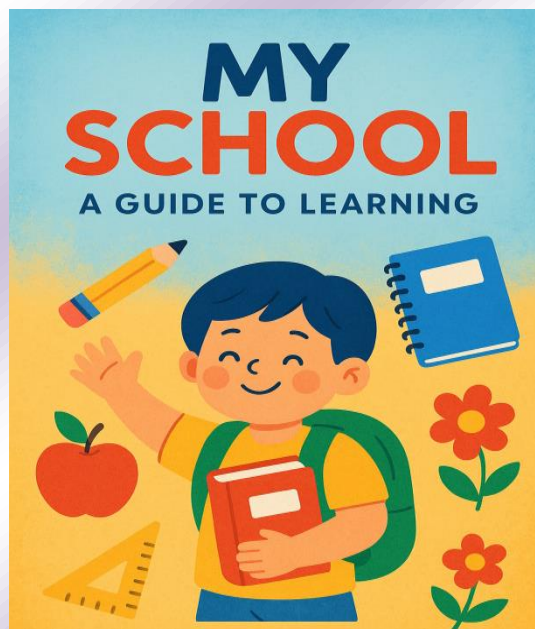


**REPUBLIC OF UZBEKISTAN
MINISTRY OF PRE-SCHOOL AND SCHOOL EDUCATION**

NAVOI REGION PEDAGOGICAL SKILLS CENTER

**“TEACHING ENGLISH MORE EFFECTIVE WITH TECHNOLOGY
INTEGRATION”**

methodological recommendation



Navoi-2026

Annotation. This methodological recommendation is intended for English language teachers in general education schools, fourth students of higher education institutions, and trainee teachers. It aims to present the topics of "Welcome back", "Fun sports" (for fourth grade) "Eating out" (for eighth grade) "Our changing Planet", "On holiday", "School" (four ninth grade) to students in a simple, understandable, and step by step manner during English lessons or grade 4, 8, 9. The main objective outlined in the recommendation is to develop students' thinking skills related to understanding and connecting learning to the real life, as well as enhancing language competencies through the use of modern pedagogical approaches and methods during the teaching process.

The recommendation emphasizes fostering students' conscious understanding of the subject matter, systematizing English language knowledge, developing critical and logical thinking, group work skills, analyzing problematic situations, and drawing conclusions during the learning process.

This methodological recommendation covers modern methods used in mastering a new topic, the main stages of the lesson process, and methods for assessing student knowledge in a logical and sequential manner.

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INTRODUCTION

Today, one of the important tasks in teaching English in secondary schools is to develop not only theoretical knowledge in students, but also language literacy and linguistic thinking skills aimed at applying them in real-life situations. In particular, the requirements of the international assessment programs (PISA), state educational standards, and the competency-based approach require the effective use of active, interactive, problem-based, and research-oriented methods in English lessons. The analysis shows that students in grades 4-8-9 have gaps in knowledge and skills in the process of mastering important sections of the English language - such topics as "Welcome back", "Fun sports" (for fourth grade) "Eating out" (for eighth grade) "Our changing Planet", "On holiday", "School" (four ninth grade). These gaps are mainly due to the abstract nature of the topics, insufficient use of visual and graphic expressions, and the dominance of traditional, reproductive teaching methods.

This methodological guide is aimed at identifying and eliminating existing knowledge gaps in English lessons for grades 4-8-9, turning them into active subjects of learning activities, and developing linguistic thinking, logical thinking, and mathematical literacy competencies. The recommendation covers modern approaches such as a competency-based approach, problem-based learning, inquiry-based learning, STEAM elements, interdisciplinary integration, science modeling, graphic and visual modeling, and the use of digital learning tools (GeoGebra, Desmos) on a scientific and methodological basis. The manual also highlights the mechanisms for consolidating students' knowledge through interactive methods effectively used in mathematics lessons - cluster, Venn diagram, "Brainstorming", group and pair work, cause-and-effect analysis, problem questions, reflection, formative assessment and diagnostic tasks.

This methodological recommendation is intended for English language teachers of secondary schools, methodologists, trainee teachers and students of higher educational institutions, and provides practical methodological assistance in effectively organizing mathematics lessons based on modern didactic requirements, and in developing students' critical, logical and creative thinking.

This methodological guide has been developed with the aim of reinforcing the "Welcome back", "Fun sports" (for fourth grade) "Eating out" (for eighth grade) "Our changing Planet", "On holiday", "School" (four ninth grade). Topic from the Guess What! 4, Prepare 8 and 9 textbooks for underperforming students through simple and comprehensible exercises.

1-First Part. Important Part of Classes covered

1. General Information's:

Parameter's	Values
Grade	Grade 4
Topic	Unit 0: Welcome Back! (Revision and All)
Lessons Type	Practical lesson aimed at reinforcing learning outcomes
Duration	45 minutes (or a set of activities suitable for two academic hours).
Lesson's Objectives	To prepare learners for the new academic year by revising vocabulary and grammar covered in Grade 3. To strengthen the speaking skills and vocabulary of low-achieving learners.
Expected Learning Outcomes	Learners will be able to describe physical appearance (hair and eye colour) and family members in English; understand the structure have got / has got and apply it in spoken communication.
Required Resources	Guess What! 4 textbook, page 6 illustration; flashcards (hair types, colours); picture cards.

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Required Resources	Guess What! 4 textbook, page 6 illustration; flashcards (hair types, colours); picture cards.

Lesson Procedure: Adaptation for Low-Achieving Learners. This lesson plan places particular emphasis on repetition and additional practice, specifically designed to support learners who experience difficulties in recalling previously covered topics.

Stage	Time	Activity Type and Task	Teacher's Methodology (for Low-Achieving Learners)
I. Organization and Introduction (Warm-up)	5 min	1. Greeting.	The teacher greets learners in a friendly and encouraging manner. One or two simple revision questions from the previous grade are asked, such as: What is your name? How old are you?
		2. Revising the character "Max".	By pointing to the picture (Lucas and his dog Max), the teacher encourages learners to recall familiar characters from the previous year.
II. Main Stage: Vocabulary Review	15 min	1. Vocabulary recall (using flashcards).	Activity: "Stop!" The teacher shows coloured flashcards (black, brown, red, yellow) and hair types (straight, curly, short, long) and asks learners to repeat the words aloud several times using chorus repetition.
		2. Ball Game.	The teacher says a word (e.g. red hair) and throws the ball to a learner. The learner catches it, repeats the word, and throws it to another learner. Each low-achieving learner repeats the word at least 2–3 times.

		3. Matching activity.	Worksheets contain pictures (eyes, hair) and corresponding English words. Learners draw lines to match the correct word with each picture.
III. Practice: Describing Physical Appearance	15 min	1. Working with pictures (page 6, Exercises 1–2).	The teacher points to the characters in the picture. Together with the class, learners repeat simple sentences describing Lucas’s hair colour, hair type, and whether he has glasses.
		2. Grammar focus: Reinforcing have got / has got.	Two columns are drawn on the board: I/You/We/They → have got and He/She/It → has got. Each learner is asked to produce one simple sentence using either have got or has got.
		3. “Who is it?” game (based on Exercise 4).	Simple yes/no questions are used, such as: Is it a boy? Does he have dark hair? Initially, the teacher asks questions that require only Yes or No answers. Low-achieving learners are encouraged to repeat full answers several times.
IV. Consolidation and Homework	10 min	1. Short recall test.	Learners complete five short gap-fill sentences, e.g.: Tom ___ got straight hair. (has) Anna has got ___ hair. (red)
		2. Homework (simplified).	Learners choose one family member (father or mother) and write two simple sentences describing their physical appearance.

Part 2. Additional Practical Activities (Worksheets)
(Reinforcement for Low-Achieving Learners)

Activity 1: Fill in the blanks.

Use the following words:

- ✓ dark,
- ✓ glasses,
- ✓ straight,
- ✓ curly,
- ✓ red.

1. Lily has got long _____ hair.

2. Tom has got _____ hair.
3. Anna has got _____ hair.
4. Lucas has got _____ hair.
5. Lily wears _____.

Please Use following words: dark, glasses, straight, curly, red.

Activity 2: Match and Draw Lines.

Look at the pictures carefully and match each picture with its correct description by drawing a line. This activity helps learners revise vocabulary related to physical appearance, such as hair length, hair type, and other visible features, and supports the development of word–picture association skills.

Description (See the picture)	Pictures
Lucas	a) Red hair, a girl
Lily	b) Dark hair, a boy
Tom	c) Glasses, a girl
Anna	d) Straight hair, a boy
Max (it)	e) Dark hair, no glasses

Please Write correct answer:

- Lucas – _____
- Lily – _____
- Tom – _____
- Anna – _____
- Max – _____

Activity 3: Choose the correct word of task (Choose the correct word: have got / has got)

1. I (have got / has got) a small dog.
2. Anna (have got / has got) red hair.
3. Lucas and Tom (have got / has got) a ball.
4. He (have got / has got) straight hair.
5. We (have got / has got) new books.
6. She (have got / has got) a small doll.

Extra Activity 6: (Vocabulary Crossword)

Instructions: Look at the pictures and place the appropriate words into the crossword.

Words: DARK RED CURLY GLASSES STRAIGHT HAIR

	C			D			
S	U	R	E	A	H	A	I
T	L			R			
R	Y	G	L	A	S	S	E
A				K			
I							
G							
H							
T							

Extra Activity 7: Activity: Colour and Describe

Instructions (Part 1):

Read the description of the given character. Colour the picture according to the description you read.

Hero:	Description
Tom	Tom has got short straight hair. His hair is yellow/blond. His eyes are blue.
Anna	Anna has got long curly hair. Her hair is red. Her eyes are green.

Instructions (Part 2):

Now, look at the picture you have coloured and describe it in three complete sentences. Use the vocabulary you have learned, such as hair colour, hair type, eye colour, and any other visible features. Make sure each sentence is clear and complete, for example: He has got curly brown hair. She has got blue eyes. He is wearing glasses. This activity will help you practice forming sentences and improve your speaking and writing skills in English.

1. -----
2. -----
- 3.-----

Extra Activity 8: Activity: Unscramble the Letters

Instructions: Use the mixed-up letters to form the correct vocabulary words. Look carefully at the letters and try to rearrange them to match the words you have learned in class. This activity will help reinforce spelling and word recognition skills.

- ✓ SAREGLS → _____
- ✓ YRLUC → _____
- ✓ ETHTRIGA → _____
- ✓ EDR → _____
- ✓ KRAD → _____

Part 3. Final and Assessment Section

Assessment Brief:

When assessing low-achieving learners, the primary focus should be on their ability to use language for communicative purposes. The assessment should emphasize practical communication skills, such as describing people’s appearance, using have got / has got correctly in simple sentences, and responding appropriately to questions. Accuracy in grammar and spelling is less important than the learner’s ability to convey meaning and participate in basic dialogues. Observing learners’ engagement, willingness to speak, and correct use of vocabulary in context will provide a clear picture of their progress. This approach encourages confidence, reinforces learning, and motivates learners to continue practicing English in meaningful ways.

Score	Descriptors (5-Point Scale)
5 (Excellent)	The learner can correctly use all five given vocabulary words as well as the have got / has got structure without errors. Answers all questions in full sentences.
4 (Good)	The learner can use 4–5 vocabulary words. Makes 1–2 minor errors with have got / has got, but the meaning is clear.
3 (Satisfactory)	The learner can correctly use 3 key vocabulary words (e.g., hair colour, hair type). Can only respond with Yes/No answers.
2 (Unsatisfactory)	The learner can use 1–2 vocabulary words. Struggles with grammatical structures and forming correct sentences.

(Homework) !!!

