



ENGLISH with Smiling Sam 1

(автор О. Карпюк)

ПОУРОЧНІ РОЗРОБКИ для вчителя на перше півріччя у 1 класі НУШ

CONTENTS

Поурочний план розповіді матеріалу НМК “English with Smiling Sam 1”	3
---	---

Introductory Lesson	7
---------------------------	---

UNIT 1 HELLO, FRIENDS!	8
-------------------------------------	----------

Lesson 1.....	8
Lesson 2	9
Lesson 3	10
Lesson 4	11
Lesson 5	12
Lesson 6	13
Lesson 7 Story Time.....	14
Lesson 8 REVISION	15

Unit 2 My School	17
-------------------------------	-----------

Lesson 1.....	17
Lesson 2	18
Lesson 3	19
Lesson 4	20
Lesson 5	21
Lesson 6	22
Lesson 7	24
Lesson 8	25
Lesson 9 Story Time.....	26
Lesson 10 REVISION.....	28

UNIT 3 Family and Friends	29
--	-----------

Lesson 1.....	29
Lesson 2	30
Lesson 3	31
Lesson 4	32
Lesson 5	34
Lesson 6	35
Lesson 7	37
Lesson 8 Story Time.....	38
Lesson 9 REVISION	39

UNIT 4 My Pets	41
-----------------------------	-----------

Lesson 1.....	41
Lesson 2	42
Lesson 3	44
Lesson 4	45
Lesson 5 Story Time.....	47
Lesson 6 REVISION	48

Поурочний План розподілу Матеріалу

ПЕРШИЙ

год.	Розділ (тема)	Урок НМК	МОВЛЕННЕВИЙ МАТЕРІАЛ		
	Змістова лінія		Мовленнєвий зразок	Лексика	Літери і фонікси
1	Introduction		Listen. Listen and repeat.	listen, sing, make, point, repeat, have a talk	
2	Unit 1 Hello, Friends! <u>Громадянська відповідальність:</u> вибудовує товариські стосунки з іншими	1	Hello! Hi! Hooray! I'm ... Hello, Sam!	say, act out, I, Smiling Sam	
3		2	Hello, I'm ...	Liz, Nick, Ben, Vic	
4		3	Hello, I'm Lou. – Hello, Lou!	Mary, Sue, Lou, Harry	
5		4	– What's your name? – My name is..	your, my	
6		5	Goodbye. Bye.		
7		6	How are you? – I'm fine. Nice to meet you.	you	
8	Story Time	7	Thank you.	Ann	
9	Revision	8			
10	Unit 2 My School <u>Громадянська відповідальність:</u> використовує модель поведінки у школі	1		school tree, bag, pen, pencil, book, me	
11		2	It's a ...		
12		3		table, pencil case, chair, and	
13		4	Is it a ...? Yes, it is. No, it isn't.		
14		5	What is it? – It's a ...		
15		6	Clap! Two bags, six pencils.	one, two, three, four, five, six	
16		7	Stand up. Sit down.	Meg, Ted, Fred, boy, girl, little, floor	
17		8	Good morning. Open your books.	open, close, take, teacher, we	
18	Story Time	9	Take a ...	robot, round, up, down, Toy Land	
19	Revision	10			
20	Unit 3 Family and Friends <u>Громадянська відповідальність:</u> вибудовує товариські стосунки з іншими	1	This is my ...	family, father, mother, sister, brother	
21		2	How are you? – I'm fine. Thank you.	friend, Max	
22		3	Who is this?		
23		4		grandmother, grandfather, granny, uncle, Dan, Emily	
24		5	This is Lee. He is a boy.	he, she, Tom, Jim, Jane	
25		6	Meet Oksana. She is my friend.		
26		7	Is this Bill? – Yes, he is. / No, he isn't.		

ВПРАВИ ТА ЗАВДАННЯ					
Рецептивні		Інтеракційні	Продуктивні		Пісні та римівки
сприймання на слух	зорове сприймання	усна взаємодія	усне продукування	писемне продукування	
PB t.1,2 – p.7; AB t.1 – p.4			PB t.3 – p.7 AB t.2 – p.4		
PB t.1,2 – p.9			AB t.1 – p.5		Hello, friends!
PB t.1,2 – p.10			PB t.3 – p.10 AB t.1 – p.6		
PB t.1,2 – p.11		PB t.4 – p.11	AB t.1 – p.7	PB t.3 – p.11	
PB t.1 – p.12		AB t.1 – p.8	PB t.2,3 – p.12		What is your name?
PB t.1,2 – p.14		PB t.4 – p.14	PB t.3 – p.14 AB t.1 – p.9		Goodbye, friends!
PB t.1,2 – p.15		PB t.4 – p.15	PB t.3 – p.15 AB t.1 – p.10		Nice to meet you!
PB t.1,2 – p.17		PB t.3 – p.17	AB t.1 – p.11		
PB t.1 – p.18 AB t.1 – p.12		PB t.2,3 – p.19	AB t.2 – p.12		
PB t.1,2 – p.20 AB t.1 – p.13			PB t.2,3 – p.20-21		School Tree
PB t.1,2 – p.22 AB t.1 – p.14		PB t.4 – p.22	PB t.3 – p.22 AB t.2 – p.14		
PB t.1 – p.23			PB t.2,3 – p.23 AB t.1 – p.15		
PB t.1,2 – p.24		PB t.3 – p.24 AB t.1 – p.16			
PB t.1 – p.25		PB t.2,3 – p.25 AB t.1 – p.17			What is it?
PB t.1,2 – p.26		PB t.4 – p.26	PB t.3 – p.26	AB t.1 – p.19	Clap with me!
PB t.1 – p.27 AB t.1 – p.20			PB t.2,3 – p.27 AB t.2 – p.20		Two little girls...
PB t.1,2,3 – p.28		PB t.5 – p.29	PB t.4 – p.29		We're at school today
PB t.1,2,4 – p.31		PB t.3 – p.31	AB t.1 – p.22		Robot Sam
PB t.3 – p.33 AB t.1 – p.23		PB t.4 – p.33	PB t.1,2 – p.32		
PB t.1,2 – p.34			PB t.3 – p.34 AB t.1 – p.24		Hello, father!
PB t.1 – p.35		PB t.2 – p.35	PB t.3,4 – p.35 AB t.1 – p.25		
PB t.1 – p.36		PB t.3,4 – p.36 AB t.1 – p.26	PB t.2 – p.36		
PB t.1,2 – p.37			PB t.3,4,5 – pp.37-38; AB t.1 – p.27		My Dear Family
PB t.1,2 – p.39			PB t.3 – p.39 AB t.1 – p.28		
PB t.1 – p.40		PB t.3 – p.40	PB t.2 – p.40 AB t.1 – p.29		
PB t.1 – p.41		PB t.3 – p.41 AB t.1 – p.31	PB t.2 – p.41		

год.	Розділ (тема)	Урок НМК	МОВЛЕННЕВИЙ МАТЕРІАЛ		
	Змістова лінія		Мовленнєвий зразок	Лексика	Літери і фонікси
27	Story Time	8	– How is Jim? – He is fine. Thank you.	they, love, them	
28	Revision	9			
29	Unit 4 My Pets	1	What is this? – Look! It's a ... Wow!	pet, fish, parrot, hamster, rabbit, mouse	
30	<u>Громадянська відповідальність:</u> належно ставиться до тварин.	2	Is it a ...? – Yes, it is. / No, it isn't.	dog, cat, pig, bird, turtle	
31		3	I have got a pet. It's a ... (fish). It's ... (red).	brown, yellow, pink, green, orange, red, blue	
32		4	He/She has got a pet.	grey, black, white	
33		5	Big and white. Now I'm black, too.	big, small, animals, horse, cow, sheep, duck, goose, hen	
34	Revision	6			
35	Резервний урок				

ВПРАВИ ТА ЗАВДАННЯ					
Рецептивні		Інтеракційні	Продуктивні		Пісні та римівки
сприймання на слух	зорове сприймання	усна взаємодія	усне продукування	писемне продукування	
PB t. 1,2,5 – pp.42-43		PB t.4 – p.43	PB t.3 – p.43 AB t.1 – p.32		Is this your father?
PB t.1 – p.44		PB t.2 – p.45	PB t.3,4 – p.45 AB t.1 – p.33		
PB t.1,3 – pp.46-47		PB t.4,5 – p.47 AB t.1 – p.34	PB t.2 – p.47		
PB t.1,3 – p.48		PB t.4,5 – p.49 AB t.1 – p.35	PB t.2 – p.49		
PBt.1,3,4-p.50; AB t.1 – p.36			PB t.2,5 – p.50		Colours
PB t.2.3.4 – p.51			PB t.1,5 - p.51 AB t.1 – p.37		She has got a pet
PB t.1,3,5 – pp.52-53		PB t.4 – p.53	PB t.2 – p.53 AB t.1 – p.38		Pets
PB t.1,2 – p.54 AB t.1 – p.39			PB t.3 – p.55 AB t.2 – p.39		

Introductory Lesson

OBJECTIVES:

- to introduce Smiling Sam
- to introduce icons with instructions

VOCABULARY:

listen, sing, make, point, repeat, have a talk

STRUCTURE:

Listen. Listen and repeat.

MATERIALS:

Multimedia Programme (MP), an envelope (size A5) with a 'letter' from Smiling Sam and flashcards from your Teacher's Set (flashcards # 1, 2, 5, 6, 7, 9, 10) inside, PB Audio, Activity Book (AB), AB Audio.

OUTCOMES:

At the end of the lesson pupils (Ps) are aware of who Smiling Sam is. They can differentiate icons with the character.

WARM-UP

- Start the first lesson with entering your classroom and saying 'Hello'. Randomly choose a few pupils (Ps) and address to them personally saying, 'Hello'. Elicit Ps' responses.
- Stand in front of the class and say, 'Hello. I am ...' several times, pointing to yourself. Encourage some Ps to do the same.

PRESENTATION

Multimedia Programme (MP). Introduction. Presentation 1.

- Introduce Smiling Sam, the character from electronic games for children. Ask your Ps to watch the screen. Play your *Multimedia programme. Introduction. Presentation 1.*

Script

Привіт! Я — смайлик Сем.
Ти любиш посміхатись? Я теж. А грати? Я дуже люблю грати з дітьми на їхніх смартфонах і планшетах. Тому у мене багато друзів в усьому світі. Слухай... приєднуйся до нашої компанії!
Але, стривай, щоб грати з усіма, тобі треба розмовляти англійською мовою. Ой, я придумав! Це

— твій підручник з англійської. Ти просто стеж за мною і будеш знати як виконувати завдання. Це буде наша з тобою весела гра. Ось мої підказки. Спробуй здогадатись, що вони означають.

- Take the closed envelope (size A5) with a letter from Smiling Sam and flashcards from your Teacher's Set (flashcards # 1, 2, 5, 6, 7, 9, 10) inside, open it and take a letter out. Pretend you're reading the letter. Say to your Ps that this is a letter from Smiling Sam. Explain to them that Sam asks you to tell your Ps that they will get their Pupil's Books (PB) a little bit later. But now Ps should get ready to use them. For this Sam sends special cards to get familiar with Smiling Sam's prompts (icons) and guess the instructions they mean.
- Stick the flashcards on the board in the same order as you can see it on page 7 of the PB in three lines: 1) # 1, 2, 9; 2) #7, 10, 6; 3) # 5 (see *electronic version of PB*). While you're doing this encourage Ps to guess the actions that Smiling Sam shows in the icons.
- Explain to Ps that they are going to listen to the audio and follow the icons on the board. Play *PB Audio (track Introduction 2)*.

Script

Слухай, вкажи, зіграй роль, заспівай пісню, пограй у гру, виготуй, поговори з однокласником.

Multimedia Programme (MP).

Introduction. Presentation 2

- Tell your Ps that they are going to watch the screen and listen to all these instructions in English. Play the *MP Introduction. Presentation 2.*

Script

Listen. Point. Act out. Sing. Play. Make.
Have a talk.

PRACTICE

AB p.4 t.1. Listen and tick.

- Introduce the Activity Book (AB). Get Ps to open it on page 4. Ask your Ps to take pencils. Explain them that when they are listening to Sam's instruction, they should tick in a square near the icon that symbolises the appropriate instruction. Play the *AB Audio (track Act. Book Smiling Sam-Intro-p 6_task1)* and pause it after the first instruction. Hold up your AB to demonstrate the first tick. Encourage your Ps to do the same. Continue playing the audio. Let Ps tick the squares.

*Listen-Слухай-Listen. Sing-Співай-Sing.
Make-Вукають-Make.
Point-Вкажи-Point. Listen and repeat-Слухай ма
новторюй-Listen and repeat.
Have a talk-Поговору-Have a talk.*

Script

- Draw your Ps' attention to task 2 on page 4 in their AB. Explain that they are going to play a guessing game. Say that Ps should listen and find the proper icon, then repeat the instruction after the speaker. Play the *AB Audio (track Intro-p.6 task 2)*. If it is necessary, do pauses sufficient enough for pointing to the icons and repeating after the speaker.

*Listen. Point. Act out. Sing. Play. Make.
Have a talk.*

Script

- Suggest Ps to colour the icons. Then ask a few volunteers to point to each icon and say its instruction.

ENDING

Wave your hand and say 'goodbye' to your Ps.

UNIT 1 HELLO, FRIENDS!

Lesson 1

OBJECTIVES:

- to introduce oneself
- to say 'hello'
- to identify and respond to instructions

VOCABULARY:

say, act out, I, Smiling Sam

STRUCTURE:

Hello! Hi! Hooray! I'm ... Hello, Sam!

MATERIALS:

Smiling Sam, the puppet, Multimedia Programme (MP), flashcards from your Teacher's Set (# 1, 2, 5, 6, 7, 9, 10, 14), PB Audio, Activity Book (AB), AB audio.

OUTCOMES:

At the end of the lesson Ps can greet friends saying 'hello'. They can introduce themselves saying 'I am ...'. They can point to the appropriate icon after listening the instruction.

WARM-UP

- Use the puppet of Smiling Sam from your Teacher's Set. Imitate Smiling Sam's voice and say, 'Hello, I am Smiling Sam.'
- Say 'Hello, Sam!' to the puppet and encourage your Ps to greet Sam repeating after you.
- Stick the puppet on the board. Ask your Ps to say 'hello' to each other in pairs. Pay attention to the correct sounds [h] and [əv] in the word.

PRESENTATION

- Explain to Ps that they are going to listen to the 'Hello Song' with which they'll start every lesson.

MP Unit 1 Song 1

- Play *MP Unit 1 Songs and Rhymes #1* to familiarise Ps with the tune. Get them to hum the tune.

*Hello, hello, hello!
Hello, friends, hello!
Hello – Hi!
Hello – Hi!
Hooray! Hello – Hi!
Hooray! Hello – Hi!*

Script

- Play the song one more time and encourage Ps to sing along with Smiling Sam.
- Sing along with Ps.

PB Audio (track Unit -1-Les_1-1)

- Take a *flashcard # 14* (Liz) and stick it on the board next to Sam. Tell Ps that they are going to listen to the audio. While Ps are listening, point to the character who is speaking each time.

*Sam: Hello, I am Smiling Sam.
Liz: Hello, Sam!*

Script

- Then ask a few Ps to come up and point to the characters while you play the audio for the second and third times.
- Play the audio again, pausing after each phrase and get Ps to repeat.

