

Theme: What's your favourite colour?

Grade: 5

Objectives of the lesson:

Educational: to love and respect Uzbekistan and its state symbols (flag)

Developing: to develop knowledge about colours

Socio-cultural: to be able to name the colours of the national flag of Uzbekistan and to know what its colours mean

Practical: to identify and name colours; to say what colour is one or another part of the head

Outcomes of the lesson: by the end of the lesson pupils will be able to:

- name colours
- speak about our national flag
- describe the members of their family

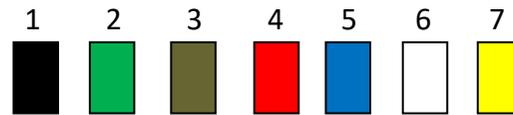
Interaction patterns: Individual work, group work, pair, work, whole class

Type of the lesson: Mixed

The procedure of the lesson	
<p>Specific objective: to create a language atmosphere and get pupils engaged in the lesson.</p> <p>Skill: speaking</p> <p>Organisation of the class: whole class</p> <p>Time: 2 minutes</p>	<p>Activity 1 Warm up</p> <p>In order to create a language atmosphere and to involve pupils in the lesson, teacher begins the lesson with a warm up activity <i>"Listen and show"</i>. This activity is about the parts of head. As the last lesson was about the parts of head, this activity can serve as a warm up and partly as a revision activity. Teacher makes pupils stand up. He (she) shows his (her) eyes and says: <i>My eyes</i>. Pupils do the same. Teacher shows his (her) mouth and says: <i>My mouth</i>. Pupils do the same. After several tries, teacher shows his eyes, but says: <i>My mouth</i>. Pupils should show their eyes and say: <i>My eyes</i>. Teacher goes on with other parts of head</p>
<p>Specific objective: to make revise the material of the</p>	<p>Activity 2 Review of the previous lesson</p>

<p>previous lesson</p> <p>Skill: speaking</p> <p>Organisation of the class: individual work</p> <p>Time: 4 minutes</p> <p>Equipment: hand outs</p>	<p>Teacher distributes hand-outs to pupils. The hand-outs represent pictures of different robots and sentences to be completed orally. Pupils observe pictures and speak about them: <i>My robot has got three eyes, two ears... Its face is round. Its hair is curly.</i> If some pupils have difficulty in completing sentences, teacher helps them.</p>
<p>Specific objective: to introduce colours</p> <p>Organisation of the class: whole class</p> <p>Time: 8 minutes</p> <p>Equipment: colour cards, song about colours</p>	<p style="text-align: center;">Presentation of the new material</p> <p>Activity 3 (Activity 1 page 32)</p> <p>Introduction of new vocabulary by active listening (black, green, brown, red, blue, white, yellow)</p> <p>Teacher introduces the new theme: <i>What's your favourite colour?</i> He (she) asks pupils to open their books on the page 32. The activity 1 represents colours. In order to make the introducing more effective one can use a song, an animation or a clip about colours. Teacher plays the animation downloaded from the site given below. Pupils sing together along with the song. They can see on the screen animated colours, which will help to memorize the names of colours easily.</p> <p>www.wearebusybeavers.com</p> <p>Teacher writes 7 numbers (from 1 to 7) on the blackboard. Then, he (she) distributes 7 colour papers to pupils. He (she) pretends to be looking for the colour papers and says: <i>Now, we will look for our colours together.</i> Teacher asks pupils: <i>Where are our colours? Where is our black?</i> He (she) comes up to the pupil who holds the green colour paper, indicates the colour paper to other pupils and asks: <i>Is this black?</i> Pupils answer: <i>No, it is not black.</i> Teacher comes up to another pupil who holds the brown colour paper and asks again: <i>Is that black?</i> Pupils answer again: <i>No, it is not black.</i> Teacher keeps pretending to be looking for <i>the black</i>. He (she) approaches the pupil who holds the black colour paper, shows it to pupils and asks: <i>Is that black?</i> This time, pupils answer: <i>Yes, it is black.</i> Teacher says to the pupil who has got <i>the black</i>: <i>Go and stick it on the blackboard, please.</i> In order to help the pupil to understand the order, teacher goes along with him (her) to stick the paper on the blackboard, under the number 1.</p>

Teacher goes on to look for other colours and find them the same way and get them stuck on the blackboard, under other numbers until all the colours are found.