Task: Review and revise the vocabulary words numbered 1–6 on page 6 of the Guess What!

4 textbook. Pay special attention to words related to physical appearance, such as hair colour, hair type, and eye colour, to ensure you remember their meanings and pronunciation. Repeat the words aloud and try to use them in simple sentences during practice.

Writing Activity: Choose one member of your family (e.g., father, mother, brother, sister) and write three complete and simple sentences describing their physical appearance. Use the vocabulary and grammar structures you have learned, especially have got / has got, to make your sentences clear and correct. Focus on including details such as height, hair colour, hair type, and eye colour.

Example:

My dad is tall. He has got short hair. He has got brown eyes.

You can also add one more detail if you like, for instance: He is wearing glasses. This activity will help you practice sentence formation, vocabulary usage, and descriptive skills in English.



For more information's please Click to the Link Bellow and Scan the QR Code as well:

<https://sg.docworkspace.com/d/sIAm5kcjjAcyF-8kG?sa=601.1037>



Lesson Topic: Welcome Back

Prepared by : _____

Grade: 4

Skills: Speaking, Listening, Writing

Lesson type: Revision & Introduction lesson

AIMS OF THE LESSON

Main Aim: to help pupils revise basic English after the holidays and feel confident speaking English again.

Specific Aims: by the end of the lesson pupils will be able to: greet each other politely (Hello, Hi, Welcome back); talk about their friend's name, height and appearance; say what sports and activities their friends like; write simple sentences about a friend.

Educational Aim: to develop communication skills and cooperation through pair and group work.

Developing Aim: to improve pupils' speaking and simple writing skills.

STAGES OF THE LESSON (WHAT TO DO)

1. Warm-up (5 minutes)

What to do:

Teacher greets the class:

Hello children! Welcome back to school!

Pupils answer together.

Ask easy questions:

How are you?

Are you happy to be back at school?

Why it is effective: It creates a friendly atmosphere and prepares pupils for English.

2. Lead-in / Pre-activity (5 minutes)

What to do: Show pictures from the book.



Ask simple questions: Who can you see? Is he tall or short? What is he doing?

Tip: Accept all answers. Do not correct too much.

3. Main Activity – Speaking & Reading (10 minutes)

Book activity: “Read and complete the text”

What to do: Read the text together. Write key words on the board (tall, hair, playing, bike).

Pupils complete only some gaps, not all.

Why it works:

Pupils understand the text without stress and feel successful.

4. Pair Work – Speaking (10 minutes)

Activity: “Ask about your friend”

What to do: Pupils work in pairs. They ask and answer: What’s your friend’s name? How tall is your friend? What sports does your friend like?

Teacher role: Monitor and help quietly.

5. Writing Activity (8 minutes)

Activity: “Write about your friend”

What to do: Write a model on the board: My friend’s name is ... He/She is tall. He/She likes ... Pupils write 3–4 simple sentences.

Tip: Weak pupils may copy the model.

6. Game / Fun Activity (5 minutes)

Game: “Guess the friend”

One pupil describes a friend.

Others guess: Is it Mary?

Why: Motivates pupils and improves speaking.

- ✓ Start with speaking, then writing
- ✓ Use pictures and examples
- ✓ Encourage pupils with praise
- ✓ Keep activities short and fun

CONCLUSION. The “Welcome Back” lesson should be: easy, friendly, motivating, stress-free.

It helps pupils return to English naturally and confidently.

Recommendation for Alternative activities

Grade:4

Book: Guess what

Unit: Welcome back

Skills focus: vocabulary and grammar

Introduction

In the unit “Welcome back “, firstly we should change its name. because its name is so vague for 4grade pupils. Thus, I give some alternative versions for this. For example, “Welcome back to school”, “Hello again, my friends”, “we are together again”

There is no name of the theme on page 6. “ welcome back “ is not suitable for given information. There is given information about how to describe children. It should be mini theme for this, like other unit . Some versions: “Descriptions”

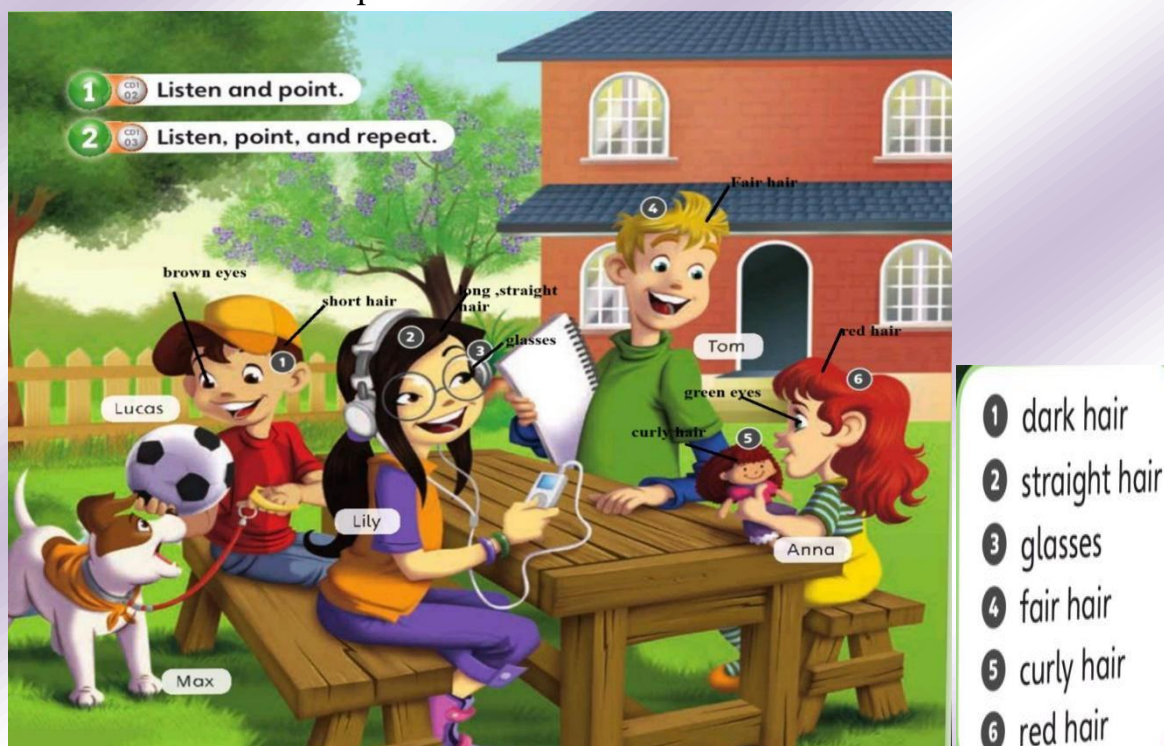
In the Welcome back unit , vocabulary and grammar description should be simple, visual, and engaging for young learners. Instead of this vocabulary and exercises , I would include vocabulary and grammar more connected to sports, movements, and students’ real-life interests. The following activities develop vocabulary and clear grammar structure.

Activity1 Listen and point

Aim: To help students recognize appearance vocabulary and match it with picture
Listen to the audio and match the children with the sports they like.

Content:

Poster title” Listen and point”



Listening script:

CD1:02

Lucas: Hello. I'm Lucas. I'm ten. I have short dark hair and brown eyes. I love sports, and I love animals, too. This is my dog. His name's Max, and he's four. He loves soccer. Shh, Max.

Lily: My name's Lily. Lucas and Tom are my friends. I'm eleven, and I have long straight hair. I have brown eyes, and I have glasses. I love music and sports. My favorite sport is roller-skating.

Tom: And I'm Tom! I'm twelve, and I have short fair hair. I like science, and I like art, too. I love painting and drawing. I have lots of pets. This is my sister. Her name's Anna, and she's five.

Anna: Yes! I'm Anna. I have red hair and green eyes. I like animals, too. This is my doll. She has curly hair.

Lucas: Max! Come here!

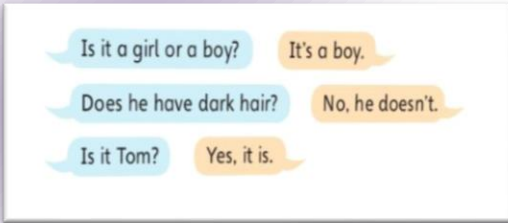
Why this activity is useful:

It is visual, and so simple to learn new word pp on your own

Activity 2. Describe and match.

Aim: To check understanding and practice short questions and answers

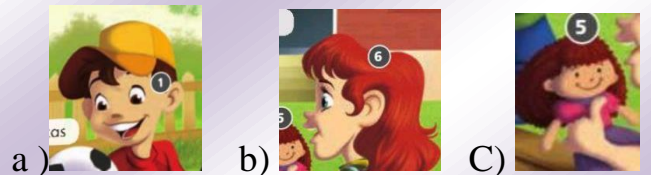
In this activity pp should describe and match them.



Activity 3. Sometimes my pupils have misunderstanding the task requirements. That's why I change the instruction of this activity and simplify. I add third part in this activity. It will be so clear and understandable from that.

Read and match.

Aim: To develop pp' reading skills and help them understand simple sentence by matching them with the correct pictures.



They should answer like that: 1-a-a

Activity 4. It would be better if a brief grammar section were included in the appendix of the book. Each grammar point could be presented under the 'Remember' heading, with a reference to the page where that grammar topic is explained in the main part of the book .this would be more effective for students'



independent learning. The grammar should be presented in a simple and child-friendly way.

Example for appendix

1. TO BE (am / is / are)

See page: 6

Use: to talk about people and things.

- I **am** a student.
- He **is** my friend.
- She **is** happy.
- We **are** classmates.
- They **are** at school.

★ **Remember:**
I / You / We / They → have

2. HAVE / HAS

See page: 7

Use: to talk about what someone has.

- I **have** a bag.
- You **have** a pen.
- He **has** short hair.
- She **has** long hair.

★ **Remember:**
I / You / We / They → have

3. Adjectives (Describing words)

See page: 7

Use: to describe people and things.

- long hair
- short hair
- big eyes
- small nose

★ **Remember:**
Adjectives come **before** nouns.

✓ long hair
✗ hair long

4. Questions with "Is / Are"

See page: 6

Use: to ask questions.

- **Is** he tall? → Yes, he is. / No, he isn't.
- **Are** they friends? → Yes, they are. / No, they aren't.

★ **Remember:**
Is → he / she / it
Are → you / we / they

METHODOLOGICAL WORK

On the topic: "Welcome Back"

(Based on "Guess What"-4)

Teacher: _____

Subject: English

Grade: 4

School: General Secondary School

Academic Year: 2025–2026

INTRODUCTION

Modern English language teaching in primary schools requires not only teaching new material but also effective revision and reinforcement of previously learned knowledge. Revision lessons are especially important at the beginning of the academic year, when pupils need to recall vocabulary and grammar studied in earlier grades.

This methodological work is based on Unit 1: "Welcome Back" from the Guess What! 4 course book. It is designed for Grade 4 pupils, with special attention given to low-achieving

learners. The lesson uses visual aids, games, repetition, and communicative activities to help pupils feel confident and motivated.

The methodological approach focuses on learner-centered teaching, active participation, and creating a positive emotional atmosphere in the classroom.

1. Picture to insert here: (Happy children in classroom / cartoon pupils saying “Welcome Back”)

THE AIM AND OBJECTIVES OF THE LESSON

The main aim of the lesson:

To revise Grade 3 vocabulary and grammar through simple, engaging, and communicative activities and prepare pupils for the new academic year.