PRACTICE

- Take a puppet of Smiling Sam and come up to several pupils. Imitate Sam's voice and say 'Hello, I'm Smiling Sam'. Encourage your Ps to greet Sam, 'Hello, Sam!'

AB p.5 t.1.

- Get your Ps to open their AB and colour a picture of Smiling Sam in it. Ps colour the picture.
- Ask a few Ps to come up with their coloured pictures and pretend they speak its voice presenting 'Hello! I'm Smiling Sam' in front of the class. The class should respond, 'Hello, Sam!'.

Play a 'Hot Potato' game.

- Get Ps to sit in a circle.
- Make a ball out of a scrunched-up piece of paper and hold it saying, 'Hello. I am + (name)'.
- Give Ps the ball and tell them to pass it to each other. At some point say, 'Stop'. The P who has the ball has to stand up and introduce himself/herself saying, 'Hello. I am...'
- Play the game until all Ps have introduced themselves to the class.

Multimedia Programme (MP).

Introduction. Presentation 2.

- Tell your Ps that they are going to watch the screen, listen and repeat all the instructions of Smiling Sam in English. Play your MP (do pauses if necessary.)

MP Introduction. Game 1.

- Play the MP and ask your Ps to come up one by one to click the right icon after listening each instruction.
- Stick the flashcards with icons (*Teacher's Set. Flashcards # 1, 2, 5, 6, 7, 9, 10*) on the board. Explain to your Ps that you're going to play a game with them. You say instructions and they should point to the right icons. Ask a few Ps to come up to the board. Say 2-3 instructions at random for each pupil.
- Hold up *flashcards # 3, 4, 12* and ask your Ps to guess what instructions they mean. Say the instructions properly (*3. Listen and repeat. 4. Listen and point. 12. Point and say*). Encourage your Ps to repeat.

ENDING

Flashcards # 7, 3.

- Tell your Ps that they are going to do Sam's instructions. Hold up *flashcard # 7* (Listen and sing). Play *PB Audio (track Unit -1-Les_1-1)* with "Hello" song and sing it along with your Ps.
- Hold up *flashcard # 3* (Listen and repeat). Play *PB Audio (track Unit -1-Les_1-2)* with pauses and ask your Ps to repeat each phrase.
- Ask your Ps to bring their photos for the next lesson.
- Use the puppet of Smiling Sam from your Teacher's Set and imitating Sam's voice say 'Goodbye!'.

Lesson 2

OBJECTIVES:

- to introduce characters of the course
- to pronounce English names
- to identify instructions / icons

VOCABULARY:

Liz, Nick, Ben, Vic

STRUCTURE:

Hello, I'm ...

MATERIALS:

Smiling Sam, the puppet, poster # 1 and flashcards (# 3, 12, 14 – 17) from Teacher's Set, MP, AB, PB Audio, AB Audio.

OUTCOMES:

At the end of the lesson Ps can greet characters of the book using their names. They can respond to the instructions 'Listen and repeat' and 'Point and say'.

WARM-UP

- Start the lesson with playing the audio of 'Hello' Song (*PB Audio track Unit -1-Les_1-1*).
- Holding up Smiling Sam, the puppet, show it as if it sings.
- Sing the song along with your Ps.

PRESENTATION

- Stick *poster # 1* on the board and draw Ps' attention to the Smilephone. Explain that Sam's friends want to get acquainted with your Ps.
- Play the *PB Audio (track Unit -1-Les_2-1)* with pauses after each character. Encourage your Ps to say 'hello' to each character saying his/her name, "Hello, Liz (Nick, Ben, Vic)".

PRACTICE

- Play the PB Audio again without pauses. Pay attention that it sounds like a rhyme. Repeat the rhyme yourself pointing to each character, then encourage your Ps to do the same. Repeat the rhyme twice.

AB p.6 t.1.

- Get Ps to open their AB on page 6. Draw their attention to the Smilephone. Tell them that they are Sam's friends now and they should appear on

Sam's Smilephone. Ps should stick their photos or draw themselves on the screen of the Smilephone.

- Take Sam, the puppet, and ask each pupil to show their photo/drawing on the Smilephone and present himself/herself saying, 'Hello, I am ... (Natalia, Mykhailyk etc).
- You greet everyone with Smiling Sam's voice holding the puppet, "Hello, ... (Natalia, Mykhailyk, ...)

MP Introduction.

- Play MP (*Presentation 2*) to remind the associations of the instructions with their icons.
- Play MP (*Game 2*) and ask Ps to come up one by one to click the appropriate icon after listening each instruction.

Flashcards # 3, 12.

- Draw Ps' attention to *flashcards # 3 and 12*. Point to each icon saying, 'Listen and repeat' (# 3), 'Point and say' (#12) to your Ps. Repeat twice.
- Explain to your Ps that they are going to do what Smiling Sam says. First hold up *flashcard #3* and play the *PB Audio (track Unit -1-Les_2-1)*. Point to each character on the *poster #1* and get your Ps to repeat the lines of the rhyme (Do pauses if necessary).
- Hold up *flashcard #12*, pronounce "Point and say". Ask some volunteers to come up to the poster one by one and say the rhyme pointing to each character.

ENDING

- Ask a few pupils to come up to the poster. Say characters' presentations at random, a pupil points to the appropriate character.
- Take Sam, the puppet, and imitating its voice say 'Great!', 'You're great pupils!', then 'Goodbye!' Encourage Ps to answer 'goodbye' to Sam.
- Ask your Ps to bring safe pins and scissors for the next lesson. Wave your hand to say 'goodbye' to your Ps. Encourage them to answer 'goodbye' to you.

Lesson 3

OBJECTIVES:

- to introduce English names
- to greet friends
- to identify the characters of the course
- to practise saying 'goodbye'.

VOCABULARY:

Mary, Sue, Lou, Harry

STRUCTURE:

Hello, I'm Lou. – Hello, Lou!

MATERIALS:

Smiling Sam, the puppet, poster # 1 and flashcards (# 14 – 17) from your Teacher's Set, MP, AB, PB Audio, sheets of paper, scissors, markers, pins.

OUTCOMES:

Ps can point to a character and say his/her name. They can greet friends. They can make name badges and use them introducing themselves.

WARM-UP

- Start the lesson with singing the 'Hello' song.
- Use the flashcards of characters (#14 – 17) and hold them up one by one in the order of the rhyme. Imitate each character's voice and say their presentations. Do pauses after each presentation encouraging your Ps to greet every character (Hello, Liz! Etc).
- Distribute the flashcards to four of your Ps and ask them to stand in front of the class and pretend to be Liz, Nick, Ben and Vic at random. Every P presents himself/herself as a character. The class greets him /her using everyone's name.

PRESENTATION

PB Audio (track Unit –1-Les_3-1).

- Explain to Ps that they're going to listen to a new rhyme with English names and they should raise their right hand if they hear an unknown name. Play the *PB Audio*.
- Remind Ps that Smiling Sam has got many friends around the world and their names are different. Pronounce new names Mary, Sue, Lou, Harry. Encourage your Ps to imitate the correct English sounds [r] Mary; [h] Harry; [ɪ] Vic, Nick, Liz.
- Play the audio again asking Ps to repeat in pauses after each line.

PRACTICE

- Stick flashcards with characters on the board in this order: Liz, Vic, Ben, Nick. Divide girls' names from the

boys' names by a vertical line to make 2 columns. Draw the faces of Mary and Sue under Liz and Vic and explain that these are girls' names. Ask Ps to pronounce the names again as you point to each one. Ask two Ps to come up one by one and draw the boys' faces, Harry and Lou by names (under Ben and Nick). Pronounce the names again as you point to each one.

- Play the *PB Audio (track Unit -1-Les_3-1)* pointing to the appropriate characters on the board. Encourage your Ps to repeat the chant after you following your pointing to the characters. Ask them to say the chant with you several times, doing it faster and faster. Ask a few volunteers to come up to the board, point and say the names.

AB p.7 t.1.

- Have Ps to open their AB on page 7 and recognise the main characters of the course in the bottom line of the page. Draw Ps' attention to the number of each character. They find and match the pictures of one and the same character putting his/her number in each box below. Ask a few Ps to show the characters holding their AB in front of the class with pointing to the right two pictures of a character and saying his/her name.

Making a name badge.

- Tell Ps that they're going to make their name badges. Explain to them what a name badge is. Show the ready-made badge on yourself. Then draw the instructions in pictures on the board (*see electronic version of PB, page 11, task 3*). Point to each picture and do the appropriate action yourself showing how you can make a badge with your friend's name. (Match each instruction picture with your action!).
- Distribute white sheets of paper to Ps. Your Ps make their badges, you come up to everyone to write their names in English and to those who needs your extra help. When badges are ready ask them to pin them on their clothes carefully.
- Explain to Ps that they're going to work in pairs. Demonstrate a talk with one of the Ps in front of the class. Point to your name badge and say, "Hello, I am ... (e.g. Anna Vasylivna)." Encourage Ps to say, "Hello, Anna Vasylivna! I am ...(Petryk)." Every pupil should point to his/her name badge. Then you say as if you read the name on the badge, "Hello, Petryk!".
- Ps work in pairs introducing and greeting each other. You ask 3-4 pairs to demonstrate their talks in front of the class.

ENDING

- Ask Ps to say 'goodbye' to every character on the board taking away or wiping the drawing of each one in order of the chant:
 - Goodbye, Liz. Goodbye, Vic.
 - Goodbye, Mary, Goodbye, Sue.
 - Goodbye, Ben. Goodbye, Nick.
 - Goodbye, Harry. Goodbye, Lou.
- Praise your Ps saying, "Great! You're great pupils!". Wave your hand saying 'goodbye'. Encourage Ps to say it back.

Lesson 4

OBJECTIVES:

- to introduce the question 'What is your name?'
- to recycle English names
- develop skills of pairwork.

VOCABULARY:

your, my

STRUCTURE:

– What's your name? – My name is.

MATERIALS:

AB, PB Audio, a ball, an unknown hand puppet

OUTCOMES:

Ps can respond to the question 'What is your name?'. They can identify characters. They can say 'goodbye' after the lesson.

WARM-UP

- After singing the 'Hello' song get Ps to sit in a circle.
- Play the chant (*PB Audio track Unit -1-Les_3-1*) and say it along with your Ps. Say a name from the chant and throw the ball to any pupil to get them catch it and say another name throwing the ball to one of the other Ps. Say the chant along with the Ps name by name and play with the ball at the same time.

PRESENTATION

- Take any new hand puppet and ask it, "What is your name?". Answer the question imitating your puppet's voice. For example, "My name is Max

(Kate).” Then the puppet asks your name, “What is your name?”. Answer saying your real name, “My name is ... (Anna Vasylyivna).” Then come up to some pupils one by one and imitating the puppet’s voice ask them their names. Your Ps should guess the question and pronounce their names.

AB p.8

- Get Ps to open their AB on page 8. Draw their attention to the pictures. Ask Ps where the children on the pictures are and what they think they are doing.

PB Audio track Unit -1-Les_4-1

- Introduce the lines of the song word by word and ask Ps to repeat.

Script

– What is your name?
 – My name is Harry.
 – What is your name?
 – My name is Mary.

– What is your name?
 – My name is Nick.
 – What is your name?
 – My name is Vic.

– Hello, Vic!
 – Hello, Mary!
 – Hello, Nick!
 – Hello, Harry!

- Drill bigger chunks until Ps are comfortably repeating the complete line after you, then move on to the next line.
- Tell your Ps that they are going to listen to the song and find the familiar characters on the pictures on page 8 in their AB when they hear their names. Play the *PB Audio (track Unit -1-Les_4-1)*.
- Play the song again, Ps try to sing along. Repeat the song as many times as necessary until your Ps are singing confidently.

PRACTICE

- Divide the class into two groups, one sings the question and the other sings the answer.
- Ask Ps to sing the song pointing to the appropriate pair of characters.

AB p.8 task 1

- Get your Ps to colour the characters on page 8 in their AB.

- Explain to your Ps that they are going to work in pairs. One should ask a question, the other should answer it pointing to the right character.

Play a ball game.

- Get Ps to sit in a circle.
- Get pupils to throw and catch the ball. Pupil 1 who throws the ball asks Pupil 2 about his name. The pupil who catches the ball answers and asks Pupil 3 throwing the ball to him/her and so on.

ENDING

- Take your hand puppet and imitating its voice address to Ps saying, “Well done, children! You’re great pupils! Goodbye!” Ps say ‘goodbye’ to the puppet saying its name.
- Wave your hand and say ‘goodbye’ to your Ps.

Lesson 5

OBJECTIVES:

- to review the characters’ names and greetings;
- to practise asking someone’s name and introducing yourself;
- to act out the scene.

VOCABULARY and STRUCTURE: recycling MATERIALS:

poster # 2 and flashcards # 3, 4, 9 from Teacher’s Set, MP, AB, PB Audio

OUTCOMES:

Ps can ask about their mates’ names. They can understand greetings and introductions of other people. They can sing “Goodbye” song.

WARM-UP

- Start the lesson with the “Hello” song.
- Use *MP Unit 1 Songs and Rhymes #2* to remind the song of the previous lesson.
- Get four Ps to stand in front of the class. Distribute them the flashcards of the characters. Tell them to pretend that they are Liz, Nick, Ben, Vic. Explain to them that they should ask each other’s names and answer the questions. Rotate groups of Ps.

PRESENTATION

- Stick *poster #2* on the board. Draw Ps' attention to the pictures and talk about them in Ukrainian/Russian, etc. (Ask them who they think the children are, where they are and what is happening.)
- Tell Ps that they are going to listen to the dialogue. Play the *PB Audio track Unit -1-Les_5-1*.

Script

Vic: Hello, I'm Vic.
Liz: Hello.

Vic: What's your name?
Liz: I am Liz.

Vic: Goodbye.
Liz: Goodbye.

- While Ps are listening to the dialogue, point to the appropriate picture and the character who is speaking each time.

PRACTICE

PB Audio track Unit -1-Les_5-1.

- Play the audio with pauses after each phrase and get Ps to repeat pointing to each character who is speaking. Do it twice.
- Encourage Ps to voice pictures themselves. First do it in chorus. Then ask some volunteers to come up one by one and pointing to the appropriate picture on the poster say the appropriate phrase. Help if needed.

AB p.9 task 1

- Ask Ps to number the pictures in the right order.
- Get Ps to work in pairs and reproduce the dialogue pointing to the pictures in the right order.

Acting out

- Hold up *flashcard # 9* (Act out) and get your Ps to guess what it means, then repeat the instruction 'Act out' twice.
- Divide the class into two groups. Each group plays the role of Vic or Liz.
- Describe the value 'Be friendly'.
- Ask two volunteers to reproduce the dialogue. Help them if needed.

ENDING

- Pretend you're going to go out of the classroom. Wave your hand, open the door saying "Goodbye". Go

out and close the door. Open the door, come in and say "Hello!". Then repeat the action with saying "Goodbye". Repeat again.

- Explain to Ps, that they are going to sing a 'Goodbye' song with the tune of the 'Hello' song.

Script

Goodbye, Goodbye, Goodbye!
Goodbye, friends, Goodbye!
Goodbye-Bye!
Goodbye-Bye!
Goodbye, my friends, Goodbye!
Goodbye, my friends, Goodbye!

- Explain to Ps that they are going to sing this song at the end of each lesson.
- Sing the song along with your Ps twice.
- Ask Ps to bring a favourite doll or a teddy bear for the next lesson.

Lesson 6

OBJECTIVES:

- to introduce greetings of people you know well;
- to respond to the question 'How are you?'
- to introduce combined instructions.

