint winners.

Activity 3. Sing the "How Did You Get Here Today?" song.

Put the flashcards on the board in order of the song (or use our song poster). Run through the gestures (see above) first. Then play the song and sing along doing the gestures. If this is the first time to sing the song, play it a second time.

Activity 4. Do the "Color Stickers" activity.

For this activity you need lots of colored sticker circles which can easily be found in most stationery shops. If you can't get hold of some, using colored crayons will also do.

First, put up a large sheet of paper (ideally A3) on the wall with columns draw on it. At the top of each column draw a large colored dot - each column with a different colored dot. It should look like this:

Quickly chorus through the colors on this sheet. Then give out a sheet of colored stickers to each student. Tell them they are going to look at all the toys and for each color they see they will go up to the poster and put a colored dot in the correct column (or draw a dot with their crayon). So for example, a student looking at a doll may see a pink dress, red shoes and green eyes, so s/he will go up to the poster and stick on red, pink and green dots. Then s/he will find another toy to put up colors.

Keep going until students have filled the sheet with dots. Get everybody to sit down and look at the poster. Talk about the colors and ask which color has the most and least dots.

Activity 5. Play "Teacher Says".

This is the game "Simon Says" but using the word "teacher", or your name, instead. Go straight into the game (no explanations necessary) by saying "Teacher says (jump)". Do the action and make sure everyone else follows along. Do a few more "run, turn around, swim, etc." Then at some point give a command without the "Teacher says" part (e.g. "Jump!"). First time round, everyone will jump, so make it very clear that they shouldn't do this when you don't say "Teacher says". After a while your students will get the hang of it. Play the game faster and faster. When a student makes a mistake they have to sit the rest of the game out. The last student standing is the winner.

III. Wrap-up.

Briefly recall all the words. Encourage kids who were active during the whole unit, reward them with a present. Give homework if needed.

Unit 9. Wonderful people

Lesson 1. Pack the rucksack.

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will be able to:	name school things;	
	describe someone's school things;	
	use numbers talking about school things.	
Vocabulary:	A school, a pen, a pencil, a school bag, a book, a copy- book.	+ an eraser, a ruler, a desk, a pencil-case, a blackboard
Method:	TPR, Audio-lingual, Doman's Method	
Equipment:	TV or laptop, flashcards, other visual aids.	

Procedure of the lesson:

I. Warm-up.

Activity 1. Listen and repeat.

Ask kids to make a semicircle, turn on a DVD with a song “Good morning! How are you?” to energize the kids. Sing and dance together.

II. Introduce the topic.

Activity 2. Introduce the vocab

Have everyone sit so they can see the table you are going to use. Before class, put the following stationery items in a bag: pencil, pen, book, glue, crayon, ruler, eraser (GB: rubber), scissors, pencil case, stapler, pencil sharpener, tape.

First, hold up the bag and teach / elicit and chorus the word "bag". Then take out the first item from the bag (e.g. a pencil) and elicit / teach and chorus the word. Place that object on the table. Do the same for all the objects, each time placing them in a line on the table.

When all the items are on the table, point to each in turn and elicit the item.

Activity 3. Play "What's Missing?"

Tell everyone to close and cover their eyes. Take away an item from the table and hide it behind your back. Then say "Open your eyes". Point to the missing space on the table and encourage everyone to shout out the missing item. Keep playing until you have practiced every word.

Activity 4. Play "Bring me the item"

Pick up all of the items from the table and place them around the room. Then select a student and say "Bring me the (book)" – that student will have to stand up, locate the object and bring it to you (dropping into your bag). Do this for all the objects, each time selecting a different student. For a challenge, you can have everyone close and cover their eyes as you put the objects around the room.

Next, put students in pairs. Each pair should have one bag of the stationery objects between them (*if you don't have enough for everyone you can use flashcards in a bag instead*). One of the students should place different items around the room and then ask his/her partner to collect each item and place into his/her bag using the structures:

"Bring me the (pen),

please. "Put it into

my bag."