The objectives of the lesson:

Educational objectives:

- to revise vocabulary related to appearance (hair, colors, glasses)
- to reinforce the grammatical structure have got / has got

Developing objectives:

- to develop pupils’ speaking and listening skills
- to improve pronunciation and confidence in oral speech

Upbringing objectives:

- to encourage cooperation and friendly communication
- to create interest and motivation towards learning English

Picture to insert here:

(Cartoon children learning English / flashcards with hair and colors)

EXPECTED LEARNING OUTCOMES

By the end of the lesson, pupils will be able to:

- name basic appearance vocabulary in English
- describe people using simple sentences
- correctly use have got and has got in short sentences
- take part in games and pair activities

TEACHING METHODS AND TECHNIQUES

The following methods are used during the lesson:

Communicative method, visual method (pictures, flashcards, cartoons), game-based learning, repetition and drilling, question–answer technique

These methods are especially effective for primary school learners, as they help maintain attention and reduce anxiety.

Picture to insert here:

(Flashcards, ball game, children working in pairs)

REQUIRED MATERIALS AND RESOURCES

Guess What! 4 Student’s Book (Unit 0)

Flashcards (hair types, colors, glasses)

Ball for games

Worksheets

Board and markers

Pictures of cartoon characters

PROCEDURE OF THE LESSON

1. Organizational Moment and Warm-up (5 minutes)

The teacher greets the pupils in a friendly manner and creates a positive classroom atmosphere.

Teacher: “Hello, children! Welcome back to school!”

Pupils answer simple questions:

What is your name?

How old are you?

This activity helps pupils feel relaxed and ready to speak English.

Picture to insert here:

(Teacher greeting pupils / smiling cartoon teacher)

2. Vocabulary Revision (15 minutes)

The teacher revises key vocabulary using flashcards.

Vocabulary:

hair, curly, straight, red, dark, glasses

Activities include:

Choral repetition

Individual repetition

Ball game (teacher throws the ball and says a word; pupil repeats it)

This repetition is very helpful for low-achieving pupils.

Picture to insert here:

(Flashcards with hair styles and colors)

3. Grammar Practice: “Have got / Has got” (15 minutes)

The teacher explains the structure using the board:

I / You / We / They → have got

He / She / It → has got

Examples:

I have got short hair.

She has got curly hair.

Pupils make simple sentences orally.

Picture to insert here:

(Grammar chart or cartoon boy and girl with sentences)

4. Speaking Game: “Who is it?” Pupils describe cartoon characters and guess who it is.

Questions include:

Is it a boy?

Has he got dark hair?

Has she got glasses?

This game develops speaking skills and logical thinking.

Picture to insert here:

(Cartoon characters: Tom, Anna, Lucas)

ASSESSMENT

Assessment is carried out through observation and oral answers.

Assessment criteria:

Correct use of vocabulary

Correct use of grammar

Active participation

Marks are given according to a 5-point grading system.

HOMEWORK

1. Revise vocabulary from Unit 0

2. Write 3 simple sentences about one family member

Example:

My mum is kind.

She has got long hair.

She has got brown eyes.

CONCLUSION. This methodological work shows that revision lessons can be both effective and enjoyable. Using pictures, games, and simple language helps pupils remember vocabulary and grammar more easily. Such lessons create a strong foundation for further learning and increase pupils' motivation to study English.

Picture to insert here:

(Happy pupils / "I love English" cartoon)

Date _____ **Form** _____

Subject: English

Theme: Fun sports

Lesson aims: Students learn to name and talk about indoor and outdoor sports

New language: ice-skating, skateboarding, sailing, kayaking, bowling, mountain biking, skiing, snowboarding, adventure vacation | outdoor, indoor

Recycled language: fishing. Do you like (ski)ing? Yes, I do. / No, I don't. Is he/she (fishing)? Yes, he/ she is. No, he/she isn't. Are they (sailing)? Yes, they are. No, they aren't.

Materials: CD, students` book, workbook, worksheets, computer, slides;

TECHNOLOGICAL MAP OF THE LESSON:

№	Parts of the lesson	Tasks	time
1	Organizational Moment	- Checking the register - Checking homework	5 min
2	Repeating previous lesson	- to give pupils some questions about previous lesson.	5 min
3	Explaining new theme	- to explain to pupils new vocabulary and theme	20 min
4	Consolidating new theme	- to consolidate new theme and new words of the theme	10 min
5	Marking	-to mark pupils	5 min
6	Homework	-giving homework	

The Procedure of the lesson:

I. INTRODUCTION

- Greeting.
- Checking the register
- Checking homework

II. PRE-ACTIVITY

WARMER

Write indoor and outdoor on the board. Read the first sport from the list on page 16 of the Student's Book (fishing) and ask Where do you go fishing? Is fishing an indoor sport or an outdoor sport? (Outdoor) Repeat for the other sports in the list. Students reply indoor, outdoor, or both.

Presentation

Hold up each flashcard and say the new word (or point to the picture on Student's Book, page 16). Students repeat in chorus and individually.

III. MAIN PART

Student's book 16.

Activity 1. Listen and point.

-say Open your books to page 16, please. Ask Who can you see? (Lucas, Lily, and Tom.) What are they looking at? (A (n) poster/ad.) Ask Do you like adventure vacations?

-say Listen and point. Play the recording. Students listen and point to the sports the characters name. Play again, pausing to ask more questions: Does Lily like ice-skating? (Yes, she does.) Does Tom like skateboarding? (No, he doesn't. / Not really.) Does Lucas like indoor sports or outdoor sports? (Outdoor)

CD1:14

Lucas: Wow! Look at these adventure vacations.

Lily: Cool!

Tom: You can go fishing! Great! I love fishing.

Lily: OK. And there's ice-skating, too. Fun!

Lucas: Or skateboarding. That's fun, too. Do you like skateboarding, Tom? Tom: Not really. But I love sailing. We can go sailing.

Lily: Or kayaking. Kayaking is great. Tom: What about bowling? Lucas: Bowling is good. But my favorite activities are the outdoors ones.

Lily: Yes, look! You can go mountain biking.

Tom: Or skiing! Skiing is great.

Lucas: Yes! But my favorite is snowboarding.

Lily: Do you think Max likes snowboarding, Lucas?

Lucas: I don't think so! Dogs can't go on adventure vacations!

Activity 2. Listen, point, and repeat.

-say Now listen, point, and repeat. Play the recording. Students listen and repeat the words while pointing to the correct picture. Then play again. Students repeat while reading the words in the vocabulary list.



fishing, ice-skating,
skateboarding, sailing,
kayaking,
bowling, mountain
biking, skiing,
snowboarding

Activity 3. Listen and answer the questions.

-point to the first picture and ask *Is he mountain biking?* (No, he isn't.) Say *Listen and answer.* Play the first question on the recording. Elicit the answer. Play the rest of the recording, pausing for students to answer. Elicit correct sentences for the No answers, e.g., *2 They're ice-skating.*

Key: 1. Yes, he is. 2. No, they aren't. 3. No, he isn't. 4. No, she isn't. 5. Yes, they are. 6. No, he isn't. 7. Yes, she is. 8. No, they aren't. No, she isn't.

CD1:16

1. Look at picture 1. Is he fishing?
2. Look at picture 2. Are they sailing?
3. Look at picture 3. Is he snowboarding?
4. Look at picture 4. Is she bowling?
5. Look at picture 5. Are they kayaking?
6. Look at picture 6. Is he ice-skating?
7. Look at picture 7. Is she mountain biking?
8. Look at picture 8. Are they skateboarding?
9. Look at picture 9. Is she skiing?

Activity 4. Ask and answer with a friend.

-ask different students about one of the sports, e.g., *Do you like ice-skating?* Encourage them to reply with short answers (*Yes, I do. / No, I don't.*). Students ask and answer in pairs. Circulate and check that they're using short answers correctly.

Do you like skiing?

Yes, I do.

IV. POST ACTICVITY

Workbook page 12.

Activity 1. Look and write the numbers.

- Students look at the pictures and write the numbers next to words.



- mountain biking snowboarding sailing fishing skiing
 ice-skating bowling kayaking skateboarding

Key:2. bowling 3. ice-skating 4. skiing 5. fishing 6. kayaking 7. snowboarding 8. skateboarding 9. mountain biking

Activity 2. *Where do you do the sports? Look at activity 1 and write.*

• *Read the question and check students understand the names of the places. They write the sports in activity 1 in the correct columns.*

river/ocean 	mountain 	city/town 
1 <u>sailing</u>	4 _____	7 _____
2 _____	5 _____	8 _____
3 _____	6 _____	9 _____

Key: river/ocean: fishing, kayaking; mountain: mountain biking, snowboarding, skiing; city/town: bowling, skateboarding, ice-skating

Ending the lesson

Play Act it out (see page xiv) with names of sports. Students guess, e.g., Are you skateboarding? Use the flashcards as prompts when the students are writing, if necessary.

V. MARKING

Students get marks according to their participation.

VI. HOMEWORK

Activity 3. *Learn by heart new words with their translation.*

fishing, ice-skating, skateboarding, sailing, kayaking,
bowling, mountain biking, skiing, snowboarding

4th grade “Welcome back”

Pages: 6-7

The topic that students struggled to master during the test :

“What does he/she look like?”



Grade: 4th grade

Subject : English

Time 45 minutes

Objectives :to enable pupils to identify and use vocabulary and grammar structure related to the topic

to practice using adjectives for describing people

Learning outcomes: By the end of the lesson

-students will be able to identify and use vocabulary related to physical appearance

-students will be able to ask and answer the question” What does he (she) look like?”

-Students will practice using grammar structures “He /She is/ has got” for description

Materials: pictures of people, whiteboard, chart paper, markers, worksheet with pictures

The procedure of the lesson

Introduction/ Warm up 5 minutes

Comparison

Teach students “as.....as” similes commonly used, the suggest a few adjectives, and ask them to invent their comparisons. Pupils should say and show their similes

As white as snow

As cold as ice

As tall as a giraffe

As happy as a kid

As long as a snake

As strong as a lion

As small as an ant

As short as a word

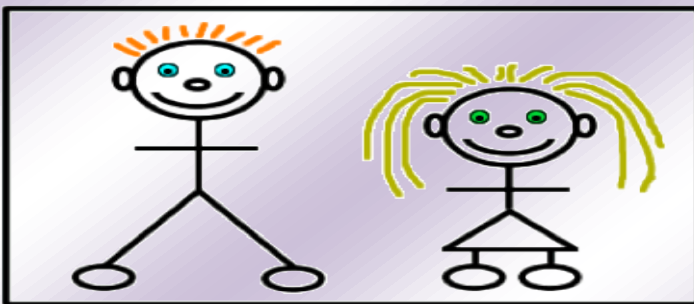
Practice describing people 10 minutes

Teacher shows pictures and describes people. Use big colorful clear pictures with words

What do you look like?

I am tall

I am short



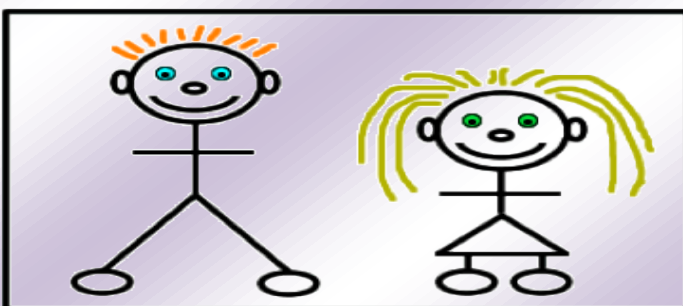
What does he/she look like?

He is tall

She is short

What do you look like?