VOCABULARY:

you

STRUCTURE:

How are you?-I'm fine.

MATERIALS:

poster # 3 and flashcards # 3, 4, 9 from Teacher's Set, MP, AB, PB Audio, a ball

OUTCOMES:

Ps can respond to their friends' greetings. They can identify new icons with instructions. They can guess variations of combined instructions.

WARM-UP

- Sing the "Hello" song. Then come up to some pupils saying, "Hi, ... (Andrijko)! Nice to meet you." Rise your hand and wave to another pupil saying, "Hi, ... (Olenko)! Nice to meet you!" Ps try to answer "Hello" or "Hi".
- Take Sam, the puppet, and say to it, "Hi, Sam! Nice to meet you!". Encourage Ps to repeat this greeting to Sam after you. Stick the puppet on the board.

PRESENTATION

- Introduce a chant playing your *MP Unit 1 Songs and Rhymes #3*
- Draw Ps' attention to the *poster #3* that is stuck on the board. Ask children where the children are and what they think they are doing (*they are friends and they greet each other*).
- Point to each character and name him/her twice. Encourage your Ps to repeat. (*Lou is on the left. Ted and Sue are on the right*.)

Play PB Audio track Unit -1-Les_6-1.

— Hi, Ted! Nice to meet you.
— Hi, Lou! Nice to meet you!
— Hello, Sue! How are you?
— I'm fine, Lou. And how are you?

Script

- Take Sam, the puppet, and ask him "Hi, Sam. How are you?". Imitate Sam's voice and answer, "I'm fine. And how are you?". Answer Sam's question saying, "I am fine."

PRACTICE

- Come up to one of your Ps with a ball. Throw the ball to him/her asking, "Hello, ... (Sashko)! How are you?" Elicit pupil's answer, "I'm fine. And how are you?". Repeat several times.
- Explain to Ps that you're going to play a ball game. Ask Ps to sit in a circle. Throw the ball to everyone saying, "Hello, ... How are you?" Every pupil should throw the ball back saying, "I'm fine. And how are you?"

PB Audio track Unit -1-Les_6-1.

- Hold up *flashcard # 4* (Listen and point), play the PB Audio pointing to every character who is speaking each time. Ask a few Ps to come up and point to the characters while listening to the PB Audio.
- Hold up *flashcard # 3* (Listen and repeat). Say the instruction along with your Ps. Ask Ps to repeat each line of the chant and play the audio again with pauses. Do it twice.
- Say the chant along with your Ps again.
- Hold up *flashcard # 9* (Act out) and say the instruction along with your Ps twice. Divide Ps into groups of 3. Encourage them to reproduce the chant with the help of their dolls or teddy-bears. Ask them to name their dolls first choosing one of the three names (Lou, Ben or Sue).

AB p.10 task 1

- Get your Ps to open AB on page 10 and colour the teddy bears.
- Ask volunteers to come up and demonstrate their colourings with saying the chant.

ENDING

Play a 'Say Hello' game.

- Ps stand in two lines facing each other. They should talk with partners in front of them (in pairs) using their real names.
 - Hi, Lida. Nice to meet you.
 - Hello, Ann. Nice to meet you.
 - How are you?
 - I am fine. And how are you?
- Pupils move along the lines and change their partners so they can talk with everyone in the class.
- Sing 'Goodbye' song along with your Ps.

Lesson 7 Story Time

OBJECTIVES:

- to practise greetings and introductions;
- to practise asking the question 'How are you?'

VOCABULARY:

Ann

STRUCTURE:

Nice to meet you.

MATERIALS:

flashcard # 9, MP, AB, PB Audio

OUTCOMES:

Ps can understand someone's greetings. They can reproduce a talk acting out a scene.

WARM-UP

- Greet your Ps "Hello! Nice to meet you!". Elicit their answers.
- Come up to some pupils. Ask them one by one, "Hello ... (Denis)! How are you?" Encourage them to answer, "I am fine. And how are you?". Say, "I am fine. Thank you." Explain what 'thank you' mean. Get your Ps imitate sound [⊕] in the phrase.

PRESENTATION

MP Unit 1. Presentation.

- Tell Ps to watch the screen. Play the *MP Unit 1. Presentation* to remind the phrases of the previous lessons. Ps repeat the phrases after the speaker.
- Play *MP Unit 1. Game 1*. Ask your Ps to come up one by one and click on the right picture after listening to each phrase.

MP Unit 1. Story.

- Play the *MP Story*. Then talk about the characters of the story in Ukrainian/Russian, etc. (Ask them who they think the children are, where they are and what is happening.)
- Tell Ps that they are going to watch the story again. Play the *MP Story* again. Then describe the value 'Be polite'.

PRACTICE

PB Audio track Unit -1-Les_7-1

- Tell Ps that they are going to listen to the story. Ask them to close their eyes and imagine the characters of the story who are talking. Play the PB Audio, your Ps are listening to it with their eyes closed.
- Play the audio again, pausing after each phrase and get Ps to repeat it. Do it twice.

AB p.11

- Get your Ps to open their AB on page 11. Explain Ps what tracing is demonstrating your actions. Say the task, "Trace, then colour." After Ps have coloured their pictures ask some volunteers to show their work in front of the class and pointing to each picture say the characters' talk. Elicit them to say, "Hello, Sam. How are you?" – "I am fine. Thank you." for the first picture. And "Goodbye!" – "Bye!" for the second one.

Acting out

- Hold up *flashcard # 9* (Act out) and encourage your Ps to say the instruction. Tell your Ps they'll be actors of the theatre today. Explain that after watching the story on the screen they're going to act out.
- Play the *MP Unit 1. Story*
- Divide the class into three groups. Group 1 plays the role of Sam. Group 2 plays the role of Ann. Group 3 plays the role of the boy who talks to Sam and Ann. Rotate the groups.
- Divide the class into groups of three. Get your Ps to work in groups. Help them if needed.
- Ask a few groups of three pupils to reproduce the talk.

ENDING

- Ask your Ps to bring an ice-cream stick, scissors and glue (or Scotch tape) for the next lesson.
- Sing 'Goodbye' song along with your Ps.

Lesson 8 REVISION

OBJECTIVES:

- to review language of Unit 1.

VOCABULARY and STRUCTURE: recycling MATERIALS:

flashcards with icons (#1, 2, 3, 4, 5, 6, 7, 9, 10, 12), MP, AB, PB Audio, AB Audio, scissors, glue or a Scotch tape, an ice-cream stick.

OUTCOMES:

Ps can use greetings in their talks with mates. They can introduce themselves. They can role-play asking someone's name.

WARM-UP

- Come up to some Ps one by one saying, "Hello, ... (Tolik)! How are you?". Elicit their answers "I'm fine. Thank you."
- Ps work in pairs asking and answering to each other.
- Take the flashcards with icons of Sam's instructions (except # 8, 11, 13) and revise all of them saying each instruction along with your Ps in chorus and holding up the flashcards one by one.
- Put the flashcards with icons with their faces down onto the table. Divide the class in two teams and get the members of each team to stand in a line. Draw two columns on the board for team 1 and 2. Explain to them that they're going to play a game on recognising and saying instructions. A pupil who stands first in a line of each team should come up to the table, choose a flashcard, look at the icon, show it to the class and say the instruction, then put the flashcard on the table with its face down again and take his/her seat at the desk. For the correct answer the team gets a point which is drawn like a stick on the board. Every team takes part in turns sending its members one by one up to the moment nobody is left in the line. The winner is the team which gets more points. From time to time you should rotate the flashcards on the table.

PRESENTATION

MP Unit 1 Presentation

- Draw Ps' attention to the screen and ask them to repeat after the speaker. Play the MP.

MP Unit 1 Game 2

- Play *MP Game 2*. Ask Ps to come up one by one to click the correct picture after listening each phrase.

PRACTICE

AB p.12 task 1

- Get Ps to open their AB and be prepared to tick the appropriate icons one by one while listening to the instructions.
- Play the *AB Audio (track Act. Book Smiling Sam- Unit 1- p 12 task1)*. Ps find and tick the icons. Ask a few to pronounce instructions in the order they hear them.

1 Sing and point.
2 Point and say.
3 Act out.

Script

MP Unit 1 Game 1

- Explain to your Ps that they are going to watch the screen on which they'll see one picture with a tick and a cross. They should listen to a phrase and decide if the speaker is right. If the phrase is appropriate to the picture a pupil should click the tick. If the phrase isn't right, a pupil should click the cross. Play *MP Game 2*. Ask Ps to come up one by one to click a tick or a cross after listening each phrase. Help the first pupil to demonstrate the right actions in front of the class.

Script and Answer Key

1 Hello, my name is Smiling Sam.	✓
2 Hello, I am Ben.	✗
3 How are you? – I'm fine.	✓
4 Hello, I am Ben.	✓
5 Hi! Nice to meet you.	✗
6 Hi! Nice to meet you.	✓

AB p.12 task 2

- Ask Ps if they can count in Ukrainian/Russian and write numbers 1-6 well. Ps count. Ask one pupil to dictate numbers 1-6 in order. Ask Ps to come up one by one and write an appropriate number down on the blackboard.
- Get your Ps to open their AB on page 12. Draw their attention to the pictures in task 2 and explain that

after the listening to each phrase they should number pictures in the order they hear phrases.

- Play *PB Audio track Unit -1-Les 8-1* and make pauses after each phrase. Your Ps write down the number by the appropriate picture.

1) – Hello! I'm Ben.
2) – Hi! Nice to meet you!
3) – Goodbye!
4) – Hello, my name is Smiley!
5) – I'm Vic. What is your name?
6) – How are you? – I'm fine, thank you.

Script

Answer Key: 1) 3; 2) 1; 3) 6; 4) 5; 5) 2; 6) 4.

- Get Ps to colour the pictures in task 2. Then ask some volunteers to come up and point to the pictures in their AB saying the appropriate phrases in front of the class. The class helps if there is a mistake.

AB p. 95

- Get your Ps to open their AB on the last page and choose any character they like.
- Explain how to make a stick puppet demonstrating the actions with the character you've cut out beforehand. Show them how to stick an ice-cream stick. You may use a Scotch tape instead of glue.
- Your Ps are making a puppet. Come up to those who needs your help.

Acting out

- Take two stick puppets and produce the dialogue in front of the class:
A: *What's your name?*
B: *I am ... (Ben). What is your name?*
A: *I'm ... (Nick).*
- Encourage your PS to work in pairs acting out the dialogue.
- Ask some volunteers to demonstrate their puppets' talk in class.

ENDING

- End the lesson with praising your Ps 'Well done! You're great pupils!'
- Sing the 'Goodbye' song along with your Ps.

Unit 2 My School

Lesson 1

OBJECTIVES:

- to introduce and practise the names of school things
- to say a chant 'School Tree'

VOCABULARY:

school tree, school things, bag, pen, pencil, book, you, me

STRUCTURE:

Come and look. Come and see.

MATERIALS:

PB, PB Audio, AB, AB audio, MP, several big sheets of paper with a shape of a tree in dots each.

OUTCOMES:

By the end of the lesson pupils will be able to name some school things. They will be able to say a rhyme along with you.

WARM-UP

- Start the first lesson with entering your classroom and saying 'Hi! How are you?'. Come up to a few Ps to get their answers.

PRESENTATION

- Hold a bag up in front of the class. Say, 'a bag'. Then, hold up a pen and say, 'a pen'. After that, hold up a pencil and say, 'a pencil'. Finally, hold a book up and say, 'a book'. Repeat the above procedure a few times and get Ps to repeat after you.
- Say the words ('bag', 'pen', 'pencil', 'book') and get Ps to point to the corresponding objects.

MP. Unit 2. Songs & Rhymes 1.

- Ask your Ps to watch the screen and play your Multimedia Programme. Do it twice.

School Tree -

Come and look:

A bag, a pen, a pencil

And a book.

School Tree

Come and see:

All school things

For you and me.

Script

PB p.20 t.1

- Get your Ps to open their books on page 20. Hold up

your book and point to the school tree and say twice, 'school tree', then point to all the things on it saying, 'school things' twice.

- Ask your Ps to look at the school tree in their books and listen to the audio. Play the *PB Audio (track Unit -2-Les_1-1)* and holding up your book, point to the object you hear each time, show 'come and look', 'come and see' and 'for you and me' in gestures. Encourage Ps to do the same twice.

PRACTICE

- Play the audio again doing pauses after each line of the chant and get Ps to repeat. Ask your Ps to point to the objects on the tree each time.
- Say the chant along with your Ps several times.

AB p.13 t.1

- Get Ps to open their AB and prepare to listen to the audio *AB Audio (track Act. Book Smiling Sam- U2- p 13 task1)*. Explain to them that they should listen and tick the objects they hear.

A pencil, a bag, a book, a pen.

Script

- Let your Ps colour the school things in their ABs.
- Ask your Ps to work in pairs pointing and naming the school things in their ABs to each other.
- Hold up a book (a pen, a pencil and a bag) and get your Ps to name each of the school things.

Making a School Tree.

- Tell your Ps that they are going to make their school trees. Divide Ps into groups of five. Each group has a big white sheet of paper with a School Tree (of different shapes) drawn in dots (you had prepared beforehand.) One member of a group should trace the tree and colour it (in green or yellow and red). Other four members should draw a picture of a school thing. Ask them to agree about the object in order to have all school things they have learnt in English on their tree. Ps can use instructions in pictures (*task 4, page 21*) in their PBs. Ps draw, then cut out and stick the objects on their tree.
- Make a gallery of Ps' works. Ask 1-2 volunteers from each group to come up to their School Tree and name the school things pointing to each one.

ENDING

- Play the chant *PB Audio (track Unit -2-Les_1-1)* making pauses to repeat after each line.

- Say the chant along with your Ps who point to each object in their PBs and do other actions showing the meanings of chant's lines in gestures.

Lesson 2

OBJECTIVES:

- to introduce and practise a new structure
- to use vocabulary of the previous lesson
- to develop Ps' ability to listen and follow instructions (draw, match, play the game.)

STRUCTURE:

It's a

MATERIALS:

PB, PB Audio, AB, AB Audio, flashcards # 18 – 22, 8,10,11; poster #4, white sheets of paper.

OUTCOMES:

By the end of the lesson pupils will be able to name school things pointing to them and saying 'It's a ...'. They will be able to understand the instructions and respond to them.

WARM-UP

- Play *PB Audio (track Unit -2-Les_1-1)* to remind the chant of the previous lesson.
- Say the chant along with your Ps several times.
- Ask a few volunteers to come to the poster that was made by Ps at the previous lesson and say the chant pointing to the objects and showing other actions.

PRESENTATION

- Show the class flashcards with the words *bag, pencil, pen, book and school tree*. Say them using the structure "It's a ... (*bag, etc*) and get Ps to repeat after you. Repeat the same procedure twice.
- Stick *poster # 4* on the board. Ask Ps what the children on the poster are doing. (They are playing a guessing game.)
- Draw Ps' attention to the 1st picture pointing to it and play the *PB Audio (track Unit -2-Les_2-1)*. Point to each picture listening to the audio.

Ben: It's a bag.
Vic: It's a pen.
Liz: It's a book.
Nick: It's a pencil.

Script

PRACTICE

PB p.22 t.1

- Ask Ps to open their books on page 22 and play the audio again making pauses after each sentence and getting Ps to repeat.
- Ask a few volunteers to come to the board and showing the pictures on the poster say what object is on each one. Encourage Ps to use the structure "It's a ...".