"Thank you."

When the bag is full, the students can change roles.

Activity 5. Sing the "What's in your Bag?" song.

By now your students will be ready for the song. Make sure everyone has a bag full of the items from the song (if you don't have enough for everyone you can use flashcards in a bag instead). Explain that they have to listen carefully and take out each item in the order of the items in the song – and place them in a line, in the correct order, on their desk. Play the song and then check the order of everyone's items after the song has finished (you can use the song poster for this). You may want to do this activity two or even three times until everyone can get the order right.

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LYRICS FOR THE "WHAT'S IN YOUR BAG?" SONG

Chorus:

WHAT'S IN YOUR BAG? WHAT'S IN YOUR BAG? WHAT IS IN YOUR BAG?

Verse 1:

DO YOU HAVE A PENCIL? DO YOU HAVE A PEN?
DO YOU HAVE A BOOK? DO YOU HAVE GLUE?

Chorus

III. Wrap-up.

Verse 2:

DO YOU HAVE CRAYONS? DO YOU HAVE A RULER?
DO YOU HAVE *AN ERASER? DO YOU HAVE SCISSORS?

Chorus Verse 3:

DO YOU HAVE A PENCIL CASE? DO YOU HAVE A STAPLER?
DO YOU HAVE A PENCIL SHARPENER?
DO YOU HAVE TAPE

Briefly recall all the words. Encourage kids who were active during the class, reward them with a present, mark or sticker. Give homework if needed.

Lesson 2. I want to be a pilot.

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will be able to:	name different jobs;	
	describe professions;	
	use grammatical structure with verb to be.	
Vocabulary:	A teacher, a pilot, a doctor, a driver, a cook, a farmer. My mother is a doctor.	+ a fireman, a painter, a singer, a soldier, a dentist, a vet.
Method:	TPR, Audio-lingual, Doman's Method	
Equipment:	TV or laptop, flashcards, other visual aids.	

Procedure of the lesson:**I. Warm-up.****Activity 1. Listen and repeat.**

Ask kids to make a semicircle, turn on a DVD with a song "What's in your Bag?" to energize the kids. Sing and dance together.

II. Introduce the topic.**Activity 2. Teach jobs vocab.**

Before class, print off the jobs flashcards for the jobs in the song (farmer, bus driver, doctor, teacher, dentist, police officer, chef, hairdresser, nurse, soldier, fire fighter, and student). If your students are older and can handle more vocab, feel free to add more jobs.

NOTE: YOU'LL NOTICE THAT ONE OF THE JOBS IS "STUDENT". ALTHOUGH NOT TECHNICALLY A JOB, IT IS PERFECTLY APPROPRIATE TO ANSWER THE QUESTION "WHAT DO YOU DO?" WITH "I'M A STUDENT".

Now you are going to do actions for each job and your students will have to guess what job it is.

Start by looking at the first flashcard (don't show anyone) and do actions. Perhaps start with an easy one, like hairdresser, chef or bus driver. Encourage everyone to shout out their guesses – at this stage it is fine if students shout out the answers in their first language – you can correct and teach the new vocab as you go.

As each job is guessed, stick the flashcard onto the board and chorus the

English word 3 times. Continue until all of the job flashcards are on the board.

Activity 3. Play "Missing Flashcards".

Now that you have all of the jobs flashcards on the board, tell everyone to close their eyes. Remove one of the flashcards. Then shout "Open your eyes" and point to the space where the flashcard was. Encourage everyone to shout out what it is, then reveal the card. The first person to shout out the correct answer can come to the board, say "Close your eyes" and remove a flashcard. Keep playing until every card has been guessed.

Activity 4. Sing "What do you do? (The Jobs Song)".

The first time you play the song, put up the What do you do? (The Jobs Song) song poster on the board. Quickly elicit the vocab. Play the song and sing along doing the gestures. Play 2 or 3 times.

LYRICS FOR "WHAT DO YOU DO?"