I have got short hair I have got long hair

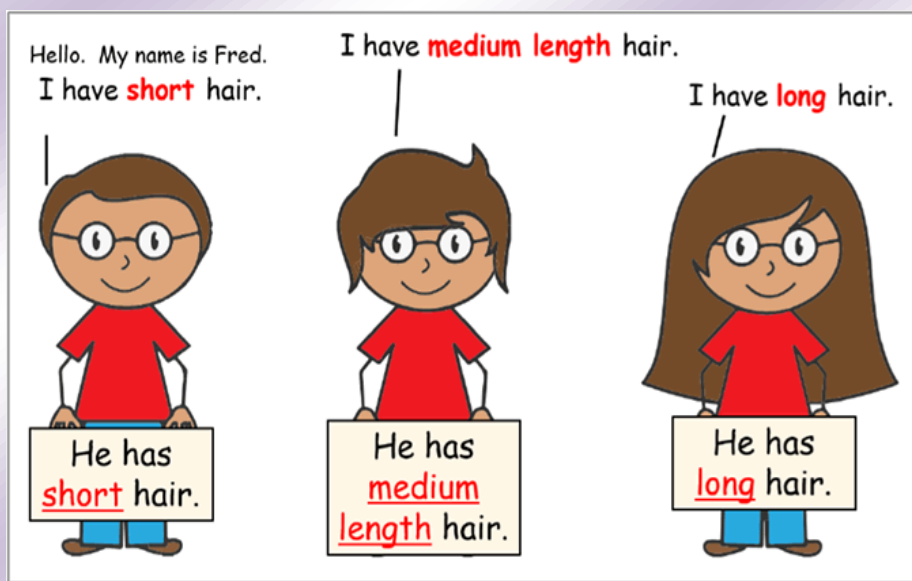


What does he/she look like?

He has got blue eyes. She has got green eyes

Practice describing hair

Next teacher uses picture for describing people's hair



You may use this video for explaining description Describing People | Physical appearance for kids + GAME @interestingenglish

3 Activity Describe and match 10 min

Before class print out the “Describe some more people “ handout-enough for each pair of students in your class. Put students into pairs and give the handout to each pair. show a picture from handouts. 1st student asks question, “What does he(she) look like?” the 2nd student describes. Their partner has to guess who is it

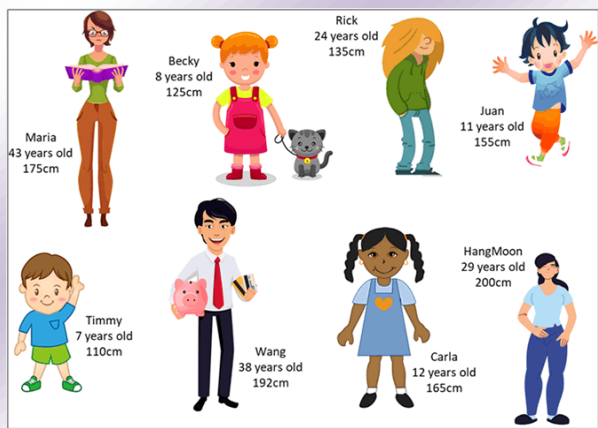
Example

A-What does he look like?

B- He is 7. He is short. He has got short brown hair and dark eyes.

A-Is it Timmy?

B-Yes, it is



4 Activity Back drawing 10 minutes

Prepare flashcards with picture description , they should be simple and clear, so that students can easily describe and draw. Divide pupils into pairs and ask them to make a line. Hand out pictures for the first line and give paper with crayons for the second line. Students on the first line should attentively look at the picture and turn back and describe their picture. Students of the second line should put their papers on the back of their partner and draw.



5. Activity Test- 10 minutes

Prepare colorful tests with pictures and distribute them to students

1. What does she look like?

2. What does she look like?



- a) She is short
- b) He is tall
- c) She is tall

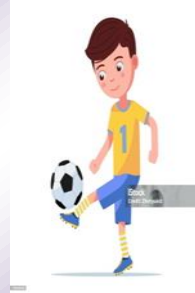
- a) She is short
- b) She is not short
- c) She is tall

3. What does he look like?



- a) He is tall
- b) He is short
- c) She is short

4. What does he look like?



- a) He is short
- b) He isn't tall
- c) He is tall

5. What does he look like?



- a) He has got short brown hair and blue eyes
- b) He has got short dark hair and dark eyes
- c) He has got long fair hair and dark eyes

6. What does she look like?



- a) He has got short dark hair and blue eyes
- b) He has got long brown hair and green eyes
- c) He has got short dark hair and dark eyes

Read the text and find the kid

- a) Mary
- b) Tom
- c) Lucy
- d) Mark



7. She is short. She has long, curly fair hair. She has dark eyes.
8. He is short. He has short black hair and dark eyes.
9. She is tall. She has long brown hair. She has dark eyes.
10. He is short. He has short brown hair. He has blue eyes. He has glasses.

Recommendation for Alternative Activities

Grade: 4

Book: Guess What

Unit Theme: Fun Sports

Skills Focus: Listening & Speaking

Introduction. In the Fun Sports unit, listening and speaking activities should be simple, visual, and engaging for young learners. Instead of the current talent show-based exercises, I would include activities that are more connected to sports, movement, and students' real-life interests. The following activities develop listening comprehension, basic speaking skills, vocabulary, and confidence.

Activity 1: Listen and Match (Sports Edition)

Aim.

To help students recognize sports vocabulary and match it with pictures.

Instructions:

Listen to the audio and match the children with the sports they like.

Content.

Poster title: "Fun Sports Day!"

Tom

Lily

Sam



Listening script (example):

Tom likes playing football. He plays football after school.

Lily rides her bike in the park every weekend.

Sam is good at swimming. He swims very fast.

Task.

Match: 1–, 2–, 3–__

Why this activity is useful:

It is visual, simple, and helps students connect sounds with sports actions.

Activity 2: Listen Again and Answer

Aim.

To check understanding and practice short answers.

Instructions:

Listen again and answer the questions.

Questions:

What sport does Tom like?

Where does Lily ride her bike?

Is Sam good at swimming?

Who likes football the most?

Why this activity is useful:

It improves listening for detail and encourages full-sentence answers.



Activity 3: Ask and Answer (Speaking)

Aim.

To develop speaking skills and personal expression.

Instructions:

Work in pairs. Ask and answer questions about sports.

Model dialogue:

A: What sport do you like?

B: I like basketball.

A: Can you play basketball well?

B: Yes, I can / No, I can't.

Support phrases on the board:

I like ...

I can play ...

I'm good at ...

Why this activity is useful:

It encourages communication and builds students' confidence.

Activity 4: Guess the Sport (Speaking Game)

Aim.

To practice speaking and guessing using actions.

Instructions:

One student acts out a sport. Other students guess.



SPORTS

G	W	L	A	B	C	E	N	M	K	L	Q	R
N	S	L	Z	N	G	N	I	I	K	S	E	T
I	W	A	D	C	Y	C	L	I	N	G	J	S
D	R	B	F	H	M	K	A	R	A	B	E	T
A	U	Y	K	G	N	F	S	O	K	C	O	H
L	Q	E	L	T	A	J	U	D	E	S	V	X
B	J	L	B	A	S	K	E	T	B	A	L	L
R	L	L	S	D	T	B	A	J	W	A	H	R
E	B	O	W	L	I	N	G	R	A	I	H	Q
L	A	V	E	T	C	C	S	D	A	V	B	L
L	S	K	W	V	S	A	C	X	M	T	L	E
O	M	G	H	I	O	E	Y	R	P	S	E	J
R	V	C	S	W	I	M	M	I	N	G	L	Y

LIVEWORKSHEETS

Fun Sports

Fun sports are enjoyable and easy sports for children.

They help children stay healthy, active, and strong.

Fun sports are played to have fun, not only to win.

Children can play fun sports at school, in the playground, or at home.

These sports include running races, ball games, jumping rope, and relay races.

Fun sports do not need expensive equipment.

Everyone can join and play together.

Fun sports help children learn teamwork and cooperation.

They also teach children to follow

rules and play fair. When children play fun sports, they feel happy and relaxed. Fun sports help improve balance, speed, and coordination. They are very important for a healthy and active life.

Fun Sports – Test

1. What are fun sports?

A) Difficult sports

B) Enjoyable and easy sports

C) Dangerous sports

2. Where can children play fun sports?

A) Only at home

B) Only at school

C) At school, playground, or home

3. Which one is a fun sport?

A) Chess

B) Jumping rope

C) Sleeping

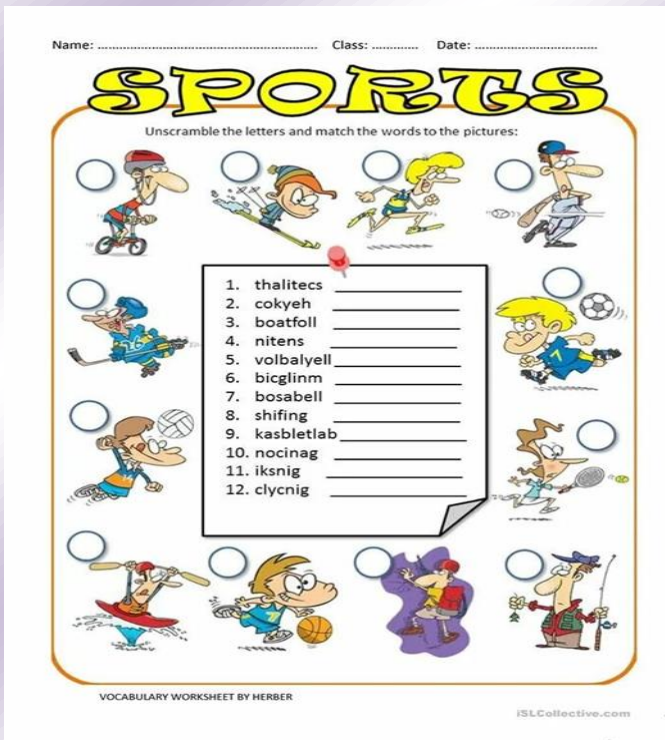
4. Fun sports help children to be ...

Sports Matching Fun

Match the athletic items that go together.

SCHOLASTIC Find more printables for children at scholastic.com/parents/activities-and-printables

- A) Lazy
- B) Healthy and active
- C) Angry



5. Do fun sports need expensive equipment?

- A) Yes
- B) No
- C) Sometimes

6. Fun sports teach children ...

- A) Fighting
- B) Teamwork and fair play
- C) Cheating

7. How do children feel when they play fun sports?

- A) Sad
- B) Tired
- C) Happy and relaxed

8. Which game is played in teams?

- A) Relay race
- B) Reading
- C) Drawing

Fun Sports – Question & Answer Activity

A. Multiple Choice Questions (Circle the correct answer):

1. Which sport is played with a ball?
 - a) Swimming
 - b) Football
 - c) Running
2. What do we wear to protect our head in cycling?
 - a) Gloves
 - b) Helmet
 - c) Shoes
3. Fun sports are for:
 - a) Only adults
 - b) Everyone



c) Only children



B. True or False (Write T for True, F for False):

1. You need a racquet to play tennis. ____
2. Swimming is a fun sport. ____
3. We do not need shoes for running. ____

C. Short Answer Questions:

1. Name one fun sport you can play outside. ____
2. What equipment do you need for football? ____
3. Why are fun sports good for us? ____

1. Sport Pictionary (Rasm chizish o'yini)

Objective: To reinforce the names of sports and their activities.

Rules:

Students will be divided into two groups.

The first student will draw the name of the sport written on the card (without speaking the words).

Group members will look at the drawing and guess the name of the sport.

The group that guesses correctly earns 1 point.

2. Sport Charades

Objective: To learn to recognize sports through actions.

Rules:

Students take turns acting out the sport written on a card.