AB p.14 t.1

- Get Ps to open their ABs on page 14. Draw their attention to the icons with Smiling Sam. Ask them what Sam is doing on each.
- Explain to Ps that they should listen to the instructions and put a tick near each one they hear.
- Play *AB Audio (track Act.Book Smiling Sam- U2- p 14 task1)*.

Script

1 Play the game. – *Поиграй у зру.*
- Play the game.
2 Match – *Добери пары.* – Match.
3 Draw your picture. – *Намалюй малюнок.*
- Draw your picture.

- Hold up the *flashcards # 8,10 and 11* one by one and get your Ps to repeat each instruction described on the icon after you. Do it twice.
- Ask a few volunteers to say the instructions to the icons you are showing to him/her.
- Show the icon "Draw" and tell the Ps that they are going to draw the school things you'll name. Say "Draw a pen", "Draw a bag" etc. doing pauses to let your Ps draw their pictures. Try to draw "your pictures", too.
- Show your pictures one by one to Ps saying "It's a ...". Encourage Ps to work in pairs showing and naming the drawings to each other.
- Show the icon "Match" and draw Ps' attention to task 2 on page 14 in their ABs. Ask them to trace the line matching two halves of a pen holding up your AB and tracing by yourself.
- Explain to Ps that they should match the halves of other school things drawing a line between them.
- Ask a few volunteers to come up with their AB in front of the class, show their matching and say 'It's a ...'.

ENDING

Play a Guessing Game

- Say you're going to play a guessing game. Put a pen, a pencil, a bag and a book on your table. Ask a volunteer to come up. Blindfold him/her and ask the rest of the class to keep silence. Give one school thing after another to a blindfold pupil to touch and guess what it is saying 'It's a ...'. Ask other Ps to become blindfold and guess the objects. Play the game until 1-2 minutes left.
- Sing the 'Goodbye' Song along with your Ps.

Lesson 3

OBJECTIVES:

- to introduce new vocabulary
- to practise the structure of the previous lesson
- to practise classroom instructions

VOCABULARY:

table, pencil case, chair, and

MATERIALS:

PB, PB Audio, AB, MP, flashcards # 18-22, 23, 24, 25, poster # 5

OUTCOMES:

By the end of the lesson pupils will be able to say a chant pointing to corresponding school things. They will be able to follow classroom instructions.

WARM-UP

- Say to your Ps, "Hi! How are you?". Get them to answer you, "Fine. Thank you."
- Address to any pupil saying his/her name. Ask him/her to come up to the board and draw a half of any school thing you've learnt at the previous lessons. Encourage other Ps to guess what it is saying 'It's a ...'. Get a few Ps to draw one by one.

PRESENTATION

MP. Unit 2. Presentation 1

- Get your Ps to watch the screen and clap when they hear a name of a new object. Ps watch the school things with familiar English names and with the new ones: a chair, a table, a pencil case.

*A pen, a chair, a bag, a book, a table,
a pencil case, a pencil.*

Script

- Play the MP again getting your Ps to repeat after the speaker.
- Stick *poster # 5* on the board and draw Ps' attention to it. Ask what they see on it. Pay attention to the puzzles around. Play *PB Audio (track Unit -2-Les_3-1)*.

*A book, a pen, a pencil,
A school bag and a table,
A pencil case and my chair.*

Script

- While listening to the chant point to each puzzle with a school thing in it.
- Play the audio again making pauses after each line and get your Ps to repeat.

PRACTICE

MP. Unit 2. Game 1

- Get Ps to watch the screen. Explain them that they'll play a game. They should listen to the speaker, find the object he/she names and click on the appropriate picture. Ask Ps to come up one by one.

PB p.23 t.1

- Get your Ps to open their PBs on page 23 and pointing to the puzzles say the chant together with you several times.
- Draw Ps' attention to the icon in task 3 (*Match*). Hold up your book and show your matching of the first puzzle with the appropriate object in the picture inside. Say, 'It's a book.' Explain to Ps that they should do the same with the other puzzles. Do the matching of the second puzzle together holding up your book and saying, 'It's a pen.'
- Get your Ps to work in pairs matching the school things in puzzles with the same ones on the big picture of the classroom and saying 'It's a ...'. Explain to Ps that they should take turns.

Play a Game with Flashcards

- Stick six *flashcards* out of # 18 -25 on the board in some order.
- Choose a P to come up to the board.
- Ask the rest of the Ps to look at the pictures carefully for a few seconds and tell them to close their eyes.
- The P at the board has to change the order of the flashcards.
- After he/she has done it, the rest of the Ps open

their eyes and try to remember how the order used to be.

- You ask another P to put the order back. The rest of the class help him/her saying, 'It's a ...'
- Repeat the procedure with 6 different flashcards and Ps.

AB p.15 t.1

- Get your Ps to open their ABs on page 15. Explain that they should trace the drawings and colour them. Then match with their shapes below.
- After Ps have matched their pictures with the shapes ask a few to come up and show their ABs in front of the class showing their matching and saying "It's a ..."

ENDING

- Ask Ps to point to the objects or hold up the school things you are going to name saying, 'It's a ...' (Name the objects at random.)
- Ask Ps to bring small envelopes for the next lesson.
- Sing the 'Goodbye' song with your Ps.

Lesson 4

OBJECTIVES:

- to review the names of school things
- to introduce a Yes/No question.
- to develop Ps' listening skills.

STRUCTURE:

Is it a ...? - Yes, it is. / No, it isn't.

MATERIALS:

PB, PB Audio, AB, flashcards # 18-25, poster # 6, envelopes, scissors

OUTCOMES:

By the end of the lesson pupils will be able to understand a question 'Is it a ...?'
They will be able to answer positively or negatively.

WARM-UP

- Sing "Hello" song along with your Ps.
- Hold up the flashcards one by one and encourage your Ps to name them saying "It's a ...".

PRESENTATION

- Stick *poster # 6* on the board and ask Ps what they see in the pictures. Ps give their answers.
- Play *PB Audio (track Unit -2-Les 4-1)* and point to each person who is speaking each time. Ask your Ps if they can guess what the teacher is doing with her pupils in the pictures.
- Play the audio again making pauses for Ps to repeat. Do it twice.
- Choose a P to come up and put any of the small cut-out pictures into the box. Stay with your back to him. Other Ps can see what he/she puts inside the box. Then turn round and ask saying, 'Is it a ...?'. Elicit your Ps to answer, "Yes, it is" or "No, it isn't". Encourage another pair of Ps to play. (P1 puts the card into the box. At that time P2 stays with his/her back to him/her, then turns round and tries to guess what's inside the box asking "Is it a ...?". You and your Ps answer, "Yes, it is" or "No, it isn't" in chorus. Do it with two pairs of Ps.

PRACTICE

PB p.24 t.1

- Get your Ps to open their PBs on page 24. Explain to Ps that they should listen to the speaker and point to each person who is speaking. *Play PB Audio (track Unit -2-Les 4-1)*.
- Play the audio again making pauses for Ps to repeat.

AB p.16 t.1

- Ask Ps to open their ABs on page 16. Explain that they should work in pairs. P1 asks about the object that is hidden under the cover, "Is it a ...?" and P2 answers (positively, as usual).
- Let Ps colour the appropriate objects. Ask four pairs with their ABs to show their pictures and demonstrate their talk about one of the objects in front of the class.

Making Mini-Flashcards

AB p.85

- Explain to Ps that they should open their ABs on page 85 and cut out the pictures in order to get small cards with school things like the ones you have (show them yours) and put them into the envelopes.

PB p.24 t.3

- Draw Ps' attention to the icon in task 3. Tell the Ps that they are going to work in pairs. One P should take a card out of his/her envelope hiding its picture

so that his/her mate can't see it. Another pupil tries to guess what is in it and asks the question, "Is it a ...?". The first pupil answers positively or negatively. Ps should take turns.

ENDING

Play "Missing Pictures" Game

- Stick the *flashcards (# 18 -25)* on the board.
- Choose a P to come up to the board.
- Ask the rest of the Ps to look at the pictures carefully for a few seconds and tell them to close their eyes.
- The P at the board has to remove one of the pictures.
- After he/she has done it, the rest of the Ps open their eyes and try to guess which picture is missing by asking about the school object depicted on the missing card using the structure 'Is it a ..?' The P answers, "Yes, it is" (and shows the card) or "No, it isn't."
- Repeat the procedure with other Ps till time permits.

OPTIONAL ACTIVITY

Play 'Pairs' Game

- Ps use their small flashcards (that they've made of cut-outs).
- In pairs, Ps play 'Pairs'. They shuffle together two sets of mini cards and spread them out face down on the desk.
- The goal of the game is to collect pairs of cards.
- P1 turns over two cards and says, e.g., "Pencil... bag." If they are not a pair, P1 turns them back over and it is P2's turn.
- If a pupil finds a pair of cards (e.g., two pencils) he/she says, 'Pencil... pencil!' and picks up the cards. He/She then has another turn.
- The winner is the pupil with the most pairs of cards at the end of the game.

Lesson 5

OBJECTIVES:

- to introduce a Wh-question
- to practise Yes/No question and answers to them

STRUCTURE:

What is it? – It's a ...

MATERIALS:

MP, PB, PB Audio, AB, flashcards # 18-25, a bedsheet, a torch, a toy chair, a toy table, white sheets of paper.

OUTCOMES:

By the end of the lesson pupils will be able to sing a song with the new structure. They will be able to answer Yes/No questions.

WARM-UP

- Hold up flashcards one by one asking Ps questions, "Is it a ... ?". Sometimes make mistakes encouraging your Ps to answer "Yes, it is" or "No, it isn't."

PRESENTATION

- Choose two Ps and tell them to come to the front of the class.
- Tell Ps to hold the bedsheet at the corners so that it acts as a screen. Turn the lights off.
- Hide seven objects (school things and toys) behind the sheet. Choose one, e.g. the book, hold it behind the sheet and shine the torch behind it so that the class can see its shadow from the other side. Then ask, 'What is it?' Ps have to guess the object saying, "It's a ..."
- Repeat the procedure with the other things.

PRACTICE

- Hold up *flashcard # 21 (a book)* and ask Ps questions, "What is it? Is it a pen?". Encourage your Ps to answer, "No, it isn't." Continue asking questions, "What is it? Is it a pencil?" Your Ps answer, "No, it isn't." Then ask "What is it? Is it a book?" Ps answer, "Yes, it is."

MP. Unit 2. Songs and Rhymes 2

- Get your Ps to watch the screen. Play MP. Your Ps listen to the song.

after they hear what number you say. Do it at random.

MP. Unit 2. Game 2

- Tell the Ps that you are going to play a game. Ps should listen and click the appropriate picture. Play the MP and make pauses after each speaker's number. Ask some Ps to come up one by one and do the task.
- Play the *PB Audio (track Unit -2-Les_6-2)* and point to the pictures with the numbers on the poster, then to the pictures with school things. Do it again with pauses for Ps to repeat.

Script

1, 2, 3, 4, 5, 6

1 – one table
1, 2 – 2 chairs
1, 2, 3 – 3 bags
1, 2, 3, 4 – 4 pencil cases.
1, 2, 3, 4, 5 – 5 pens
1, 2, 3, 4, 5, 6 – 6 pencils

- Encourage your Ps to say the numbers and amounts of the objects on the poster. First do it in chorus, then randomly ask a few Ps.

PRACTICE

- Put e.g., four books, six pens, two pencils, five pencil cases and three bags on your table.
- Repeat the instruction 'Count' twice and show the action of counting something so that the Ps can understand the meaning of the word 'count'. Ask them to repeat the word, then address to a P, "*Sashka, count the books!*", "*Natalia, count the tables!*", etc.

AB p.19 t.1

- Get Ps to open their ABs on page 19 and count different school things. Explain to them that they should match the things in colour with those ones that are at the bottom of the page and write in with the appropriate number.
- Show Ps how to do it. Hold up your AB and count three pens pointing to them, then trace the line matching the coloured pens with the appropriate picture of the object below. Then show you are writing number 3 because there are three pens.
- Ask them to do the same with the rest of the objects depicted.
- Explain to Ps that they should work in pairs showing and saying the quantity of the depicted things to each other. Ps do it in turns.

- Ask a few volunteers to come up to the board and pointing to the pictures say the quantities of the things depicted.

PB p.26 t.1

- Get Ps to open their books on page 26. Draw their attention to the children in the pictures and ask what they are doing. Ps give their answers. Explain to the Ps that you are going to listen to the chant.
- Play *PB Audio (track Unit -2-Les_6-1)* and clap your hands when you hear 'clap' three times, then five times.
- Play the audio again. Make pauses after each line of the chant. Get Ps to repeat after the speaker and imitate your actions. Give the appropriate number of claps and point to the Ps when you say 'you' and to yourself when you say 'I'. Do it twice.
- Say the chant along with your Ps with doing the actions several times.
- Explain to your Ps that you'll say the number and they should give the corresponding amount of claps.

PB p.26 t.2

- Draw Ps' attention to the children at the bottom of the page and ask them to guess what they are doing. Explain to the Ps that they'll play in pairs. P1 shows P2 a certain amount of his/her fingers. P2 says the appropriate number. They take turns.

Play 'One to Six' Game

- Tell a P to come to the front of the class and give him/her six pencils.
- Choose a few Ps and ask them to count the pencils.
- Take away the pencils and get Ps to count them.
- Repeat with other Ps using some other school things (books, pencil cases etc).

ENDING

- Remind and say the chant of the lesson clapping your hands.
- Wave your hand and say, 'Goodbye!'

OPTIONAL ACTIVITY

- Draw simple pictures of classroom objects on the board in a row, e.g. four books. Ask, '*How many (books)?*'
- Do simple maths by adding more pictures (e.g., drawing two more books) or by erasing some of your pictures (e.g., three of the books). After each change ask, '*How many books?*' Make sure that the answers are always between 1 and 6.

Lesson 7

OBJECTIVES:

- to practise a Wh-questions
- to follow new classroom instructions
- to introduce new vocabulary
- to say an action chant

VOCABULARY:

Meg, Ted, Fred, boy, girl, little, floor

STRUCTURE:

Stand up. Sit down.

MATERIALS:

MP, PB, PB Audio, AB, AB Audio, flashcards # 1,2, 5-10; 26,27,28; poster # 8.

OUTCOMES:

By the end of the lesson pupils will be able to say the chant. They will be able to respond to classroom instructions by doing the corresponding actions. They will be able to ask Wh-questions and answer them.

WARM-UP

- Put *flashcards # 18-25* on your table. Show Ps a flashcard with a picture of a school thing and ask, "What is it?" Ps answer.
- Ask Ps to come up to your table one by one and taking a flashcard ask the rest of the Ps a question, "What is it?" Ps answer.
- Say numbers 1-6 and after each number clap your hands once.
- Ask Ps to repeat the numbers after you and clap at the same time.
- Clap your hands again and encourage Ps to say the numbers with you as loudly as possible.
- Clap your hands faster and faster until Ps have had enough practice in saying the numbers.

PRESENTATION

- Stick *poster #8* on the board and point to a girl saying, 'a girl.' Point to another girl, saying, 'a girl.' Then count, pointing to both of the girls, '*One, two – two girls.*' Repeat again. Encourage Ps to say after you. Explain how to pronounce [ɛ] saying the word 'girl.' Then do the same procedure pointing to the boys one by one, then to the both and say, "*Two boys.*"

MP. Unit 2. Songs and Rhymes #3

- Play MP to get Ps familiar with the chant.