Active listening and memorizing. Teacher asks pupils to listen attentively (shows his (her) ears and says: *Listen!*). He (she) indicates every colour paper successively and pronounces it very distinctively associating to a gesture evoking the sound image of the word. Then, he (she) asks pupils to repeat the names of colours and gestures after him (her). Teacher asks pupils to repeat the colours and he (she) takes off the colour papers from the blackboard progressively. He (she) indicates the empty places under numbers and pupils continue to name the colours with gestures referring to their visual memory. Appropriate gestures help to memorize the names of colours effectively.

Specific objective: to make use new vocabulary through the game, referring to learning intelligences: visual, tactile
Skill: speaking
Organisation of the class: two groups
Time: 5 minutes
Equipment: toys of different colours, headscarf, bag

Reinforcement

Activity 4 Speaking. Tactile guessing.

In two groups: Teacher places 7 things of different colours and of different forms on the table. Then he (she) indicates the chaise next to the table and asks: *Who wants to come and sit on this chair?* One pupil comes and sits on the chair. Teacher puts each thing in the hands of this pupil inviting him (her) to touch each thing thoroughly. He (she) asks the pupil to name the colours of the things and put them into the bag. Then, teacher blindfolds the pupil with a headscarf and asks him (her) to take back the things one by one out of the bag. Every time, teacher along with other pupils asks: *What colour is it?* The pupil answers the questions referring to his (her) tactile memory. Other pupils confirm or disconfirm the pupil's answers by saying together: *Yes, it is green. No, it is not green.* Then, teacher asks a pupil from another group to take the place of the first one and continues the game. If a pupil has difficulty in guessing colours, teacher can help him (her) by asking: *Is that blue? Is that red?*

Marking: Before the lesson, teacher prepares an evaluation paper and hangs it on the wall so that every pupil can see. The evaluation paper represents two groups (GROUP A and GROUP B) and pupils' names. Teacher marks

	<p>pupils' answers: he writes down their points on the paper after each activity. At the end of the lesson the points will be counted and pupils will be marked according to the points.</p>
<p>Specific objective: to make read for detailed information Skill: reading Organisation of the class: individual work Time: 5 minutes Equipment: Fly High textbook, video projector</p>	<p>Activity 5 Reading. (Activity 2 page 32 Read and find Kate)</p> <p>Pre-activity: Before reading the text, teacher asks pupils to place the names of the colours on the blackboard. Then, he invites pupils to read them together.</p> <p>While-activity: Teacher reads the text one time. Then he (she) asks pupils to begin reading. Pupils read the text one after the other. Teacher pays attention to the pronunciation of pupils and corrects the pronunciation when it is necessary.</p> <div data-bbox="887 584 1603 866" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Script of the text:</p> <p>Ann, Lisa, Kate and Dora have got blond and dark hair. Their eyes are blue and brown. Dora has got blue eyes. Lisa has got brown eyes. Ann's eyes are brown. Dora and Ann have got dark hair.</p> </div> <p>Post-activity: After reading the text, teacher asks pupils to find Kate in the picture which represents four girls: Ann, Lisa, Kate and Dora. Referring to the text, pupils have to find out which one is Kate. In order to help pupils, teacher may ask questions showing a wrong picture (picture b): - <i>Is this Kate?</i> – <i>No, it is not Kate.</i> - <i>Why?</i> – <i>She has got dark hair.</i> Thus, teacher may help pupils until they get to find Kate. Teacher encourages pupils by saying: <i>Perfect! You are very smart. I am proud of you!</i></p> <p>Marking: Teacher writes down the points of pupils on the paper.</p>

Specific objective: to let pupils show understanding through the game

Skill: listening

Organisation of the class: two groups

Time: 5 minutes

Equipment: toys of different colours, headscarf, bag

Activity 6 Listening game « Listen and find »

Pre-activity: Teacher steaks pictures downloaded from the site given below on the blackboard in disorder. Teacher has to make sure whether all pupils can reach the pictures. Each picture represents a robot's face. The faces and the colours of the face's parts of the robots differ from each other. He (she) invites two groups to line up in front of the blackboard by saying: *Group A, line up here, please. Group B line up there, please.* Pupils form two teams. Teacher lets pupils observe the pictures for a while.

www.shutterstock.com-robot

While-activity: Teacher asks pupils to listen to him (her) very attentively and take a described picture off the blackboard as fast as they can. The pupil, who takes off the picture, first, brings a point to his (her) team. The children, who have just played, go to the end of the lines.