Team members try to guess the sport.

The team that guesses correctly gets a point.

3. Sports Quiz Relay (Question-Answer Relay)

Purpose: To strengthen knowledge and promote teamwork.

Rules:

Groups stand in a line in an orderly manner.

The first student answers the question from the card and passes it to the next student.

The group that first completes the full question-answer sequence wins.

METHODOLOGICAL RECOMMENDATION GRADE : 8

On the topic: EATING OUT

Method: “Train station”

Objective of the method. Students are able to practice all skills in a lesson.

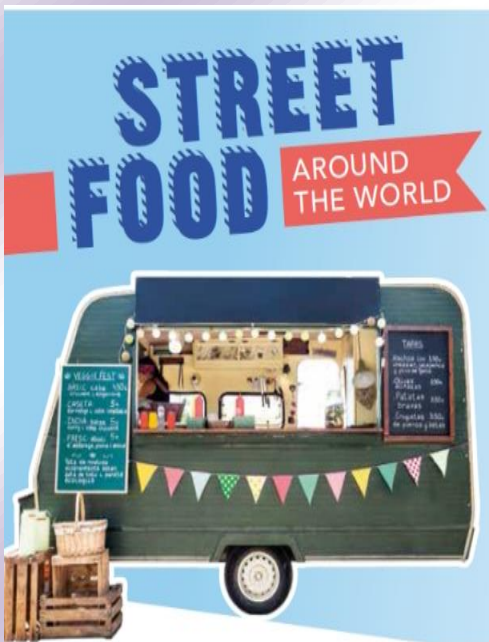
Class is divided into 4 stations and students are also divided into 4 groups.

Stations` names:

1. Reading
2. Listening
3. Writing
4. Speaking

Groups are named according to the teacher.

Each group acts simultaneously, but to different stations. There is a time limit as 5-7 minutes for each station. **Reading station**



1 In lots of countries around the world street food is very popular. In India, you can get different kinds of **curry** made with meat or with vegetables and lots of **chilli**. On the streets of Thailand, you can get fish soup, **omelettes**, rice or **noodles** and **grilled meat**. For dessert, you can have fried bananas, fresh fruit **pancakes** or Thai **sweets**. Mexico is famous for its wonderful tacos served with salsa made of green onions, cucumber and tomatoes. In Germany and Denmark, you can have meat served with bread and **fried onions**, and in France they serve lovely pancakes called **crêpes**. At the seaside in many countries, people eat **chips**, ice cream or **seafood**.

2 In many ways, street food is better than restaurant food. It's much cheaper, and you know it's fresh because you watch the chef prepare and cook it in front of you. It's also more fun to eat – you can use your hands and not worry about what the waiter thinks of you! People often buy and eat food outside at music festivals and at sports events like football matches. There are also street food festivals in many cities. People can try new food from around the world at these festivals.



Methods: Differentiation

Objective of the method: Students will do the reading activity according to their level.

Activity 1. Read the text and answer the questions. *(If all students choose one activity, a student can answer a question.)*

- 1 Which countries are famous for street food? What kind of street food do they have?
- 2 What three things does the writer like about street food?
- 3 At what sort of events do people eat street food?
- 4 What happens at street food festivals?

Activity 2. Match the pictures to the **words in green** in the text.



Activity 3. Read the text and say TRUE or FALSE.

1. In most places Street food is famous. _____
2. Curry is made with only vegetables. _____
3. Tacos is Mexico`s food. _____
4. Salsa is made of meat. _____
5. Street food is cheaper than restaurant food. _____
6. There are street food festivals in many cities. _____

Listening station

A group can do either listening task 1 or 2.

Activity 1 listen to a boy speaking to his friend Nadia and fill in the gaps.



Activity 2. Listen to a girl talking to a food seller at the street food festival and complete the conversation.

Girl: Excuse me, what are you selling?
Seller: It's called paella. It's from ¹..... It's made with seafood, ²....., vegetables and ³.....
Girl: Oh. What's it like?
Seller: It's ⁴.....! Would you like to try some?
Girl: Yes, please. How ⁵..... is it?
Seller: It's £4.50 for a small plate or ⁶ £..... for a large plate.
Girl: I'll have a small plate, please.
Seller: That's £4.50, please.
Girl: Here you ⁷.....
Seller: Thanks. I hope you ⁸..... it!

Writing station

Activity 1 . Complete the table with the words in the box.

American brilliant burger and chips cheese pizza chocolate cake cola fantastic
 fruit salad Italian lemonade lovely Mexican mineral water omelette and salad
 orange juice pasta with meat Spanish strawberry cheesecake vanilla ice cream wonderful

Type of food	Main course	Dessert	Drinks	Opinion

Activity 2. Complete the sentences with the words in the box.

Complete the sentences with the words in the box.

chicken legs salad lemonade
cream strawberries tomato

- 1 comes from cow's milk.
- 2 I like pasta with sauce.
- 3 There are two on the plate with the rice and salad.
- 4 The ingredients for my favourite are tomatoes, lettuce, onions and cheese.
- 5 I love drinking when I go to a restaurant.
- 6 My dad always buys They are his favourite fruit.

Speaking station

Students in a group work with elbow partners. Student A ask questions and student B answers the questions.



Work in pairs. Imagine you are at the street food festival. Student A, ask about and order the food in photos A-C. Student B, answer Student A's questions. Then swap roles and ask and answer about the food in photos D-F. Student A see page 126. Student B see page 125.

Subject: English

Grade: 8 _____

Date: _____



Topic: EATING OUT. Grammar and pronunciation. Degrees of Adjectives and as...as

Skills: Grammar, Pronunciation, Speaking, Reading

Objectives: by the end of the lesson, students will be able to:
use comparative adjectives correctly (bigger than, more interesting than)
use superlative adjectives correctly (the biggest, the most interesting)
make sentences with as...as to show equality
compare familiar people, objects and places orally

Learning Outcomes: Students can: form comparative and superlative adjectives, choose the correct degree of adjective in sentences, speak about real-life comparisons using as...as.

Key Grammar

Short adjectives				Long adjectives
one syllable	one syllable ending in e	two syllables ending in y	one syllable ending in vowel consonant	
add <i>-er</i>	add <i>-r</i>	change y to <i>-ier</i>	double the last letter and add <i>-er</i>	use <i>more</i> + adjective
short – shorter	nice – nicer	healthy – healthier	big – bigger	expensive – more expensive

Comparative: -er / more

Superlative: -est / the most

Equality: as + adjective + as

LESSON PROCEDURE

1. Warm-up – “Compare & Say” (5 minutes)

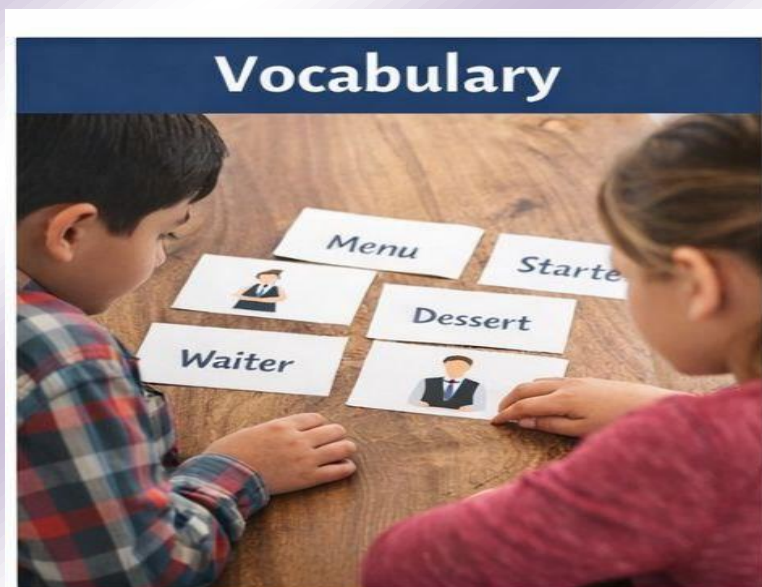
Method: Visual comparison.

Teacher: shows 2 pictures (big house / small house)

Questions: -Which house is bigger?

-Is the small house as big as the big one?

Students answer orally.



Purpose: activate prior knowledge.

2. Presentation – Guided Discovery (10 minutes)

Method: Guided discovery + board work

- On the board:
1. A car is faster than a bike.
 2. This exercise is the easiest.
 3. My bag is as heavy as yours.

Teacher asks:

- Which sentence shows comparison?
- Which shows the most?
- Which shows equality?

Teacher summarizes rules (simple A2 language)

3. Controlled Practice – Grammar Focus (10 minutes)

Activity: Choose & complete

A lion is _____ than a dog.

- a) big
- b) bigger
- c) biggest

This book is _____ interesting as that one.

- a) more
- b) as
- c) most

Mount Everest is _____ mountain in the world.

- a) high
- b) higher
- c) the highest

Answers: 1–b | 2–b | 3–c

Individual → whole class check

4. Semi-controlled Practice – Pair Work (10 minutes)

Activity: Picture comparison

- Instructions: Look at the pictures and make sentences.
-(boy / man, small phone / big phone)

Model:

The man is taller than the boy.

The small phone is not as big as the big one.

Students work in pairs

5. Free Practice – Personalisation (7 minutes)



Activity: Speak about YOU

Sentences:

English is _____ than Maths.

Summer is the _____ season for me.

My bag is as _____ as my friend's bag.

Students speak freely

Teacher monitors & corrects gently

6. Feedback & Assessment (3 minutes). Oral feedback. Teacher praises correct usage and writes 2–3 common mistakes on the board.

Pronunciation Rule: learning to pronounce sounds correctly.

PRONUNCIATION | /ʌ/ and /ɒ/

2 Listen to the words in the box and repeat them. Listen to the sound of the underlined letters. Then put the words in the correct columns - /ʌ/ or /ɒ/.

coffee	cup	horrible
lovely	much	mushroom
omelette	one	onion
want	what	

/ʌ/	/ɒ/
cup	coffee

Activity: “Listen – Choose – Say”

Aim: pupils will learn how to listen, differentiate, and pronounce correctly the _____ sounds:

/ʌ/ and /ɒ/ tovushlarini eshitish,

farqlashvato ‘g‘ritalaffuz qilishni o‘rganadilar.

Interaction: Whole class → Pair work

Preparation: Teacher draws two columns on the blackboard and writes the words, pupils should divide the words into two columns:

/ʌ/	/ɒ/
------------	------------

Cup hot bus not sun dog luck clock.

Next task is teacher says pair words and pupils should point which word is said.

cup / cop

luck / lock

bus / boss

3 Say it! (Pair work)

Pupil A says the word with the sound: /ʌ/ → Pupil B checks. Then pupil B says the word with the sound /ɒ/ → pupil A checks.

e.g: A: sun

B: /ʌ/ ✓

Bonus (fun): Teacher says short sentences quickly pupils find which sound is used more. “A bus in the sun”

“A hot dog”

Homework. Writing 5 sentences: 2 comparatives, 2 superlatives, 1 as...as sentence.

Assessment.

Observation during speaking

Correct grammar usage in activities.

METHODOLOGICAL RECOMMENDATION GRADE : 9

“Our Changing Planet”

“ Our changing planet” is to encourage students to act as a global citizen, analyze global problems and express individual attitudes to find the solutions. The following are several methods to organize the lesson in a meaningful way and help achieve its objectives.

1. Introduction to SDGoals by UNO (2016)



1. What do you see in this picture?

2. Which number is most related to 'Our Changing Planet' topic? Why?"

3. Is the Earth changing because it wants to, or because we are forcing it?"

4. Look at the 'Life on Land' (15). How many trees have you planted

in your life?