Script

Two little girls

Are sitting on the floor:

One called Meg,

One called Liz.

- *Stand up, Meg!*

- *Stand up, Liz!*

- *Sit down, Meg!*

- *Sit down, Liz!*

Two little boys

Are sitting on the floor:

One called Ted,

One called Fred.

- *Stand up, Ted!*

- *Stand up, Fred!*

- *Sit down, Ted!*

- *Sit down, Fred!*

- Address to a few Ps saying their names, "Stand up, Mykhailyk!"; "Stand up, Sofika!"; "Sit down, Sofika!"; "Sit down, Mykhailyk!"
- Play *PB Audio (track Unit -2-Les_7-1)* with the chant and point to each child on the poster and to the appropriate picture on it (see the script above.)
- Play the PB Audio again making pauses after each line for Ps to repeat and point to the appropriate pictures on the poster. Do it twice.

PRACTICE

PB p.27 t.2

- Get Ps to open their PBs and say the chant along pointing to the appropriate pictures. Play *PB Audio (track Unit -2-Les_7-1)*.
- Hold up the book and do it together with your Ps in chorus.
- Ask a few volunteers to come up and say the chant pointing to the pictures on the poster.
- Ask two girls and two boys to come up and explain to them that they should do what you say. Say the chant using their names.
- Ask a volunteer to be 'a teacher' and choose other boys and girls to do the volunteer's instructions.

AB p.20 t.1

- Get Ps to open ABs on page 20. Explain to them that they are going to listen to an audio and tick the appropriate picture.
- Play *AB Audio (track Act. Book Smiling Sam- U2- p 20 task1)*. Ps listen and tick the corresponding pictures.

Script

1 Sit down. 2 Clap. 3 Stand up. 4 Count.

- Hold up your AB, point to each picture in task 1 and name the action. Encourage your Ps to repeat after you.

- Do it again naming the actions along with your Ps.
- Ask a few volunteers to come up with their ABs and pointing to the pictures in task 1 name the actions.

Play a Game 'Do What I Say'

- Gather Ps in a part of the classroom where there is enough space.
- Say, "Count", "Clap", "Stand up", "Sit down", etc. and mime the action.
- Repeat this a couple of times and get Ps to mime the same action.
- Repeat the procedure with the verbs *listen*, *point*, *sing* and *draw*.
- Call out the instructions and have Ps repeat them and act them out until they feel confident.
- Then call out each action and check Ps' responses.

AB p.20 t.2

- Draw your Ps' attention to the pictures in task 2 and count the school things depicted.
- Explain to Ps that they should take pencils and matching each picture with the appropriate number at the bottom of the page make a line. Hold up your AB and trace the line with your finger saying, "three bags – three".
- Let Ps do the task. Then ask them one by one, "How many pencils (tables, etc)?" They should answer e.g., "Six pencils (one table etc)".

ENDING

- End your lesson with showing flashcards #26, 27, 28, 1, 2, 5, 6, 7, 8, 9, 10 and naming the actions together with your Ps.
- Encourage your Ps to name the actions you show on the flashcards in chorus.

Lesson 8

OBJECTIVES:

- to revise the vocabulary and structures from the previous lessons
- to introduce new classroom instructions
- to sing a song demonstrating actions
- to develop Ps' listening skills

VOCABULARY:

open, close, take, teacher, we

STRUCTURE:

Good morning. Open your ...

MATERIALS:

MP, PB, PB Audio, AB, AB Audio, poster # 9, white sheets of paper.

OUTCOMES:

By the end of the lesson pupils will be able to sing a song along with you and do appropriate actions. They will be able to give instructions to their mates. They will be able to respond to their mates' instructions.

WARM-UP

- Start the lesson saying, "Good morning!". Address to some Ps using their names, "Good morning, Svitlanka!". Explain what this phrase means. Encourage your Ps to repeat after you and say "Good morning" to each other, using the names of their mates.
- Ask Ps to mime the actions you say. Use *clap*, *stand up*, *sit down*, *draw*, *sing*, *listen*, *point*, *count*.
- Say, "I am a teacher. Do what I say." Ask two girls and two boys to come up and say the chant from the previous lesson using your Ps' names. Your Ps do what you say.
- Choose a P to become 'a teacher'. Say, "Now you are a teacher." Ask other two boys and two girls to come up. Say, "Do what the teacher says" pointing to a P who is 'a teacher' now. He/She says the chant using his/her mates' names. Ps do the actions.

PRESENTATION

- Pick up a book and say, 'Open the book' and open it. Then say, 'Close the book' and close it.
- Repeat this a few times and get Ps to repeat and perform the actions until they feel confident.
- Repeat this procedure with the phrases 'Take the bag', 'Take a pencil case', 'Take a pen'.
- Then call out each action (*stand up*, *take a book*, *open your book*, *close your book*, *sit down*) and check Ps' responses.
- Stick poster #9 on the board and ask Ps to say who and what they see on it.
- Ask a few Ps to come up and point to 'the teacher', Vic, Liz, Nick, Ben, table, chair and book on the poster.
- Tell your Ps that you are going to listen to the audio and look on the poster.
- Play PB Audio (track Unit -2-Les_8-1) pointing to those on the poster who is speaking each time or to

the pictures which depict the appropriate action.

Children: Good morning, teacher!

Teacher: Sit down.

Teacher: Open your books.

Teacher: Close your books. Goodbye.

Script

- Play the audio again doing pauses for Ps to repeat.

MP. Unit 2. Songs and Rhymes 4

- Get Ps to watch the screen and listen to the song.

Stand up,

Sit down,

Keep moving. (twice)

We are at school today!

Open your books,

Close your books,

Keep moving. (twice)

We are at school today!

Script

- Say each line of the song miming the actions. Make pauses and get Ps to repeat the lines with actions after you. Do it twice.
- Say the lines of the song miming actions together with your Ps twice.
- Play *PB Audio (track Unit -2-Les 8-3)* and sing the song along.
- Play the audio again and ask your Ps to sing and mime the song.

AB p.21 t.1

- Get Ps to open their ABs on page 21. Draw their attention to the fact that each square has got a number.
- Explain to Ps that they are going to listen to the speaker who'll say the number and a command. Ps should draw an appropriate picture. Hold up your AB, play *AB Audio (track Act. Book Smiling Sam- U2- p 21 task1)*, make a pause and do the 1st picture yourself. Explain: if Ps hear 'open' they should draw opened school thing, if they hear command 'close ...' – they should draw a closed school thing. Explain that the 'hand' depicts the command 'take' and Ps should draw the appropriate thing on the hand to take.
- Continue to play the audio and make each pause long enough for your Ps to draw a picture.

1 Open the book. Open the book. (Pause)

2 Close the bag. Close the bag. (Pause)

3 Take the pencil. Take the pencil. (Pause)

4 Open the pencil-case. Open the pencil-case. (Pause)

5 Take the pen. Take the pen. (Pause)

6 Close the book. Close the book. (Pause)

Script

- Let Ps colour their pictures.

- Ask Ps to work in pairs. Ps point to their pictures and name the actions depicted on them. They take turns.
PB p.29 t.4, 5
- Get Ps to open their PBs on page 29. Draw their attention to the pictures in the circle order in task 4. Hold up the book and show Ps where there the start is and show the direction. Demonstrate how Ps should point and name the actions depicted.
- Ask volunteers to come with their PBs in front of the class, point to the pictures and say the commands.
- Ps play a game in pairs. P1 says the command. P2 does the action. They take turns after every three commands.

ENDING

- Play *PB Audio (track Unit -2-Les 8-3)* and remind the song of the lesson singing it along and showing the actions.
- Ask Ps to bring envelopes for the next lesson.

Lesson 9 Story Time

OBJECTIVES:

- to review the vocabulary and structures of Unit 2
- to introduce a new song
- to develop Ps' speaking skills

VOCABULARY:

Robot, round, up, down, Toy Land

STRUCTURE:

Take a ...

MATERIALS:

MP, PB, PB Audio, AB, a toy boy, a toy girl, a toy chair, a toy table and school things; scissors, sheets of coloured paper (any colour except white), envelopes.

OUTCOMES:

By the end of the lesson pupils will be able to ask and answer Yes/No and Wh-questions. They will be able to give instructions and respond to them. Ps will be able to sing action songs singing along with audio support.

WARM-UP

- Start the lesson with a phrase, "Good morning, children!". Get Ps to respond, "Good morning, Teacher!".

- Put some objects on the table (a toy chair, a toy table, a toy boy, a toy girl, pencil case, pen, book, bag, pencil, a picture of a school tree (*flashcard #22*)). Take each object and ask, “*Is it a ...?*”. Encourage your Ps to answer. Sometimes make mistakes.
- Choose a P to be a new teacher. Say, “You are a teacher. Take a thing, hold up and ask a question, ‘*What is it?*’” Other Ps answer. Change ‘teachers’ after every three questions.

PRESENTATION

- Ask a volunteer to come up. Say, “*Take a book*”. Repeat up to three times with different objects.
- Ps work in pairs. They give commands to each other to take this or that school thing on the desk. They take turns.

MP. Unit 2. Story

- Get Ps to watch the story twice.

PRACTICE

AB p.22 t.1

- Get Ps to open their ABs on page 22 and number the pictures in the right order.
- Ask a few Ps to come in front of the class with his/her AB and point to the pictures in the right order saying the numbers. If the number of the picture is right, ask the rest of the class to say “*Yes, it is.*” or “*No, it isn’t*” when it is not right.

PB p.30 t.2

- Get Ps to open their PBs and prepare to listen to an audio and point to the appropriate picture. Play *PB Audio (track Unit -2-Les 9-1)* and make pauses encouraging Ps to repeat each phrase.
- Hold up *flashcard #9* (act out) and say that Ps are going to become actors and play roles of the boy and the robot. Ask a pair of volunteers, first. P1 gives the command. P2 acts as if he/she is a robot. Help Ps, if needed.
- Ps work in pairs. They take turns. You ask two pairs to act out in front of the class.

MP. Unit 2. Songs and Rhymes 5

- Tell Ps that you are going to listen to the robot’s song. Explain to your Ps that robots listen to the instructions and do the appropriate actions.
- Get Ps to watch the screen and listen to the song. Play MP to familiarise Ps with the melody of the song.

- Say the words of the song line after line making pauses for Ps to repeat. Demonstrate the meaning of the song’s words with actions and gestures. Encourage your Ps to repeat after you.
- Play *PB Audio (track Unit -2-Les 9-4)* and sing along with your Ps doing actions twice.

Play ‘Bingo’

- Get your Ps to open their ABs on page 84. Draw their attention to the white field with nine equal spaces on the page. Explain to Ps that they should cut 3 counters out of coloured sheet of paper to suit one space on each field.
- Draw Ps’ attention to the next page (85) and ask them to cut out the rest of the pictures on the page to make new cards and add them to the previous ones that are in their envelopes.
- Tell Ps that you are going to play a game that is called “Bingo!” and explain to Ps the rules of it in the native language (see the box below).

‘Bingo’ Rules.

- 1 Explain to Ps that all the pictures in their envelopes are the game cards.
- 2 Ps should choose 9 of them and put them on the white field on page 84.
- 3 The teacher names any of the cards saying e.g., “Sit down”.
- 4 Ps who have the same game card cover it with a coloured counter. A teacher keeps notes of the things he/she has called.
- 5 Once a P has covered three pictures in a row, vertically, horizontally or diagonally, he/she calls, ‘Bingo!’ The winner is the first P to call ‘Bingo!’.
- 6 You may check if the winner has covered the correct game cards by asking, ‘What is it?’.

ENDING

- Remind the song from the previous lesson. Play *PB Audio (track Unit -2-Les 8-3)*. Sing along with your Ps demonstrating the actions.
- Do the same singing the robot’s song. Play *PB Audio (track Unit -2-Les 9-4)*.

Lesson 10 REVISION

OBJECTIVES:

- to review language of the unit in games
- to reflect on Ps' learning

RECYCLED LANGUAGE:

school things, classroom instructions, numbers, asking and answering questions about school things.

MATERIALS:

MP, PB, PB Audio, AB, AB Audio, white sheets of paper.

OUTCOMES:

By the end of the lesson pupils will be able to understand the language of the unit and respond to questions and instructions. They will be able to use the vocabulary and structures of the unit in games.

WARM-UP

- Name 1-6 different parts of the classroom. You can also draw 1-6 bags on big sheets of paper and stick them in different parts of the classroom (if you believe Ps require guidance).
- Ps remain seated until you call out a number.
- Call out a number, e.g. 'Three'. Ps run to the appropriate part of the classroom and count up to three.

PRESENTATION

- Mime an action for students to guess the command, e.g. 'Count'
- Pupils should name the command. You can give simple *Yes/No* answers.
- Repeat with some more actions.

PRACTICE

AB p.23 t.1

- Get Ps to open their ABs on page 23. Say that they should listen to the speaker and circle the appropriate amount of the things he mentions.
- Play *AB Audio (track Act. Book Smiling Sam-U2- p 23 task1)* and do the first item yourself holding up your AB in front of the class. Go on with the audio. Make pauses if necessary.

Script

- 1) 4 books
- 2) 3 tables
- 3) 1 chair
- 4) 6 pencil-cases
- 5) 5 pens
- 6) 2 bags

- Ask a few Ps to hold up their ABs in front of the class and demonstrate their answers. Check and correct the answers together. Then suggest Ps to choose the appropriate face at the bottom of the page and draw it in the circle.

PB p.32 t.1, 2

- Draw Ps' attention to the instruction in pictures 'How to make a dice' on page 32 in their PBs. Explain that Ps need the dice to play the next game in pairs.
- Let Ps make a dice one for a pair. Do each step yourself and encourage Ps to repeat your actions.
- Choose a P to play with and ask the rest to come up and stand in a circle in order to see how to play the game.
- Put your dice in the middle of the circle on page 32 and turn it round. When it stops pay Ps' attention to the arrow on a dice and the picture it points to. The P who plays with you should say the amount of the things depicted on the picture. Let the pupil turn the dice for you. Explain to Ps that they should do it in turns and ask them to work in pairs.

MP. Unit 2. Game 3

- Get Ps to watch the screen and get prepared to look at the picture and listen to the speaker. Explain to Ps they should click the tick if the speaker says a command that is a good match with the picture. If the speaker says a command that doesn't match with the picture then P should click on a cross.
- Ask Ps to come up one by one and click the appropriate answer (a tick or a cross). Play the MP.

PB p.33 t.3

- Draw Ps' attention to the pictures in task 3 on page 33 of their PBs. Explain to them that they should listen to the audio and find the appropriate picture. You'll ask Ps. The P who'll be asked should say the number of the appropriate picture.
- Play *PB Audio (track Unit -2-Les10-3)*. Make a pause, ask a P. He/She says the number. The rest of the Ps say 'Yes, it is' or 'No, it isn't'.

- Sit down.
- Open the bag.
- Close your pencil case.
- Stand up.
- Clap your hands.

Script

Play a Guessing Game

- Ps play a game that is depicted in pictures on page 33 in task 4 in pairs. Instead of being blindfold, a P can close his/her eyes.