Script of the listening activity:

1. My robot has got a square head, green ears, a red nose and blue eyes.
2. My robot has got a round face, yellow eyes, a blue nose, red ears, black hair.
3. My robot's face is square. He has got red ears, yellow eyes, a green nose, a blue mouth.
4. ...

Post-activity: At the end of the game, when all the pupils participated at least two times, teacher counts the points of each group and congratulates the winners: *The group A (B) won! Congratulations!*

Marking: Teacher counts the pictures that every group has got. Then he (she) writes down the points on the paper.

Specific objective: to develop writing
Skill: writing
Organisation of the class: individual work
Time: 5 minutes
Equipment: video projector

Activity 7 Writing

Pre-activity: Teacher grabs pupils' attention to the **Remember box**. He (she) let pupils observe and figure out what it is about.

Remember:

The girls have got black hair.
They have got black hair.
The girls' eyes are blue.
Their eyes are blue.
They - their.

While-activity: Teacher asks pupils to open the exercise books. He (she) invites pupils to look at the screen that represents a writing activity: pupils have to observe the picture and fill the gaps with the right words given in brackets.

Fill the gaps with right words

This is Barno.
..... (his/her) hair is(blond, black).

This is Peter.
..... (her/his) eyes are (brow/blue).

These are Ted and Jane.
..... (he/they) have got (red/yellow) hair.

Tom and Jack have got (blue/green) eyes.
..... (their/his) eyes are(red/green).

Post-activity: When pupils finish this exercise, teacher asks pupils to exchange the notebooks with each other. Teacher demonstrates the right answers on the screen. Then, pupils check their neighbors' exercises looking at the screen.

Solution:

This is Barno.
Her hair is black.

This is Peter.
His eyes are blue.

These are Ted and Jane.
They have got red hair.

Tom and Jack have got green eyes.
Their eyes are green.

Marking: Teacher counts the points and writes down on the evaluation paper.

Specific objective: to develop speaking through interaction
Skill: speaking
Organisation of the class: pair work
Time: 6 minutes
Equipment: masks representing clowns of different colours

Activity 8 (Activity 3 page 32 Work in pairs).

Pre-activity: Teacher asks pupils to sit in pairs. He (she) distributes to pupils the masks which represent *clowns*. The colours of each clown's face parts differ from each other. Teacher let pupils observe and memorize the colours of his (her) *clown's* face parts.

While-activity: Teacher invites pupils to put on their masks and make dialogs: one pupil asks his (her) partner: *What colour hair do you have?* The second pupil, referring to his (her) visual memory, answers: *I have got blue hair (My hair is blue)*. Teacher goes around pupils while they are interacting and helps them to ask and answer.

	<p>Post-activity: Teacher asks pupils to put off the masks and check their answers. Pupils look at their masks and check their answers.</p> <p>www.4vector.com-clown</p>
<p>Specific objective: to enable pupils to name the colours of the flag of Uzbekistan</p> <p>Skill: speaking</p> <p>Organisation of the class: whole class</p> <p>Time: 3 minutes</p> <p>Equipment: picture of Uzbekistan's flag, video projector</p>	<p>Activity 9 Talking about the Uzbekistan's flag</p> <p>The teacher demonstrates the flag of Uzbekistan on the screen. Then, he (she) asks questions about it:</p> <ul style="list-style-type: none"> - What is it? – It is a flag - What country's flag is it? – It is the flag of Uzbekistan (if pupils don't know the word <i>flag, country</i> teacher introduces them). - What colour is our flag? – It is blue, white, green and red. <p>The teacher can give some information about our national flag in mother tongue: what mean the colours (blue, white, red and green).</p>
<p>Time: 2 minutes</p>	<p>Marking. At the end of the lesson, teacher counts the points that he has written down on the paper: First, he (she) counts the points got by groups to define the winner group. Then, he (she) counts the pupils' points to announce who got 5 and who got 4 or 3. Teacher along with pupils congratulates winners and pupils who participated actively.</p> <p>Homework assignment. Teacher gives homework: exercises 4, 6. Teacher explains what pupils should do. Exercise 4: to write 5 sentences describing himself (herself). Exercise 6: to write a small dialog where pupils will describe their father, mother or friends.</p>