5. What is one small thing you can stop doing today to help the planet?"

Objective: These questions raise students’ awareness of global issues and encourage them to think about their own personal contributions to addressing them as global

citizens. They help students realize that climate issues are not only a problem for Uzbekistan, but a challenge faced by the entire world.)

Assessment:

Self-Assessment: Global Citizenship & Climate Awareness

- I can describe what I see in the SDGs picture.
- I can identify an SDG related to climate or the planet.
- I can explain *why* I chose this SDG.
- I can express my opinion about human impact on Earth.
- I can talk about my personal actions to protect nature.
- I understand that climate change is a global problem.

2. Earth song (<https://youtu.be/XAi3VTSdTxU?si=ktk-jaxLK98cgj1v>)



“Earth Song” by Michael Jackson is played as a starter activity. Students guess the lesson topic and predict key vocabulary. They are given the song lyrics with gaps to complete before the session. Students then answer the question: **What kind of missing words did you hear?**

(Objective: Students listen to new vocabulary in a real context and improve pronunciation. Through music, they emotionally connect with the urgency of

environmental issues, especially as the message is delivered by a well-known global celebrity.)

What about ____?

What about ____?

What about all the things that you said we were to gain?

What about ____? Is there a time?

What about all the things that you said was yours and mine?

Did you ever stop to notice all the ____ we've shed before?

Did you ever stop to notice the crying ____, the weeping ____?

What have we done to the ____? Look what we've done...

rain – flowering fields – sunrise – Earth – nature – world – shores – sea – blood

3. Critical question: “What have we done to the world?” (a question from the same song)

This question encourages students to think critically about global environmental problems and revise topic-related vocabulary. They reflect on human impact on earth and analyze the level by completing the table with new words. Then they discuss it in pairs.

Valley, mountain, sea, ocean, river, lake, desert, volcano, hill, forest

Human impact- low or zero	Human impact- high

4. The "Vibration" Test: /ð/ (weather) is felt by touching the vibration on the neck with hands while /θ/ (earth) is through airflow without vibration.

(Objective:

Students will be able to **feel and differentiate the pronunciation of /ð/ and /θ/** by sensing **vocal cord vibration** for /ð/ (as in *weather*) and **airflow without vibration** for /θ/ (as in *earth*), improving their **phonetic awareness and accurate pronunciation.**)

5 Write five sentences of your own using the words from Exercise 3.

PRONUNCIATION | th: /θ/ and /ð/

6 Listen to the sounds θ and ð and repeat them. Then put the words in the box into the correct column.

north	other	south
that	there	these
thing	think	this

θ earth	ð weather

12 Listen and check. Then repeat.

Activity: “Pronunciation battle” - /θ/ vs /ð/

Teacher says words: *Growth, healthy, mother, there, teeth, math, than, they, think, thunder, three, theatre, thanks, brother, weather, together*

Students repeat each word aloud. Students feel **vocal cord vibration for /ð/** (*mother, there, they*) and **only airflow for /θ/** (*think, teeth, three*)

7 Write sentences about the geography of your country.

There are mountains in the north of my country.



Students are given a **hand map** to use while doing this exercise. They encounter vocabulary on the map and, using it, create **four sentences**. (Completing Exercise 7 using a map of Uzbekistan not only **reinforces vocabulary**, but also **develops students’ sense of Global Citizenship**, helping them know and appreciate the geography of their country.)

E. g.

The Amu Darya River flows through the west of Uzbekistan.

The Kyzyl Kum Desert is a very large and dry place in the center of our country.
 Lake Aydarkul is a beautiful place for nature.
 The Kyzyl Kum desert is in the North-West of Bukhara
 There are high mountains in the east, near Namangan and Fergana.



Grade: 9

Subject: English

Topic: School

Time: 45 minutes

Objectives

-To develop students' speaking and critical thinking skills on the topic *school*

-To expand vocabulary related to school life,

rules, subjects, and facilities

-To encourage students to express opinions and give reasons

Learning Outcomes

By the end of the lesson, students will be able to:

-use school-related vocabulary in meaningful contexts

-express and justify their opinions about school life

-collaborate and communicate effectively in pairs and groups

Materials

Whiteboard, markers, projector (optional), handouts, sticky notes

Procedure of the Lesson



1. Warm-up: “School Snapshot” (5 minutes)

Method 1: Visual Brainstorming

-Teacher writes the word **SCHOOL** in the center of the board.

-Students quickly say words or phrases they associate with school (e.g. *rules, exams, classmates, stress, future*).

Teacher groups answers into categories (subjects, people, feelings, places).

Purpose: Activates background knowledge and sets the context.

2. Pre-speaking Activity: “Agree or Disagree” (8 minutes)

Method 2: Opinion Line

Teacher reads out statements:

- “School prepares us for real life.”
- “Homework should be optional.”
- “School rules are too strict.”

Students stand on an imaginary line (Agree – Not sure – Disagree).

They explain **why** they chose that position.

Purpose: Develops speaking, reasoning, and confidence.



3. Main Activity: “School Problems – School Solutions” (15 minutes)

Method 3: Problem-Based Learning (PBL)

-Students work in small groups.

-Each group receives a **school-related problem**, for example:

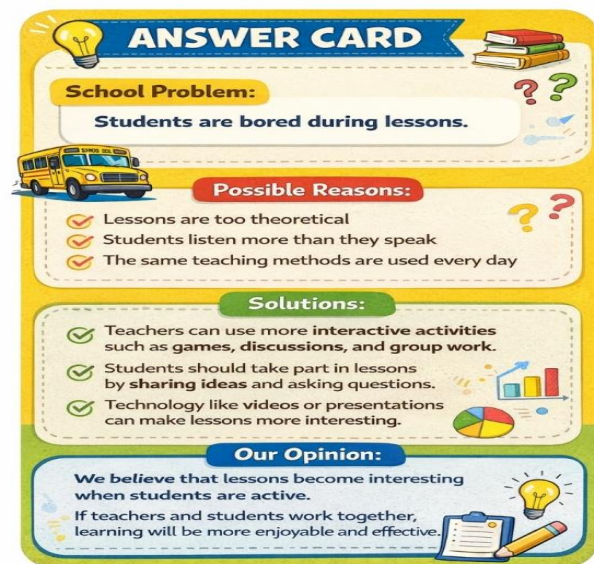
- Students are bored in lessons
- Too much homework
- Poor communication between teachers and students

Task:

1. Discuss the problem
2. Suggest **at least two solutions**
3. Prepare a short oral presentation

Groups present their ideas to the class.

Purpose: Encourages collaboration, creativity, and real-life thinking.





4. Post-speaking Activity: “My Ideal School” (10 minutes)

Students individually write a short paragraph describing their *ideal school*.

They must mention:

Subjects, teachers, rules and atmosphere.

Volunteers read their ideas aloud.

9th grade “On holiday”

The topic that students struggled to master during the test :

Where do you like going on holiday?

How do you go on holiday?



Vocabulary:

Ways of travelling – by plane, by train, by car, by bus, by ship, on foot

Grammar: Past Simple tense

Teaching Methods:

1. Communicative Language Teaching (CLT) – students learn through real-life communication, interviews, and discussions.

2. Task-Based Learning (TBL) – students complete meaningful tasks (guessing, interviewing, storytelling) using the target language.

Objectives: To teach travel-related vocabulary, to practice Past Simple in meaningful contexts, to improve speaking and writing skills

Learning Outcomes:

By the end of the lesson, students will be able to:

use ways of travelling vocabulary correctly, talk about past holidays using Past Simple, ask and answer questions confidently

Materials:

Pictures of transport, whiteboard, markers, worksheets

Lesson Procedure

1. Warm-up: Think–Pair–Share (5 minutes)

Method: Communicative Language Teaching

Teacher asks:

-Where did you go last holiday?

-How did you travel there?

Students think individually, discuss in pairs, then share answers with the class.

A: Where did you go last holiday?

B: I went to Samarkand with my family.

A: How did you travel there?

B: We travelled by train.

A: Did you enjoy your holiday?

B: Yes, I enjoyed it very much.

Activity 1: “Guess the Transport” (8 minutes)

Method: Task-Based Learning

Type: Group work

Teacher describes a journey without naming the transport.

Example: “It is slow but relaxing. You travel on water.” → *By ship*

Students then create their own descriptions in groups.

Purpose: Vocabulary development and creative thinking.

Extra examples:

- *It is very fast. You travel in the sky and need a ticket.* → **By plane**

- *It is comfortable. It moves on rails and stops at stations.* → **By train**

- *You can travel with your family. You stop whenever you want.* → **By car**

- *Many people use it in cities. It is cheap and follows a route.* → **By bus**

- *It is healthy and free. You use your legs to travel.* → **On foot**

- *It is slow but relaxing. You travel on water.* → **By ship**

2. Grammar Focus: Past Simple (8 minutes)

Teacher explains Past Simple using holiday examples.

Examples:

-I visited another city last summer.

-We travelled by train.

-I didn't stay in a hotel.

Students make short sentences about their last holiday.

- I went to the mountains last summer.

-We travelled by bus during our holiday.

- I stayed in a small hotel near the beach.

- My family visited another city last year.

- I enjoyed my holiday very much.

Activity 2: "Holiday Interview" (10 minutes)

Method: Communicative Language Teaching

Type: Pair work

One student is a reporter, the other is a traveler.

Reporter asks:

-Where did you go on holiday?

-How did you travel there?

-What did you do there?

-Did you enjoy it?

Students change roles after 5 minutes.

Purpose: Real-life communication and fluency practice.

Activity 3: "Broken Holiday Story" (7 minutes)

Method: Task-Based Learning

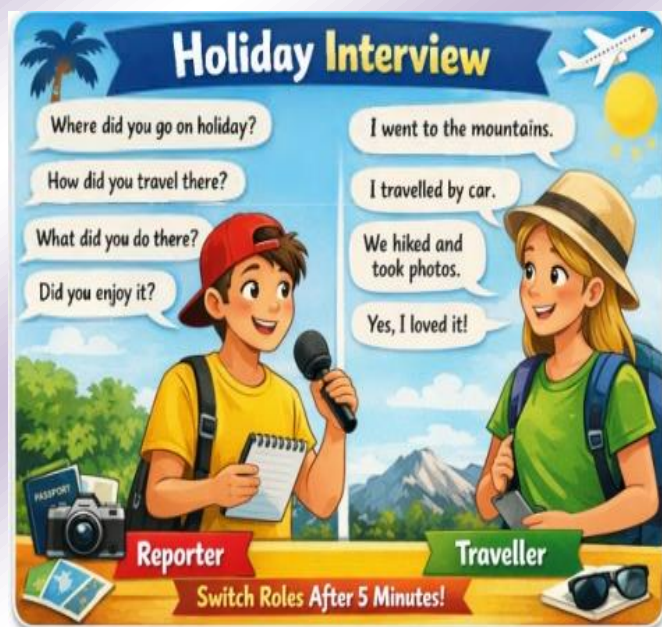
Type: Individual work

Students complete a short text using Past Simple verbs.

Example:

Last summer I ___ (decide) to go on holiday with my family. We ___ (choose) a beautiful place near the sea. First, we ___ (travel) by bus early in the morning.

We ___ (arrive) there in the afternoon. We ___ (stay) in a small but comfortable hotel. Every day we ___ (swim) in the sea and ___ (walk) along the beach. In the evenings, we ___ (eat) local food and ___ (talk) a lot. One day, we ___ (visit) an old



museum. I ___ (take) many photos during the trip. I really ___ (enjoy) my holiday and ___ (want) to go there again.

Santa is going to Jamaica!



Hi! I'm Santa and this year I'm going on holiday to Jamaica. I've been working hard during all the year and now it's time for resting and relaxing.