Play a Team Game

- Divide the class into two teams. The two teams stand on each side of the classroom in a line. Assign one half of the board to each team (e.g., draw a line down the centre).
- The first pupil in each team comes to the front of the class. Whisper the same instruction to both Ps, e.g. "Draw a ...(*chair*)". The two Ps start to draw on the board at the same time.
- The rest of the Ps call out the word when they think they know what the two Ps are drawing. The team that guesses the word first gets a point.
- Both Ps stop drawing when someone has guessed correctly and the two Ps who are next in line in the teams come to the front.
- Repeat the game with different items (e.g., *pencil, bag, book, pencil case, chair, girl, table, school tree, pen, boy, teacher*).

ENDING

- Ask each student a question about the items on the table before they leave the classroom at the end of the lesson. (e.g. 'Is it a ...?' 'What is it?' 'What is your name?' 'How are you?').

UNIT 3 Family and Friends

Lesson 1

OBJECTIVES:

- to practise classroom instructions
- to review numbers 1 – 6
- to introduce new vocabulary

VOCABULARY:

father, mother, sister, brother

STRUCTURE:

This is my ...

MATERIALS:

PB, PB Audio, AB, MP, flashcards # 31,32,33,34, poster # 10, a box with some family member's objects (handbag, tie, cap, glasses, toy car, doll, earrings, jewellery, etc.)

OUTCOMES:

By the end of the lesson pupils will be able to greet family members. They will be able to point to and name family members in English. Ps will be able to understand and follow classroom instructions.

WARM-UP

- Divide the class into six teams, numbered 1-6.
- Use the team numbers in a random order to give classroom instructions, e.g. '3 Stand up'. Each team carries out the instruction as quickly as possible.
- Vary the instructions and the team numbers that you call, sometimes repeating combinations, to keep the class alert.

PRESENTATION

MP. Unit 3. Songs & Rhymes 1

- Get Ps to watch the screen. Play the MP twice.

Smiling Sam:
Hello, father!
Hello, mother!

Hello, sister!
Hello, brother!

Script

- Ask Ps what they saw on the screen. They tell you in their native language. Some of them can name family members.
- Use flashcards (*father, mother, brother, sister*) to introduce the new vocabulary. Say each word and

ask Ps to repeat after you.

- Explain to Ps that you are going to pretend that the characters on the flashcards are members of your family. Ask Ps to say 'hello' to everyone. Hold up flashcards in the rhyme order and encourage Ps to repeat its lines.

PRACTICE

AB p.24 t.1

- Get Ps to open their ABs on page 24 and trace Smiling Sam's family members.
- Let Ps colour the pictures.
- Ask some volunteers to come up with his/her AB and pretend he/she is Smiling Sam. Every P holds up his/her coloured Sam's family in front of the class and says the rhyme greeting 'his/her' family members.

PB p.34 t.2

- Tell Ps that they are going to listen to Smiling Sam. Get them to open PB on page 34. Play *PB Audio (track Unit -3-Les_1-2)*.

*Smiling Sam: This is my family:
my father, my mother, my sister and my brother.*

Script

- Encourage Ps to repeat "This is my family" after you several times. Then ask them to point to each family member they hear and play the audio again making pauses for your Ps to repeat after each family member.
- Stick *poster # 10* on the board and explain to Ps that you are going to act out. Ask confident volunteers to pretend to be Smiling Sam and present Sam's family. Ask a few Ps to come up to the poster and present Sam's family.

Play a 'Mime and Guess' Game.

- Put some objects such as a handbag, a tie, earrings, a cap (jewellery, glasses, a toy car, a doll etc.) in the box so that Ps can use them and pretend to be members of their families.
- Tell a P to come to the front of the class and act like a member of his/her family. Then, he/she must say, 'This is my...'
- The rest of the class has to guess which member of his/her family he/she is miming, by calling out, 'father/mother/brother/sister'.
- Repeat the same procedure with other Ps.

Play a "Listen, Family!" Game.

- Hand out the family flashcards to four Ps at random without looking who has each card.

- Say addressing to all those four Ps, 'Listen, family!' Give instructions to the family members, sometimes just to one, sometimes to two, e.g., 'Father, open your book!', 'Sister and brother, sit down!', 'Brother, take your pen!' etc.
- Rotate 'families' in order to get as many Ps as possible to participate in the game.

ENDING

- Draw Ps' attention to the poster on the board. Ask them to pretend to be Sam and say 'goodbye' to every Sam's family member, 'Goodbye, father! Goodbye, mother! Goodbye, sister! Goodbye, brother!'

Lesson 2

OBJECTIVES:

- to practise phrases 'How are you?' – 'I'm fine. Thank you'
- to practise structure 'This is my ...'
- to present friends and family members using their names
- to develop Ps' speaking skills

VOCABULARY:

friend, Max

MATERIALS:

PB, PB Audio, AB, flashcards # 14 – 17 (characters); 31,32,33,34, poster # 11, Smiling Sam puppet, white sheets of paper (A4), scissors, several big sheets of cardboard, glue.

OUTCOMES:

By the end of the lesson pupils will be able to present their friends and family members. They will be able to greet them and ask 'How are you?'

WARM-UP

- Explain to your Ps that they should greet every character you show on a *flashcard (# 14 – 17)* using their names, e.g., 'Hello, Liz!'
- Use the *flashcards* with the family members (*# 31 – 34*) to revise the vocabulary taught in the previous lesson.
- Stick the flashcards on the board and ask Ps to memorise the order of the flashcards.
- Then, change the order of the flashcards and ask Ps how the order has changed.

PRESENTATION

- Stick *poster # 11* on the board and tell Ps that they are going to listen to a talk. Play *PB Audio (track Unit -3-Les 2-1)*.

Script

Ben: *This is my friend Nick. This is my family.*
Father: *Hello, Nick. How are you?*
Nick: *I'm fine. Thank you.*

- While Ps are listening to the talk, point to the character who is speaking each time.
- Get Ps to open their *PB on page 35* and point to the characters while you play the audio for a second time.
- Play the audio again, pausing after each phrase and get Ps to repeat each phrase.

PRACTICE

- Divide the class into three groups.
- Assign roles and get them to act out the dialogue.
- You can play the dialogue *PB Audio (track Unit -3-Les 2-1)* while Ps are acting, for guidance.
- Tell Ps they are going to tell about their friends. Show Smiling Sam and say, "This is my friend, Sam." Repeat this sentence several times with Ps.
- Remind that Smiling Sam has got many friends around the world. Stick *flashcards # 14 - 17* (characters) and approaching Smiling Sam puppet to each picture imitate Sam's voice and say, 'This is my friend, Nick.' etc.

AB p.25 t.1

- Hold up your AB and trace the line to show Ben. Say, 'This is my friend, Ben.'
- Get your Ps to open their ABs and match two halves of every character.
- Tell Ps to work in pairs saying, 'This is my friend, ...' and pointing to the corresponding character's halves.

PB p.35 t.3, 4

- Get Ps to open their PBs on page 35. Draw their attention to the icon in task 3 and guess who they are going to draw. Pay attention to the photo of the girl. Ps should guess and say 'friend'.
- Distribute white sheets of paper and say the instruction in a clear voice, "Draw your friend" twice.
- Let Ps make their drawings. Then ask a few to come in front of the class and present their friends.

Play a "Memory" Game

- Draw a simple picture of your imaginary family on the board, your parents, sister and your brother.
- Describe your family to the class, with their names. Say, "This is my family. This is my father, Mykhailo. This is my mother, Halyna. This is my brother, Petro and this is my sister, Marta."
- Then see if Ps can remember the names. Say, 'This is my father, ...' and make a pause encouraging Ps to remind 'your father's name'. Continue with the other family members.

Make a Family Poster

- Bring big sheets of cardboard to class (if you have a large number of Ps) or one big sheet of card (if you have a small number of Ps) and stick them/it on the wall.
- Tell Ps to draw one of their family members and help them write their name (the Ps' names) underneath.
- Ps cut out their pictures and glue them onto the sheet of cardboard.
- When all Ps have finished, they take turns to point to their family members and introduce them to the other Ps saying, 'This is my ... (mother) ... (Natalia)'.

ENDING

- Sing 'Goodbye' Song along with your Ps.
- Ask Ps to bring photos of their family members for the next lesson.

Lesson 3

OBJECTIVES:

- to introduce the wh-question
- to present people

STRUCTURE:

Who is this?

MATERIALS:

PB, PB Audio, AB, flashcards # 14 - 17 (characters); 31,32,33,34, poster # 3, Smiling Sam puppet, white sheets of paper.

OUTCOMES:

By the end of the lesson pupils will be able to understand the question 'Who is this?' and answer it. They will be able to recognise characters in PB. Ps will be able to have a talk using family photos.

WARM-UP

- Put all the photos of family members that Ps have brought on the wall or spread them on a table in a random order.
- One by one, the children come and point to their own photos and say, "This is my mother. This is my sister." etc.

PRESENTATION

- Stick flashcards with characters of PBs on the board. Take Smiling Sam, the puppet. Pretend you're talking to Sam. Point to every character one by one and ask Sam, "Who is this?" Imitate Sam's voice and answer, "This is my friend, ..." Say 'thank you' and stick Sam on the board. Address to your Ps. Point to Sam and ask, "Who is this?". Encourage Ps to answer, "This is Smiling Sam."
- Stick *poster # 3* and remind the chant. Play *PB Audio (track Unit -1-Les 6-1)*. Point to each character who is speaking.
- Point to every child on the poster and ask, "Who is this?" Your Ps answer (This is Ben /Lou/Sue/etc.).

PB p.36 t.1, 2

- Get Ps to open PBs on page 36. Tell them that they are going to listen to a dialogue.
- While Ps are listening to the dialogue, holding up your PB point to the family member who is spoken about each time.

Vic: Who is this?
Liz: This is my mother...
This is my father...
This is my sister...
This is my brother.

- Get Ps to point to the corresponding family members while you play the audio for a second time.
- Play the audio again, pausing after each phrase and get Ps to repeat each phrase.

PRACTICE

AB p.26 t.1

- Get Ps to open ABs on page 26. Draw Ps' attention to the pictures with numbers 1 – 5. Hold up your AB and point to number 1. Say, "One. Who is this?" Encourage your Ps to match the picture with a corresponding family member and answer, "This is a mother."

- Let Ps do the activity in pairs. Tell them that they should ask and answer taking turns.

Play a "Chain" Game.

- Stick some photos of your Ps' family members on the wall in a random order.
- Choose a P to come up to the board. Tell him/her to take a photo and ask a question, "Who is this?". A P whose family member is in the photo stands up and says, "This is my ..." You put this photo away on the table. The 1st pupil takes his/her seat. The P who answered the question takes a place near the board instead of the previous one and takes another photo asking the same question. The game is going on in a 'chain'.

Draw a Family.

- Tell Ps to draw their family members' faces.
- Let Ps work in pairs. They should ask each other questions pointing to a drawn face and answer using a name of a corresponding family member, e.g. 'Who is this?' – "This is my sister, Katia." Ask them to take turns.

ENDING

- Encourage your Ps to come in front of the class one by one and showing the photos of their family members present them using their names, e.g., "This is my family. This is my mother, Viktoriia. This is my brother, Mykola."

Lesson 4

OBJECTIVES:

- to practise classroom instructions
- to introduce new vocabulary
- to introduce a family tree and some relationships in it
- to sing a song about a happy family

VOCABULARY:

grandmother, grandfather, granny, uncle, Dan, Emily

STRUCTURE:

Meet my ...

MATERIALS:

Smiling Sam, the puppet; PB, PB Audio, AB, flashcards # 31,32, 33,34, 35, 36, 37, 38; poster # 12, white sheets of paper, a sheet of a cardboard, glue, scissors.

OUTCOMES:

By the end of the lesson pupils will be able to make presentations of their families to each other. They will be able to sing a family song along. They will be able to follow classroom instructions. They will be able to make finger puppets.

WARM-UP

Play a "Sam Says" Game

- Use Smiling Sam, the puppet, change your voice to imitate Sam's voice and tell Ps that they must do only what Sam says, e.g., "Sam says, Open the book./Close the book./Take the bag./Stand up./Clap 3 times./Count up to 6.' etc.
- Ps must not perform the action if it isn't preceded by the words 'Sam says'. If a P does so, he/she is out of the game and comes and sits with you and Smiling Sam.

PRESENTATION

- Hold up flashcards with grandfather, grandmother and family one by one. Ask Ps to repeat twice after each.
- Stick *poster # 12* on the board and ask Ps what they see on it. Ps say, "A family". Draw Ps' attention to two fathers and two mothers. Ask Ps to count the children. Ask them to count girls and boys.
- Explain to Ps that your father's or mother's brother is called 'uncle'. Draw their attention to the blonde woman and a blonde man. Say that they can be a sister and a brother. Then a child from this mother's family can call mother's brother 'an uncle'. Repeat this word with your Ps several times and hold up the appropriate *flashcard (# 37)*.
- Point to the grandmother on the poster and say 'grandmother', then say 'granny'. Point to the grandfather in the picture and say 'grandfather'. The children repeat. Do the same with 'uncle'. Ask individuals if they have got *grandfathers* or *grandmothers* or *uncles*.
- Ask Ps to name the family members pointing to them on the poster at random.
- Introduce the song lyrics line by line. Have the children repeat.

*Grandfather and grandmother,
My father and your father,
My mother and your mother,
My sister and your brother.*

Script

*I love my father Ben.
I love my uncle Dan.
I love my granny Emily,
I love my dear family!*

PB p.37 t.1, 2

- Get Ps to open their PBs on page 37.
- Play *PB Audio (track Unit -3-Les 4-1)*, point to the pictures on the poster and ask the children to point in their books. Play the song again and the children sing along. Repeat as many times as necessary for the children to sing confidently.
- Play *PB Audio (track Unit -3-Les 4-2)* and ask Ps to point to the family members they hear and repeat after the speaker.

family, uncle, grandmother, granny, grandfather

Script

PRACTICE

- Ask a few volunteers to come to the front of the class. He/She should point to each family member on the poster and say e.g., "This is a grandmother".
- Have a talk with Ps. Point to 'father', 'uncle', 'granny' and ask, "Who is this?". Encourage them to answer, "This is father Ben." ("This is uncle Dan." "This is granny Emily.")

AB p.27 t.1

- Draw a family tree with a pair of grandparents but two fathers and two mothers and their children (who are cousins) on the board and explain to Ps the relationships between the two families. Say, "This is a Family Tree". Have Ps to repeat it twice.
- Get Ps to open ABs on page 27. Draw their attention to a family tree and a boy at the bottom of it. Explain to Ps that the boy presents his family members. Ps should help him to match the members at the top with their numbered shapes on the tree.
- Ps match the members. They can work in pairs. P1 asks a question about the shape # 1, "One. Who is this?". P2 draws the line to connect the corresponding picture with its shape and answers, "This is a ... (grandmother)". Alternatively, Ps can draw similar

pictures of family members' faces coping the colours.

- Ask a few to come to the front of the class with AB and to pretend this is their family. Each P should present 'his/her family' pointing to every member and saying, "This is my family. This is my grandfather." etc."

Make a Finger Family.

- Students draw family members (real or imaginary) on pieces of oval or square cardboard, then glue the card to a strip of paper. (Ask Ps to see the instructions in their PBs on page 38 and follow the numbered steps.) Explain to them the steps they should take. Students cut the strip to the correct length to fit round their fingers and then stick the ends together to make a ring shape.
- Students wear their 'family' on their fingers.
- Show your family to the class and do your presentation. ("Hello! I am ... (your name). Meet my family. This is my grandfather, (name)" etc.)
- Students wear their finger puppets and introduce in turns their family to each other in pairs following your example of presentation.
- The student who is listening says "Hello!" or "Hi!"
- Invite volunteers to the front to introduce their family to the class.