DO - DO - DO - DO!
DO - DO - DO - DO - DO - DO!

WHAT DO YOU DO? I AM A FARMER. WHAT DO YOU DO?
I'M A BUS DRIVER. (WHAT DO YOU DO? I AM A DOCTOR.
WHAT DO YOU DO? I AM A TEACHER.

DO - DO - DO - DO!

WHAT DO YOU DO? I AM A DENTIST. WHAT DO
YOU DO?
I'M A POLICE OFFICER. WHAT DO YOU DO?
I AM A CHEF.

WHAT DO YOU DO? I'M A HAIR DRESSER.

DO - DO - DO - DO!

WHAT DO YOU DO? I AM A NURSE. WHAT DO YOU DO?
I'M A SOLDIER. WHAT DO YOU DO? I'M A FIRE
FIGHTER. WHAT DO YOU DO? I'M A STUDENT.

DO - DO - DO - DO - DO - DO - DO!

Activity 5. Play "Paper, Rock, Scissors" flashcards

If your students don't know how to play "Paper, rock, scissors", start off by teaching and demonstrating the game.

Next, give everyone a job flashcard – make sure you have enough flashcards

to give one to each student. Say to one student "What do you do?" and motion towards their card ... elicit "I'm a (soldier)" - whatever the flashcard is that s/he is holding. Write on the board:

*"What do
you do?"
"I'm a ..."*

Chorus each sentence three times. Then do a quick practice by asking some students "What do you do?" and have them say the job of the flashcard they are holding. Also, have students ask you and other students, until everyone is comfortable with the structures.

Now for the game. Get 2 students to stand up to model the game. Start by playing "Rock, Paper Scissors". The winner gets to ask the loser "What do you do?" and the loser must reply "I'm a ..." (saying the job on their card). Then the loser gives his/her card to the winner. Ask another student to come and model with the winner: now one student has 2 cards and the other 1. They play "Rock, paper, scissors", say the structure and the loser gives his/her card to the winner. The aim of the game is to collect as many cards as possible. If a student has no cards left, that is fine - s/he can still play: if they win a game, they get a card, if they lose they remain with no cards (and do not say the structures).

Once everyone has got the idea, have all students to stand up and hold their flashcards. Get everyone to pair up and play. As soon as they have finished they must find another person to play with. Everyone mingles around the classroom playing "Rock, paper, scissors", saying the structure and winning or losing cards. After 5 minutes stop the game. The winner is the student with the most cards. This is a really popular game!

III. Wrap-up.

Briefly recall all the words. Encourage kids who were active during the class, reward them with a present, mark or sticker. Give homework if needed.

Lesson 3. I can draw, I'm a painter.

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will be able to:	name professions;	
	describe someone's professions;	
	use grammatical structure I want to be....	
Vocabulary:	What is she/he? She is a cook. He is a soldier. You are a driver. I am a pilot. I want to be a...	+ I don't want to be a singer. Doctor, help me, please. My cat is sick.
Method:	TPR, Audio-lingual, Doman's Method	
Equipment:	TV or laptop, flashcards, other visual aids.	

Procedure of the lesson:

I. Warm-up.

Activity 1. Listen and repeat.

Ask kids to make a semicircle, turn on a DVD with a song "What do you do?" to energize the kids. Sing and dance together.

II. Introduce the topic.

Activity 2. Play "Flashcard Exercises".

Get everyone sitting on the floor and facing the front of the class. Give out flashcards so that each student has at least one card (even better is for each student to have two cards). Shout out a random flashcard word (e.g. "a driver") with an action (e.g. "driver - run!"). All students with the 'a driver' flashcards have to do that action. Continue with other words and different actions.

Activity 3. Do the "My Dream Job" worksheet.

On the board, at the top, write "My Dream Job". Chorus 3 times. Say "I am a teacher" and point to yourself. Then say "But ... I want to be a ... ". Don't say anything yet. Under the "My Dream Job" title draw a picture of a job (e.g a police officer) and have everyone try and guess what your dream job is. It doesn't have to be one of the jobs from the song.