This year before the summer I've decided to lose some weight so I'm on a diet and it's been very hard to lose a few kilos. I do exercise every morning to be fit for all the activities I've planned to do in Jamaica. First, I want to do surfing and scuba diving in the sea. After doing a bit of exercise, I'm going to sunbathe on an air mattress and relax under a palm tree. I've also thought of trying water-skiing in the sea and canoeing in the river.

These are my plans for this summer. Now tell me about yours. What are you going to do this holiday?

1. Write numbers (1-7) in the order they appear on the text:



2. Answer the questions about the text:

1. Where is Santa going this summer holidays? _____

2. What has Santa decided to do before going? _____

3. When does Santa do exercise? _____

4. Why does Santa want to rest and relax? _____

3. Write true (T) or False (F):

1. Santa is on a diet because he wants to lose some weight. _____

2. He thinks that the summer isn't for relaxing. _____

3. He does some exercise after relaxing on the beach. _____

4. He is going scuba diving and sunbathing this summer. _____

5. He has thought of doing water-skiing in the river. _____

4. Find 7 summer words in the word search and match them with the pictures:

U	M	B	R	E	L	L	A	S	O
S	K	G	N	I	M	M	I	W	S
N	U	E	E	R	T	M	L	A	P
U	M	N	W	H	E	P	B	H	O
X	S	M	S	L	T	E	T	Q	L
R	R	I	E	U	J	R	U	K	F
T	P	W	A	J	R	H	F	F	P
Z	O	D	C	C	U	N	G	L	I
T	D	F	H	C	A	E	C	P	L
L	S	C	V	G	L	O	I	F	F
I	T	Y	I	A	W	E	R	T	I



Have a Great Summer!

Students read answers aloud.

Activity 4 (Reading): Santa's Summer Plans (7 minutes)

1. Read the text about Santa's summer holiday carefully.
2. Look at the pictures and number them in the correct order according to the text.
3. Answer the questions using information from the text.
4. Decide whether the statements are **True (T)** or **False (F)**.
5. Find the summer words in the word search and match them with

the pictures.

Purpose

- To develop students' **reading comprehension skills**
- To help students understand and sequence information from a text
- To revise **summer holiday vocabulary**
- To encourage careful reading and critical thinking

Unit 3 on Holidays (For 9th Grade page 20)

This methodological guide is designed for teaching the topic "First Holidays with Friends" based on a reading text about teenagers' independent holiday experiences. The lesson focuses on vocabulary related to ways of traveling, reading comprehension, speaking, and pronunciation. It is suitable for 45-60 minute lessons (can be split into 2 sessions).

Lesson Objectives

By the end of the lesson, students will be able to:

- Identify and use vocabulary for different means of transport.
- Understand and extract specific information from a reading text about holidays.
- Discuss their own holiday preferences and experiences.
- Pronounce words with silent letters correctly.

Materials Needed

- Textbook page with the reading text and photos (A-K).

- Printed handouts: vocabulary matching, comprehension questions, pronunciation list.
- Audio (if available) for listening/pronunciation.
- Projector or whiteboard for visuals.

Lesson Plan (Step-by-Step Procedure)

1. Warm-up / Lead-in (5-10 minutes)

-Begin with the "About You" questions on the page:

1. Where do you like going on holiday?
2. How often do you go on holiday?
3. Do you always go on holiday to the same place?
4. How do you usually get there?

-Put students in pairs or small groups to discuss. Then, elicit a few answers from the class.

-Purpose: Activate prior knowledge about holidays and travel, personalize the topic.

2. Vocabulary Introduction: Ways of Travelling (10-15 minutes)

-Show the photos A-K (or describe/project them).

-Present the vocabulary from the box:

by bike, by helicopter, by boat, by coach, by scooter, by motorbike, on foot, by underground, by ship, by tram, by plane.



Activity 1: Matching

- Students match the phrases to photos A-K individually, then check in pairs.
- Whole-class feedback: Ask "What is photo A?" etc.
- Suggested matching (based on typical images):

- A – by helicopter
- B – on the beach (sunbathing/sleeping)
- C – by tram or underground
- D – by coach
- E – camping/tent in forest
- F – by ship/boat
- G – by bike
- H – London scene
- I – by underground/train
- J – by coach/bus
- K – by scooter

Extension: Ask students which ways of travelling they have used and which they would like to try.

3. Reading Activities (20-25 minutes)

-Pre-reading: Ask students to look at the title "First Holidays with Friends" and predict what the text is about.

Activity 3: Quick reading (skimming)

Students read quickly to find where Sophie, Fred, and Chris went and how they got there.

-Answers:

Sophie (with Paula): Greece (island of Milos) – by plane to Athens, then by ship.

Fred (with Jim and Simon): London – by tram, then coach (lost wallet).

Chris (with Tom): Campsite in forest – by bus, then on foot.

Activity 4: Detailed reading (scanning)

-Students read again and answer questions 1-6.

Suggested answers:

1)"First holidays" means first holiday without parents/independently with friends.

2)They went really tired, lay down on the beach, closed eyes, and went to sleep.

3)They got sun burnt (really hot, thirsty, and red).

4)Fred lost his wallet (with money for the coach).

5)He paid for the coach (Jim and Simon each lent money? Or stayed at aunt's).

6)It was raining (long walk in rain, wet things, but sun came out next day).

-Follow-up: Discuss – Would you like such a holiday? Why/why not?

4. Pronunciation: Silent Letters (5-10 minutes)

Present words: climb, flight, guess, half, island, knew, two, where.

Activity 5: In pairs, students read aloud and identify silent letters (e.g., climb – b silent; island – s silent).

Play audio if available; drill pronunciation chorally and individually.

5. Speaking / Follow-up (10 minutes)

Group discussion: "What was your first holiday with friends (or without parents)? How did you get there? Did anything go wrong?"

Teacher's Guide: Unit on Holidays – First Holidays with Friends (Continued: Grammar - Past Simple & Speaking)

(For 9th Grade page 21)

This guide continues from the previous section on vocabulary and reading. It focuses on Grammar (**Past Simple Tense**) and **Speaking** activities related to holidays and travel. The lesson reinforces narrative skills using the Past Simple, personalizes the topic, and builds fluency. Suitable for 45-60 minute lessons (can be combined with previous reading lesson or split).

Lesson Objectives

By the end of the lesson, students will be able to:

- Recognize and form regular/irregular Past Simple verbs.
- Use Past Simple in questions, negatives, and affirmative sentences.
- Correct common errors in Past Simple usage.
- Discuss holiday experiences and preferences fluently using target language.

Materials Needed

- Textbook pages with exercises.
- Whiteboard for timelines/examples.
- Handouts: Irregular verb list, question cards for speaking.
- Visual aids (projected or printed images).

Lesson Plan (Step-by-Step Procedure)

1. Review & Warm-up (5-10 minutes)

- Quickly review the reading text from the previous lesson.
- Ask: "What happened to Sophie/Fred/Chris on their holidays?" (Elicit Past Simple sentences: e.g., "Sophie invited Paula.", "Fred lost his wallet.")
- Show images from the stories to prompt recall.

2. Grammar Presentation: Past Simple (10-15 minutes)

- Elicit rules from the text: Past Simple for completed actions in the past.
- Regular verbs: +ed (travelled, invited); Irregular (went, lost, was/were).
- Forms: Affirmative (I went), Negative (didn't go), Questions (Did you go?).
- Use a timeline on the board: Yesterday → Last summer → Now.

PAST SIMPLE TENSE

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Activity 1: Underline Past Simple forms in the given sentences (from textbook).

-Discuss questions: Regular (travelled, invited, wanted), Irregular (went, was, lost), No "did" in questions/negatives.

3. Controlled Practice (15-20 minutes)

Activity 2: Underline examples of Past Simple in the reading article (refer back).

Activity 3: Complete sentences with Past Simple verbs.

Example answers:

- a. went b. did...travel / didn't travel c. Wanted d. didn't have / arrived
enjoyed

Activity 4: Analyze questions a/b, then answer 1-4.

Answers:

- a. b (did + infinitive)
b. a (asking about object)
c. b (asking about subject)
d. a (object)

Activity 5: Choose a/b for object/subject questions.

(e.g., 1b – His mother saw him. / 2a – His mother saw him.)

Activity 6: Complete sentences.

Example:

- a. did...eat b. took c. go d. booked e. did...go f. did...buy

Activity 7: Correct mistakes.

Common corrections: Add "didn't", fix irregular forms, etc.

4. Speaking Practice (10-15 minutes)

-Activity 6 (textbook): Look at photos A-K, discuss questions in pairs.

-Encourage use of Past Simple where possible (e.g., "Last year, I travelled by plane...").

-Activity 8: In pairs, ask/answer personal holiday questions.

5. Additional Activities (Suggestions to Extend the Lesson)

To make the lesson more engaging and reinforce skills, add these:

1) Irregular Verb Bingo (10 min): Provide bingo cards with irregular verbs (go-went, buy-bought, etc.). Call past forms; students mark infinitives. Winner tells a sentence using the verb.

2) Holiday Timeline (15 min): Students draw a personal timeline of last holiday. Label with Past Simple sentences (e.g., "Day 1: I arrived by bus."). Share in groups.

3) Role-Play: Planning a Holiday (15 min): In groups of 3-4, plan a "first holiday with friends." Discuss where, how to travel, what might go wrong. Use questions from Activity 6. Perform for class.

4) Find Someone Who... (Mingle activity, 10 min): Handout with prompts like "Find someone who travelled by plane last year." Students ask questions, use Past Simple in answers.

5) Writing Extension (Homework or in-class): Write 8-10 sentences about a real/imaginary holiday using Past Simple. Include at least 3 ways of travel.

6) Error Correction Relay: Teams correct sentences from Activity 7 on the board.

-These activities promote fluency, peer interaction, and fun while consolidating grammar and vocabulary.

Tips for Teachers

-Monitor pairs/groups for accurate Past Simple use; provide feedback.

-For weaker students: Provide sentence starters (e.g., "Last summer, I...").

-For stronger students: Add "Why?" follow-ups or adverbs (suddenly, quickly).

-Assessment: Collect writings or note speaking participation.

Methods for using in the lesson

“Story bird: Digital Storytelling” Method

Introduction to the Method: "Story bird" is a digital storytelling platform that allows students to create and publish their own stories using images and text. This method encourages creativity, improves writing skills, and supports the development of language abilities. By combining visual elements with narrative writing, "Story bird" helps students express their ideas in a fun and engaging way while enhancing their overall communication and storytelling skills.

How the Method Works:

1. Choosing a Theme: The first step in the process is for students to select a theme or idea for their story. This could be anything from a personal experience to a completely fictional tale. For example, students might write about their favorite animal, an exciting adventure, or an important event in their life.

2. Selecting Images: Once the theme is chosen, students can browse through a library of images on the Story bird platform. These images represent various settings,

characters, and objects that students can use to illustrate their story. The visual component helps bring the story to life, making it more vivid and engaging.

3. Writing the Story: After selecting the images, students write a narrative to accompany each picture. They can create a story with a beginning, middle, and end, and incorporate dialogue and descriptive language. Each page of the story typically includes an image and a short piece of text that corresponds to the visual elements.

4. Publishing and Sharing: After completing their story, students can publish their work on the platform and share it with others. This could involve presenting their story to the class or sharing it with classmates to receive feedback and engage in discussions. The interactive nature of the platform encourages collaboration and peer learning.

Examples of Using the Method:

1. Writing About a Favorite Animal:

Task: Students are asked to write a story about their favorite animal.