ENDING

- Play *PB Audio (track Unit -3-Les_4-1)* and sing the song along with your Ps.
- Wave your hand and say 'Goodbye' to your Ps.

Lesson 5

OBJECTIVES:

- to practise English names presenting boys and girls
- to introduce personal pronouns in singular
- to develop Ps listening skills

VOCABULARY:

he, she, Tom, Jim, Jane

STRUCTURE:

He is a ... She is a ...

MATERIALS:

Smiling Sam, the puppet, PB, PB Audio, AB, flashcards # 14 – 17 (characters); flashcards # 31,32, 33,34, 35, 36, 37, 38; poster # 13.

OUTCOMES:

By the end of the lesson pupils will be able to differentiate between boys' and girls' English names. They will be able to rhyme names. Ps will be able to understand what 'he' and 'she' mean.

WARM-UP

- Review family members using the flashcards. Arrange Ps in a large circle. Hand out the family flashcards to six Ps randomly around the circle. Explain to Ps with the flashcards that they have to say, "Hi. My name is ... Meet my ... " according to the family member on the card. The six students with the cards practise saying the sentences.
- Play some music. Students pass the flashcards to the left.
- Stop the music. Point in turn to each student with a flashcard. He/She says, "Hi. My name's ... This is my... (e.g., grandfather).
- Start the music again. Try to stop the music so that most students get a chance to speak.

PRESENTATION

PB p.39 t.1

- Get Ps to open their PB on page 1. Play *PB Audio (track Unit -3-Les_5-1)* Hold up your PB and point to the corresponding character you hear about.

Smiley:

This is Jim.

He is a boy.

This is Jane.

She is a girl.

Script

- Ask Ps to listen again and point to the character in their PBs.
- Play *PB Audio (track Unit -3-Les_5-1)* one more time pausing after each sentence for Ps to repeat. Do it twice.

PRACTICE

- Hold up a flashcard with a boy character, e.g. Nick and say, "This is Nick. He is a boy." Take a flashcard with a girl character and say, "This is Liz. She is a girl." Encourage Ps to repeat after you with every character (*Vic, Liz, Nick, Ben*).
- Call out boys' and girls' names at random. Your Ps

should use a corresponding pronoun 'he' or 'she' and say the appropriate sentence, "He is a boy." or "She is a girl." Use English names which Ps were learning during the lessons (Lou, Sue, Sam, Max, Mary, Harry, Ann, Meg, Ted, Fred, Emily, Dan, Jim, Jane). Introduce two new names for boys: Lee and Tom.

- Stick *poster # 13* to the board and explain to Ps that they will listen to boys and girls. They'll present themselves. Smiling Sam will demonstrate how to present children to someone. And Ps should follow Sam to present the children they hear.
- Play *PB Audio (track Unit -3-Les_5-2)* and point to the appropriate character on the poster.

Script

Boy: I am a boy. My name is Tom.
Smiley: This is Tom. He is a boy.

Girl: I am a girl. My name is Vic.
Smiley: This is Vic. She is a girl.

Boy: I am a boy. My name is Harry.
Smiley: This is Harry. He is a boy.

Girl: I am a girl. My name is Mary.
Smiley: This is Mary. She is a girl.

Girl: I am a girl. My name is Meg.
Smiley: This is Meg. She is a girl.

Boy: I am a boy. My name is Lee.
Smiley: This is Lee. He is a boy.

- Play *PB Audio (track Unit -3-Les_5-2)* again pausing after each line for Ps to repeat. While doing this, point to every child who is presented.

AB p.28 t.1

- Get Ps to open ABs on page 28. Ask them if they recognise the characters. Let Ps to colour the pictures.
- Hold up your AB, point to Liz and say, "This is Liz. She is a girl." Ask Ps to repeat. Tell them to work in pairs. They demonstrate coloured characters in their ABs and present them to each other.

Play a "Chain" Game.

- Arrange Ps in a large circle. Point to a P and say, "This is ... (name). He/She is a boy/girl." Ask this P to present a classmate who is standing next to him/her (do it clockwise). All Ps should present one of their classmates using an appropriate pronoun ('he' or 'she').

ENDING

- Ask Ps to think about rhyming names. Give examples. (e.g., *Mary - Harry*).
- Draw a shape of a girl and a shape of a boy on the board. Point to the shape of a girl and say, 'She is Mary.' Address to Ps saying, "Now you say!" Point to the shape of a boy eliciting your Ps to say, 'He is Harry'. Encourage your Ps to repeat again.
- Go on with other names pointing to the corresponding shape, 'He is Fred' (Your Ps, 'He is Ted'), etc. (Lou - Sue, Dan - Ann, Nick - Vic, Tim - Jim, Greg - Meg, Harry - Mary)

Lesson 6

OBJECTIVES:

- to practise the vocabulary and the structures from the previous lesson
- to introduce a new structure
- to develop Ps' speaking skills

STRUCTURE:

"Meet ... He/She is my friend."

MATERIALS:

Smiling Sam, the puppet; PB, PB Audio, AB, MP, flashcards # 14 - 17 (characters); flashcards # 31,32, 33,34, 35, 36, 37, 38, 39, 40; poster # 12, scissors, glue

OUTCOMES:

By the end of the lesson pupils will be able to make presentations of their friends. They will be able to role-play in pairs and in groups of three.

WARM-UP

MP. Unit 3. Presentation

- Get your Ps to watch the screen and repeat the family members in English after the speaker.
- Stick family members flashcards on the board.
- Choose a P to come up to the board.
- Ask the rest of the Ps to look at the pictures carefully for a few seconds and then tell them to close their eyes.
- The P at the board has to remove one of the pictures.
- After he/she has done so, the rest of the Ps open their eyes. The P asks, "Who is this?" and the class try to guess what flashcard is missing by saying the

family member depicted on the missing card, “This is ...”

- Repeat the procedure with different Ss for as long as time permits.

PRESENTATION

- Play *PB Audio (track Unit -3-Les 4-1)* and stick *flashcard # 39* on the board first, then *flashcard # 40*.

Smiling Sam:

Meet Oksana. She is my friend.

Meet Taras. He is my friend.

Script

- Play the audio again pausing for Ps to repeat.
- Hold up a flashcard with Vic and say, “Meet Vic. She is my friend.”
- Encourage Ps to say the same about other characters. Hold up flashcards with them (Nick, Liz, Ben).

PRACTICE

- Ask six Ps to come to the front of the class. Hand out flashcards with Oksana, Taras, Nick, Ben, Liz and Vic at random. Explain to the Ps that they should present ‘their friends’. Every P demonstrates the card and pointing to the character says, ‘Meet ... (name). He/ She is my friend.’

PB p.40 t.2, 3

- Get Ps to open PBs on page 40 and explain to them that they are going to pretend to be Smiling Sam and present his family pointing to the pictures in task 2. They should use ‘he’ or ‘she’ in the sentences, e.g. “He is my father.”
- Ps work in pairs. They role-play in turns.
- Draw Ps’ attention to the icon in task 3. Ask Ps what it means. Say, “Have a talk”. Have Ps to repeat that several times.
- Divide Ps in groups of three. Explain to them that they are going to have a talk: P1 should present P2 to P3. Use stick puppets of the characters you made with your Ps in Unit 1 and perform a talk. E.g.:

Vic: *Meet Liz. She is my friend.*

Ben: *Hello, Liz. How are you?*

Liz: *I’m fine. Thank you.*

Make a pause after each character for Ps to repeat after you.

- Encourage your Ps to take their stick puppets and role-play the talk in their groups. They may use different characters.

- Ask three confident volunteers to perform a talk using their real names in front of the class.

AB p.29 t.1

- Get Ps to open ABs on page 29 and explain to them that they are going to make a family dice. Explain to them how to cut out the dice by doing actions yourself. Then fold on the lines and ask your Ps to do the same. Come up to those Ps who need your help.
- Demonstrate what lines Ps should glue and ‘construct’ your dice from the bottom connecting a picture of ‘brother’ with ‘sister’ and ‘mother’. Explain to Ps that ‘grandmother’ should be in front of a boy and ‘grandfather’ should be in front of ‘father’.
- Let the dices to become dry from glue and keep them for a use at the next lesson.

MP. Unit 3. Game 1.

- Get your Ps to watch the screen. Explain to them that they should listen to the speaker and click the appropriate picture. Ask Ps to come up one by one to click the right answer.
- Play *PB Audio (track Unit -3-Les 4-1)* and sing along with your Ps.

ENDING

Play Chinese Whispers

- Divide the class into two teams and ask them to stand in two lines.
- Put the flashcards of a *grandfather, grandmother, sister, mother, brother, uncle* and *father* on your desk.
- Whisper a word, e.g. ‘uncle’ to the first P in each line. Ask Ps to whisper the word to the P behind him/her and so on. The last P in each group should come to your desk and pick up the corresponding flashcard.
- The first P to pick up the correct flashcard, wins a point for his/her team.
- Repeat the same procedure with the rest of the flashcards.
- Sing ‘Goodbye’ song along with your Ps.

(Note. Keep dices that Ps have made for the next lesson.)

Lesson 7

OBJECTIVES:

- to review the vocabulary of the unit
- to introduce Yes/No questions concerning people and answers to them

STRUCTURE:

“Is this Bill?” – “Yes, he is. / No, he isn’t.”

MATERIALS:

PB, PB Audio, AB, MP, flashcards # 14 – 17 (characters); flashcards # 31- 37, 39-40, dices.

OUTCOMES:

By the end of the lesson pupils will be able to identify family members and children/friends asking and answering questions. They will be able to use family flashcards in games.

WARM-UP

Play with a Family Dice.

- Ask Ps to play in pairs. They take turns throwing the dice. Every P looks on the top of it and says, “He/She is a ... (father/sister etc.)”

PRESENTATION

- Take a family dice and turn it so to demonstrate different family members in front of the class. Ask questions, e.g. “Is this a father?” Pretend you look attentively and say nodding your head positively, “Yes, he is.” Ask two more questions to answer positively. Start making ‘mistakes’. Demonstrate, e.g. father asking, “Is this a grandfather?”. Answer, “No, he isn’t.” Make two more ‘mistakes’.
- Stick *poster # 14*. Play *PB Audio (track Unit -3-Les_7-1)* and point to each character who is asked about.
- Play the audio again making pauses after each question and each answer for Ps to repeat.

PRACTICE

- Hold up flashcards with characters and family members asking questions in front of the class in order to get positive and negative answers from your Ps.
- Ask a group of 12-13 Ps to stand up. Arrange them in a circle and hand out the flashcards. Explain to them that they’ll ask his/her partner who is next to him/

her (to the left) a question using a word you say. E.g. “Is this ... (You say ‘Ben’) Ben?” The partner who stands to the left looks at his/her flashcard and answers positively or negatively. After the Ps in the circle have asked and answered their questions tell them to take their seats and ask other Ps (the rest of them) to arrange another circle and do the same task.

AB p.31 t.1

- Get Ps to open ABs and say they are going to have a talk in pairs. P1 pretends he/she is Smiling Sam. P2 pretends that he/she is Sam’s friend who asks Sam questions pointing to the family members, “Is this your...?”. P1 answers positively, “Yes, he/she is” or negatively, “No, he/she isn’t.” Explain to Ps that after a talk about a certain family member they should put a tick.

PB p.41 t.3

- Get Ps to change pairs and open PBs on page 41. Draw their attention to the icon in task 3 and say the instruction ‘Have a talk’. Explain to Ps that they should pretend to be Sam and Sam’s friend. Sam’s friend asks Sam questions about his friends pointing to the pictures of the characters. Sam answers.

Play a Guessing Game with Flashcards.

- Get your Ps to open AB on page 87 and cut out small flashcards of family members. Every P puts them into the ‘family’ envelope.
- Have Ps to change their pairs for the third time. Say that they are going to play a guessing game. P1 pulls one card out of his/her envelope and keeps it hidden. P2 asks a question, ‘Is this a ...?’ P1 answers, “Yes, he/she is” or ‘No, he/she isn’t.’ There are three attempts for each card. Then Ps take turns. The winner is the P who has got more guesses.

ENDING

Play a Team Game with Flashcards.

- Use your set of family member *flashcards (# 31 – 37)* on the board backwards so that the pictures are hidden.
- Put a set of corresponding small flashcards (from AB cut-outs) in a pile on your desk.
- Divide Ps into two teams. Explain to Ps that one member from each team comes to your desk at a time and picks a flashcard.
- Then he/she chooses one of the flashcards on the board by turning it over (without taking it off the

board) to see if it is the same as the flashcard he/she is holding.

- If it's the same, then he/she must say what the flashcard depicts, "This is a ..." and remove the flashcard from the board as well as its pair from the game.
- If the flashcard is different from the one he/she is holding, the P must show the flashcard that is stuck on the board to his/her team mate and return the other flashcard to the bottom of the pile on the desk.
- Every matching pair of flashcards earns a point for each team. The team to earn the most points when all the flashcards run out wins the game.
- Sing 'Goodbye' song along with your Ps.

Lesson 8 Story Time

OBJECTIVES:

- to review the vocabulary and structures of Unit 3
- to introduce a new song
- to develop Ps' speaking skills

VOCABULARY:

they, them

STRUCTURE:

"How is ...?" – "He/She is fine."

MATERIALS:

MP, PB, PB Audio, AB, flashcards # 31-40, stick puppets of characters, envelopes with family members, mini-flashcards

OUTCOMES:

By the end of the lesson pupils will be able to have a talk about family members. They will be able to ask and answer questions about people on family photos. Ps will be able to sing a song along with mini-flashcards.

WARM-UP

- Start the lesson with singing the 'Family' song. Play *PB Audio (track Unit -3-Les 4-1)*.
- Put family flashcards on your desk in random. Choose a P to be a new teacher. Say, "You are a teacher. Take a flashcard, hold up and ask a question, 'Who is this?'" Other Ps answer. Change 'teachers' after every two questions.

PRESENTATION

- Hold up the flashcard with a grandfather and ask Ps, "Is this a father?". Elicit Ps' answers, "No, he isn't. He is a grandfather." Then demonstrating the flashcard with mother's image ask, "Is this a grandmother?". Encourage Ps to answer, "No, she isn't. She is a mother." Repeat twice.
- Take two stick puppets and perform a talk using different voices.
A: Hello!
B: Hi! How is your grandmother?
A: She is fine.
B: How is your brother Tom?
A: He is fine. Thank you.
- Perform your talk again making pauses for Ps to repeat.

MP. Unit 3. Story

- Get Ps to watch the story twice.
AB p.32 t.1
- Get Ps to open their ABs on page 32 and number the pictures in the right order.
- Ask a few Ps to come in front of the class with his/her AB and point to the pictures in the right order saying the numbers. If the number of the picture is right, ask the rest of the class to say "Yes, it is." Or "No, it isn't" when it is not right.

PRACTICE

PB p.42 t.1

- Get Ps to open their PBs and prepare to listen to an audio and point to the appropriate picture. Play *PB Audio (track Unit -3-Les 8-1)*.
- Play the audio again and make pauses encouraging Ps to repeat each phrase. Do it twice.
- Hold up *flashcard # 9* (act out) and say that Ps are going to become actors. Divide the class into three groups. Assign roles and get them to act out the story.
- You can play the story *PB Audio (track Unit -3-Les 2-1)* while Ps are acting, for guidance.
- Ps work in groups of three. They act out the story using pictures in PBs.
- Ask a group of volunteers to come to the front of the class and give them two flashcards: with a grandmother and a brother. Tell them to use the flashcards as photos from the story and act it out. Help if needed.