Then give out the worksheets and have everyone draw their dream job. As they are drawing, go around the room asking questions and giving lots of

praise and encouragement. When everyone has finished, get each student in turn to hold up their picture and say "I want to be a/an ...".

IDEA: YOU CAN HAVE EVERYONE STICK THEIR WORKSHEETS TO THE WALL OR NOTICE BOARD UNDER THE TITLE "OUR DREAM JOBS". YOU CAN THEN USE THE PICTURES IN FUTURE CLASSES TO REVIEW THE VOCAB.

Activity 4. Dialogue.

Ask volunteers to stand up and tell the group about their parent's occupation. Don't forget to help the kid and prompt in parts where it is necessary. The kid should say: "My name is... I have a family. It's small/big. I have a mother, she is a (doctor), father, he is a (cook)." They can add "I want to be a (pilot)"

III. Wrap-up.

Briefly recall all the words. Encourage kids who were active during the class, reward them with a present, mark or sticker. Give homework if needed.

Lesson 4. Let's play!

Age group:	5-6 y.o.	6-7 y.o.
Time:	25 min	
Objectives: by the end of the lesson, kids will:	revise school things;	
	professions;	
	phrases and grammatical structures;	
Vocabulary:	Revision.	Revision.
Method:	Audio-lingual, Doman's Method, TPR, Projects method	
Equipment:	TV or laptop, flashcards, other visual aids.	

Procedure of the lesson:

I. Warm-up.

Activity 1. Listen and repeat.

Ask kids to make a circle, turn on a DVD with a song "What's in your Bag?" to energize the kids. Sing and dance together.

II. Revision.

Activity 2. Play "What's Missing?"

Place school things from previous lessons on the table. Tell everyone to close and cover their eyes. Take away an item from the table and hide it behind your back. Then say "Open your eyes". Point to the missing space

on the table and encourage everyone to shout out the missing item. Keep playing until you have revised every word.

Activity 3. Play "Object Swap".

By the end of the activity, everyone will have their stationery objects (or flashcards) in front of them, on their desks. We are going to mix them all up amongst the students and then everyone will have to find their objects again!

Start by saying to one student, "Collect the (pencils) and give everybody a different pencil". Do the same for all of the objects (using different student to distribute them), so by the end everyone has a bag full of stationery which isn't theirs.

Everybody now has to find their own stationery. Get everyone to stand up and mingle, using the structure:

"Do you have my (pencil)?"

As everyone mingles they have to swap their objects (each student cannot have two or more of any one item) and continue until their bag is full of their own items.

Activity 4. Sing "What do you do? (The Jobs Song)".

As you play the song, put up the "What do you do? (The Jobs Song)" song poster on the board. Quickly elicit the vocab. Play the song and sing along doing the gestures. Play 2 or 3 times.

Optional Activity 5. Speaking Activity – Board Game.

For this activity, print out this jobs board game and give one to each pair of students. Provide each pair one dice, too.

Students also need one eraser each (or anything small to act as their game piece).

Students will take turns rolling the dice and moving their game piece. After moving their game piece, students should make a dialogue with their partner based on the occupation depicted in the square.

For example, if a student lands on the square with the 'pilot', their partner should ask 'What do you do?', and the student should answer 'I am a pilot.'

After making a dialogue, it's the other student's turn.

The aim of the game is to get to the 'center star' to get a point. The only way to get to the center star is to land on the middle squares where the arrows are.

If a student makes it to the center star, then they get one point, and then move

back to the start.

The teacher can decide how long to play the game for. For example, for 5 minutes / first to 5 points, etc.

III. Wrap-up.

Briefly recall all the words. Encourage kids who were active during the whole unit, reward them with a present. Give homework if needed.

The list of used literature

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**Methodology of Teaching English in
Preschool and Primary Education**

Textbook

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