Process: They choose images of animals and write about the animal's characteristics, habits, or a fictional adventure.¹⁴

Outcome: Students learn new vocabulary related to animals, practice sentence structure, and develop their descriptive writing skills.

2. Creating a Fantasy World:

Task: Students imagine and create a story set in a fictional world.

Process: They choose fantasy-related images (e.g., dragons, castles, enchanted forests) and craft a narrative that explores this imaginary world.

Outcome: This exercise encourages creativity and imagination, helping students develop skills in writing, storytelling, and creative thinking.

3. Writing About a Special Event:

Task: Students write a story about a significant event in their life, such as a birthday, holiday, or trip.

Process: They select images related to the event and write about what happened, how they felt, and the people involved.

Outcome: This activity helps students practice narrative writing and reflect on their personal experiences, all while improving language skills.

Benefits of Using Story bird:

1. Boosts Creativity: "Story bird" encourages students to think creatively by allowing them to create original stories, characters, and worlds.

2. Improves Writing Skills: By writing stories, students practice important writing skills, such as structure, grammar, and punctuation. They also gain experience in crafting engaging narratives.

3. **Enhances Communication:** The process of sharing their stories with others helps students improve their communication skills, both in writing and verbally.

4. **Engages Students:** The interactive nature of "Story bird" makes the storytelling process enjoyable and engaging for students. It transforms writing into an exciting and dynamic activity.

5. **Supports Digital Literacy:** As students use the "Story bird" platform, they become familiar with digital tools, which helps them build essential digital literacy skills in the modern world.¹⁵ The "Story bird: Digital Storytelling" method is a powerful tool for enhancing students' creativity, writing abilities, and language skills. By combining images and text, students are able to create rich, immersive stories that foster imagination and improve literacy. This method not only strengthens writing and communication skills but also encourages collaboration, peer feedback, and digital literacy, making it an excellent resource for teaching English and other subjects.

"Story bird: Digital Storytelling" Method Explanation with Examples

Example 1: "Introducing Your Favorite Animal"

1. **Task:** Students are given the task of creating a story on the "Story bird" platform about their favorite animal. They are to write a short story about that animal.

2. Game Stages:

Students are provided with the option to choose images of animals (for example, a dog, cat, bird).

They write a short story about the selected animal. The story should have a beginning, middle, and end.

On each page, students place the image of the animal and write corresponding text. For instance, "My dog Max always loves to play. In winter, he often runs in the snowy yard." Once the stories are finished, students share them with their classmates and provide feedback to each other.

3. **Learning Reinforcement:** This activity helps students expand their vocabulary related to animals, while also strengthening their grammar skills through story structure.

Example 2: "Traveling Through Maps"

1. **Task:** Students are assigned to create a story about a geographical place or historical figure. Each student selects a location or figure and writes a story related to that place or person.

2. Game Stages:

Students are given the opportunity to select images of either geographical places or historical figures.

The student writes a brief story about that place or person's history or life. For example, "In the city of

Samarkand in Uzbekistan, a 16 historical event took place. Timur was famous for his military

success." Each page of the story will contain an image related to the geographical place or historical figure and a short narrative.

3. Learning Reinforcement: This game helps students learn more about geography and history, while they expand their vocabulary and understanding of new terms and concepts.

Example 3: "Fantastic World"

1. Task: Students are asked to create their own imaginary world. In this world, they can have fictional places, people, and animals.

2. Game Stages:

Students are given the option to choose different images and illustrations (for example, a village, city, forest, ocean, or fantasy creatures). They create their world by writing a story about that world, detailing

the people, places, and events that take place there. For example, "One day, I met a small, green creature living in the middle of a forest. It showed me its mysterious world where animals could talk with humans." On each page, students combine the text with matching images to bring their world to life.

3. Learning Reinforcement: This game enhances students' creativity and encourages them to express their ideas while learning new vocabulary related to imagination and fiction.

Example 4: "Important Life Events"

1. Task: Students write a story about an important event in their life, such as a birthday, family celebration, or holiday.

2. Game Stages:

Students choose an important event in their life (for example, a birthday, a family gathering, celebrating the New Year).

They describe the beginning of the event, the activities that took place, and the conclusion of the event.¹⁷

For instance: "On my birthday, I played games with my friends. The most exciting part was cutting the big chocolate cake!" Students then use images to illustrate the event and make the story more engaging.

3. Learning Reinforcement: This activity allows students to reflect on their personal experiences and share them with others, strengthening their narrative writing and communication skills.

"Word wall Interactive Activities" Method

Introduction to the Method: "Word wall" is an interactive platform designed to create fun and engaging educational activities for students. It allows teachers to

design various types of activities that can be used for practicing vocabulary, grammar, and even more complex topics across different subjects. "Word wall" supports various game formats like quizzes, matching activities, crosswords, and many more, making learning both interactive and exciting. It is a great way to engage students, reinforce their knowledge, and make lessons more dynamic.

How the Method Works:

1. **Creating Activities:** The first step is for teachers to create activities using the "Word wall" platform. They can select from a wide range of templates based on their teaching objectives. Some popular templates include "Match Up," "Quiz," "Crossword," "Word Search," and "Random Wheel." These templates can be customized to suit any topic or level.

2. **Engaging the Students:** Once the activities are created, teachers can present them to the students either through interactive whiteboards, projectors, or individually on devices. This brings a fun and competitive element to the class, as students will work through the activities either individually or in teams.

3. **Providing Feedback:** After the activities are completed, teachers can review the results with the class, providing immediate feedback and discussing correct and incorrect answers. This is a great opportunity for reinforcement and for correcting any misunderstandings.

Examples of Activities Using "Word wall":

1. Vocabulary Match Up Activity:

Objective: Students learn new vocabulary related to a specific topic (e.g., animals, family members, food).

Activity: Create a "Match Up" activity in which students match vocabulary words to their corresponding definitions or pictures. For example, the word "cat" would be matched with a picture of a cat or its definition ("a small, domesticated mammal with soft fur and a long tail").

How It Works: Students can work individually or in pairs to drag and drop the correct words to their definitions or images. This activity reinforces memory through repetition and association.²⁰

Outcome: This activity improves students' vocabulary recognition, strengthens their understanding of new terms, and enhances their ability to make connections between words and meanings.

2. Grammar Quiz:

Objective: Students practice grammar rules such as verb tenses, articles, prepositions, etc.

Activity: Design a quiz activity where students are given a series of sentences with missing words or incorrect grammar. They need to select the correct option to complete the sentence. For example, "She _____ (to be) a teacher" could have options like "is," "am," or "are."

How It Works: The quiz will present students with questions one by one, and they will choose their answers. They can get immediate feedback after each response, making it an effective tool for learning grammar in an engaging way.

Outcome: This activity helps students practice and apply grammar rules in context, improving both their writing and speaking skills.

3. Word Search:

Objective: Students reinforce their vocabulary knowledge in a fun way.

Activity: Create a word search activity with words related to a specific topic (e.g., school supplies, countries, or parts of the body). Students need to find the words hidden in the grid.

How It Works: Students can either complete the word search on their own or compete in teams to find all the words in the shortest amount of time.

Outcome: This activity helps reinforce spelling, improves attention to detail, and aids in word recognition. It's a great tool for visual learners.

4. Random Wheel for Review:

Objective: To review multiple topics in a fun, random way.

Activity: Create a "Random Wheel" activity that spins to select different questions or tasks for students to answer. The wheel can include topics like vocabulary, grammar questions, or even fun facts related to the subject being studied.

How It Works: Students take turns spinning the wheel and answering the question it lands on. Each time they answer a question correctly, they earn a point. You can make it competitive by splitting the class into teams.

Outcome: This activity engages students in a fun and competitive way, reinforcing their knowledge on a variety of topics while improving their listening, speaking, and critical thinking skills.

5. Crossword Puzzle for Topic Review:

Objective: Review and reinforce learning of a specific subject.

Activity: Create a crossword puzzle based on a topic students have been learning about (e.g., famous historical figures, animals, countries, etc.). The crossword clues can be definitions, synonyms, or related vocabulary words.

How It Works: Students need to complete the crossword puzzle by filling in the correct words based on the clues provided. This can be done as an individual activity or in groups.

Outcome: This activity helps students reinforce their vocabulary and comprehension skills in a fun and interactive way, while also encouraging teamwork if done in groups.

Benefits of Using "Word wall Interactive Activities":

- 1. Engagement and Motivation:** "Word wall" games make learning interactive and fun, which increases student engagement and motivation. The competitive and gamified aspect of the activities can stimulate students' enthusiasm to participate in lessons.
- 2. Instant Feedback:** The platform provides immediate feedback to students, allowing them to recognize and correct mistakes quickly. This instant feedback helps with better retention and understanding of the material.
- 3. Customizability:** Teachers can easily adapt activities to match their teaching objectives and the level of the students. The wide variety of activity templates ensures that different skills and learning styles are addressed.
- 4. Collaborative Learning:** Many "Word wall" activities can be played in teams, which encourages collaboration among students. Working together allows them to share ideas, discuss answers, and support each other's learning.
- 5. Multilingual Support:** The platform supports various languages, making it ideal for language learning and multicultural classrooms. "Word wall Interactive Activities" offer an engaging, interactive, and versatile way to enhance learning across subjects. Whether it's through vocabulary games, grammar quizzes, or creative crosswords, this method fosters student participation, reinforces knowledge, and helps develop important skills. By utilizing "Word wall," teachers can transform traditional learning into a dynamic, fun, and memorable experience, making lessons more impactful for students.

1. Vocabulary Match Up Activity

Objective: Students learn new vocabulary and associate words with their definitions or images.

How It Works:

Step 1: Teacher creates a "Match Up" activity on Word wall. For example, if the topic is "animals," the teacher can create a matching game where students match the name of an animal with its definition or an image.

Examples:

Animal: Lion → **Definition:** A large wild animal with a golden mane, known as the "king of the jungle."

Animal: Elephant → **Definition:** The largest land animal with a long trunk and large ears.

Animal: Dolphin → **Definition:** A sea mammal known for its intelligence and playful behavior.

Animal: Kangaroo → **Definition:** A marsupial from Australia that uses its powerful legs to hop.

Animal: Penguin → **Definition:** A flightless bird that lives in cold climates and is known for its waddle.

Step 2: Students match the animal names with the correct definition or image.

Step 3: Review the answers as a class, discussing the characteristics of each animal and reinforcing vocabulary.²³

Conclusion. The integration of Information Technology (IT) in English lessons plays a crucial role in transforming traditional teaching methods, offering students new opportunities for learning. By utilizing IT tools such as interactive apps, digital storytelling platforms, and online games, educators can foster a dynamic, engaging, and individualized learning environment. These technologies not only enhance students' language skills but also promote critical thinking, creativity, and collaboration. Through digital tools, students are exposed to authentic language resources, improving their reading, listening, and speaking abilities. IT enables teachers to present a variety of media, from videos to interactive quizzes, creating an immersive learning experience that keeps students engaged and motivated. Additionally, the ability to access a wide range of online resources empowers students to work at their own pace, offering personalized learning paths tailored to their needs. Moreover, the collaborative aspect of technology facilitates peer interaction, allowing students to engage in group activities, share ideas, and provide constructive feedback to each other. These interactions foster a sense of community in the virtual or classroom setting, encouraging a deeper understanding of the subject matter. Overall, IT in English lessons not only makes learning more effective and enjoyable but also prepares students for the digital world they are set to enter. By incorporating these tools into the curriculum, educators can bridge the gap between traditional language learning and the demands of the modern world, ensuring that students are equipped with both linguistic proficiency and digital literacy. As technology continues to evolve, the potential for enhancing English education remains vast, promising even more innovative and impactful ways to teach and learn.

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