MP. Unit 3. Songs and Rhymes 3

- Get Ps to watch the screen. Play the MP to familiarise Ps with lyrics of the song.

Script	
— Is this your father?	This is Ben,
— Yes, he is.	This is Pam.
— Is this your mother?	They love me,
— Yes, she is.	And I love them. (twice)

- Say each line of the song with pauses for Ps to repeat after you. Do it twice.
- Play *PB Audio (track Unit -3-Les_8-5)* and get Ps to sing along.
- Divide your class into two groups to sing the song in roles. Explain to Ps that Group 1 sings the questions, Group 2 sings the answers. Both of the groups sing the reference the second time together. You can play the song *PB Audio (track Unit -3-Les_8-5)* while Ps are singing, for guidance but not in a loud voice.

Play the Game

- Arrange your Ps in a circle.
- Take several sets of family mini-cards (from your Ps' envelopes) and hand out two different ones to each pupil.
- Choose a P to start the game clockwise and ask him/her a question about his/her family member, "Hello! How is your father?". Elicit the P's answer, "He is fine, thank you." Explain to Ps that they should address to his/her classmate who is to the left of him/her asking a question about his/her family member using one of the mini-cards he/she has (according to the image on it). Ps ask and answer twice passing two circles clockwise.

ENDING

- Play *PB Audio (track Unit -3-Les_8-5)* and sing along with your Ps.
- Ask your Ps to bring big white sheets (A3) of paper and pencils of different colours for the next lesson.
- Sing the 'Goodbye' Song along with your Ps.

Lesson 9 REVISION

OBJECTIVES:

- to review language of the unit in games and craft work
- to reflect on Ps' learning

RECYCLED LANGUAGE:

family members, English names, classroom instructions, asking and answering questions about friends and family members, family presentations

MATERIALS:

MP, PB, PB Audio, AB, big white sheets of paper (A3), pencils of different colours

OUTCOMES:

By the end of the lesson pupils will be able to understand the language of the unit and respond to questions and instructions. They will be able to use the vocabulary and structures of the unit in games. Ps will be able to draw and present their family trees.

WARM-UP

- Address to a P and ask, "How is your mother?". Encourage him/her to answer. Ask another P, "How is friend?". Let him/her answer.
- Tell the Ps to work in pairs and ask each other the questions like these and answer them.

PRESENTATION

MP Unit 3. Game 2

- Get Ps to watch the screen and listen to the speaker.
- Explain to Ps that they should click on the appropriate family member according to what the speaker says. Ask Ps one by one to come up and click the corresponding picture.

PRACTICE

PB p.44 t.1

- Get your Ps to open their PBs on page 44. Tell them they should listen to the audio and point to the appropriate family member.
- Play *PB Audio (track Unit -3-Les_9-1)* and let Ps point to the corresponding family member.

Script

Bob:
Hi! I'm Bob.
This is my Family Tree.

This is my grandfather.
This is my grandfather, too.

This is my brother.
This is my sister.

This is my father.
This is my mother.

Oh, this is my grandmother.
This is my grandmother, too.

Draw Your Family Tree

- Explain to Ps they are going to draw their Family Tree. They can use their PBs to have an idea. But each P's Family Tree should be about his/her family relationships. Let Ps draw and colour their family trees on the big white sheets of paper (A3) they have brought.
- Ask a few volunteers to come to the front of the class and present their family pointing to each family member on his/her family tree.

ENDING

- End the lesson with singing the songs of the unit. Play the audios to sing along.
[PB Audio \(track Unit -3-Les_4-1\)](#)
[PB Audio \(track Unit -3-Les_8-5\)](#)

- Ask a few Ps to come to the front of the class and holding their books up point to the appropriate picture on the boy's family tree. Play the audio each time.

AB p.44 t.1

- Get Ps to open their ABs on page 33. Ask them to colour the family members. Let them do it.
- Explain to Ps that they are going to ask and answer about the family members in their ABs in pairs. Choose a P and pointing to a grandmother on the page ask him/her, "Who is this?" The P answers and puts a tick. Ask Ps to take turns and let them work in pairs.
- Stop Ps' work and ask them to change their ABs. Draw their attention to the smileys at the bottom of the page. Tell the Ps they should think and evaluate the work of each other choosing the corresponding smiley face to draw in the empty circle.
- Ask a pair to come up and demonstrate their pairwork in front of the class. Ask them what smiley faces they have drawn to each other and ask why.

Play a 'Blindman' Game

- Arrange Ps in a big circle. Choose two Ps to come up. Blindfold one of them. Tell him/her that the other P will greet him/her saying, "Hello!". The blindfolded P should guess who is talking to him/her and ask, "Is this ... ?" The other chosen P should answer, "Yes, he/she is" or "No, he/she isn't." Each blindfolded P has two attempts to guess. If he/she doesn't guess he/she stays 'a blindman' again guessing about the next P. If he/she guesses the P, who greets him/her, that P becomes 'a blindman'. Play up to 5 minutes.

UNIT 4 My Pets

Lesson 1

OBJECTIVES:

- to introduce and practise new vocabulary
- to introduce a Wh-question
- to review and practise the structure “Look! It’s a ...”
- to review and practise Yes/No-question “Is it a ...?” and answers “Yes, it is. / No, it isn’t.”

VOCABULARY:

pet, fish, parrot, hamster, rabbit, mouse

STRUCTURE:

What is this? Wow!

MATERIALS:

PB, PB Audio, AB, flashcards # 41,42,43,44,45, a box with toy animals, scissors, envelopes, pencils of different colours

OUTCOMES:

By the end of the lesson pupils will be able to point to and name pets in English. They will be able to draw attention to objects. They will be able to ask and answer questions identifying pets. Ps will be able to understand the question “What is this?” and answer it.

WARM-UP

- Remind the clap and count rhyme saying it in chorus. (You can say it along with the audio *PB Audio (track Unit -2-Les_6-1)*.)
- Ask Ps to show the amount of fingers you say. (up to six.)
- Divide the class into six groups and name the groups with the numbers. Use the team numbers in a random order to give classroom instructions, e.g. 3 *Take a pen*. Each team carries out the instruction as quickly as possible.

PRESENTATION

PB p.46 t.1

- Ask Ps what they see in the picture. They tell you in Ukrainian/Russian. Have a little talk about pets.
- Say that all these animals are called ‘pets’ in English. Encourage them to repeat the word several times and ask Ps to count all the pets in the picture (six pets).

- Use *flashcards* (hamster, parrot, rabbit, mouse, fish) to introduce the new vocabulary. Say each word and ask Ps to repeat after you.
- Explain to Ps that they are going to listen to the audio and point to the corresponding pet in PB.
- Play *PB Audio (track Unit -4-Les_1-1)*.

*It’s a hamster. It’s a parrot. It’s a rabbit.
It’s a mouse. It’s a fish.*

Script

- Play the audio again making pauses for Ps to repeat.
- Draw Ps’ attention that each pet has got a number in the picture. Explain to Ps that you are going to say a number and Ps should call out a pet in the picture saying, “It’s a ...”. Do it at random.

PRACTICE

PB pp.46-47 t.3

- Tell Ps that they are going to listen to what the children are talking in the pet shop.
- Play *PB Audio (track Unit -4-Les_1-3)* and hold up your PB. Point to each character who is speaking at the moment.

*Nick: What is this?
Vic: It’s a hamster.
Nick: What is this?
Vic: It’s a parrot.
Nick: Wow! What is this?
Vic: It’s a rabbit.*

Script

*Liz: Is it a mouse?
Bill: Yes, it is... Look! It’s a fish...
Vic: Wow!*

- Play the audio again and have your Ps to point to each character who is speaking.
- Ask Ps to repeat each line of the dialogues. Play the audio making pauses for Ps to repeat. Do it twice.
- Hold up each flashcard asking a question “What is this?”. Ps answer, “It’s a ...”
- Pull out toy animals one by one asking Ps questions. “Is it a ...?” Sometimes make mistakes to get Ps to answer “Yes, it is” or “No, it isn’t.”

AB p.34 t.1

- Get Ps to open ABs on page 34 and explain to them that they’ll work in pairs.
- Hold up AB and draw Ps’ attention that each shape of a pet has got a number. Point to the shape 1 and say that P1 should ask a question about the shape.

Lesson 2

Give example, “One. Is it a ...(mouse)?”. P2 should answer positively or negatively. Then both of the Ps should match the shape with the corresponding picture of pet at the top drawing a line. Demonstrate your Ps how you do it in your AB.

- Let Ps do the task in pairs. Come up to Ps who needs help and elicit their questions and answers.
- Ask a five pairs to come to the front of the class and demonstrate their talk around one shape.

Play a ‘Hot Card’ Game

- Arrange five chairs in a circle at the front of the class. Invite five Ps to the front of the class and have them sit (if this isn’t possible, do the activity with Ps seated at their desks).
 - Hand out a flashcard of one of the pets Ps have learnt so far.
 - Explain to Ps that once the music starts, they have to pass the flashcard clockwise around the circle.
 - When the music stops, the P holding the flashcard has to mime the pet.
 - The rest of the Ps have to say the name of the pet depicted on the flashcard.
- Repeat this 3-5 times. Then invite another group of 5 Ps.

Making a Pet Mini-Book

- Explain to your Ps they are going to make a mini-book of pets using the instruction in pictures on page 46 in their PBs.
- Demonstrate to them how you make a book. Take a sheet of paper and draw lines, then fold the paper on lines. Draw a picture of a pet in the first grade and show it to Ps encouraging them to do the same.
- Let Ps make their mini-books of pets.
- Ask a few volunteers. Point to a pet in a book and ask, “What is this?”. The P answers, “It’s a ...”. Ask other Ps at least about one pet in their books.
- Get Ps to work in pairs asking and answering questions about pets in their pet mini-books.

ENDING

- Play *PB Audio (track Unit -4-Les_1-3)* and make pauses after each phrase. Ask Ps to name the character who says it and repeat the phrase.
- Tell Ps they are going to act out the talk. Divide the class into 4 groups according to four characters and get Ps to play the roles. You can play the audio for guidance.

OBJECTIVES:

- to introduce new vocabulary
- to practise Yes/No-question “Is it a ...?” and answer “Yes, it is. / No, it isn’t.”
- to practise a Wh-question
- to review the structure “Look! It’s a ...”

VOCABULARY:

dog, cat, pig, bird, turtle

STRUCTURE:

Is it a ...? – Yes, it is. / No, it isn’t.

MATERIALS:

MP, PB, PB Audio, AB, flashcards # 41, 42, 43, 44, 45, 46, 47, 48, 49, 50; scissors, envelopes, a soft ball

OUTCOMES:

By the end of the lesson pupils will be able to ask and answer questions identifying pets. Ps will be able to ask the question “What is this?” and answer it. They will be able to play guessing games about pets.

WARM-UP

- Hold up a flashcard with a pet that Ps have learnt at the previous lesson and say, “*Look! It’s a ... (hamster)!.*”. Explicit your Ps to answer, “*Wow! It’s a hamster!*” (*in chorus*). Choose a P to become a ‘teacher’ and take another flashcard from your desk and demonstrate to the class, saying the same, “*Look! It’s a ... !.*”. The class says, “*Wow! It’s a ...!*”. Ask 3 more Ps to become ‘a teacher’ with the rest of the flashcards of familiar pets.

PRESENTATION

MP. Unit 4. Presentation 1

- Get Ps to watch the screen. Explain to them that they should clap hands if they see a new pet.

PB. p.48 t.1

- Get Ps to open their PB on page 48. Tell them they should repeat the names of the new pets pointing to them in order of their numbers. Play *PB Audio (track Unit -4-Les_2-1)*.

*It’s a dog. It’s a bird. It’s a cat. It’s a pig.
It’s a turtle.*

Script

Do it twice. Help Ps to pronounce 'turtle' and 'bird' correctly. Remind them a word they know with the same sound [ɛ] girl.

- Ask Ps to point to the pictures in order and name the pets. First do it in chorus. Then ask several Ps at random. Everyone should name all 5 pets.
- Take your flashcards with the names of new pets and practise a question, "Is it a...?" addressing to the class. Sometimes make mistakes to elicit positive and negative answers.
- Do the same asking a question "What is this?". Ps answer.

PRACTICE

MP. Unit 4. Game 1

- Explain to Ps that they are going to play a game. They should look at the picture and listen to the speaker. If the speaker gives the right name of the pet in the picture Ps should click a tick. If the speaker is not right with the name of the pet Ps should click a cross.
- Ask Ps to come up one by one and click choosing the correct answer.

PB. p.48 t.3

- Get Ps to open their PBs on page 48. Hold up your PB and draw Ps' attention to the pictures in task 3. Ask Ps what they see and what they think the teacher and her pupils doing.
- Play *PB Audio (track Unit -4-Les 2-1)* and holding your book up, point to each character who is speaking each time.

Teacher: *What is this?*
 A boy: *It's a dog.*
 Teacher: *No, it isn't.*
 A girl: *Is it a cat?*
 Teacher: *Yes, it is!*

Script

- Ask Ps to point to each character who is speaking. Play the audio again. Make pauses for Ps to repeat. Do it twice.

Play a 'Guessing' Game

- Tell Ps you are going to play the same game. Explain to them that the right to answer the question has the P you point to. Come up to the board and draw a half of a dog. Ask, "What is this?". Ps try to guess. Point to separate Ps to answer. Say, "Yes, it is" or "No, it isn't." If the answer is right, complete the picture on the board.

- Choose a few Ps (one by one) to continue. Say, "Now you are a teacher. Draw half of a pet to make Ps guess." A P should ask a question, "Who is this?". The rest of the Ps guess.

PB. p.49 t.4

- Hold up your PB and draw Ps' attention to the pictures in task 4 on page 49. Tell Ps they'll play the roles of the children at the top of the page (Liz and Ben). P1 should ask a question, "What is this?" pointing to one of the pictures with puzzles. P2 should answer it. P1 agrees or disagrees. Explain to Ps that they should take turns.
- Let Ps do the task in pairs.
- Ask a few pairs to demonstrate their mini-dialogues in front of the class.

Making Mini-Flashcards

- Get Ps to open their AB on page 87 and cut out the pictures with pets. Ask them to put their new mini-flashcards into the new envelopes for pets.

Play the Guessing Game with Mini-Flashcards

- Get Ps to change their pairs.
- Explain to them that they are going to play a guessing game with their mini-flashcards. P1 pulls one card out of his/her envelop with the picture hidden for his/her partner and asks a question, "What is this?" P2 should guess. P2 has 3 attempts. If he/she doesn't guess, P1 asks the question again with another card. If P2 gives the right answer, they change roles. P2 asks a question about a pet on his/her mini-flashcard.

AB. p.35 t.1

- Get Ps to open their ABs on page 35. Hold up your AB and explain to Ps that they'll work in pairs. P1 should ask about the pets in the first three pictures, "What is this?". P2 should look and answer. "Look! It's a ...!" Then they change roles.
- Let Ps trace and colour the pets in the pictures.
- Ask a P to come to the front of the class with his/her AB and be ready to answer his/her mates' questions. Ps from the class ask the P about the pets in his/her AB in a random order saying, e.g. "Five. What is this?" The P answers. Choose a few other pupils to come to the front of the class and answer.

ENDING

Roll the Ball and Say

- Clear a space at the front of the classroom big enough for Ps to sit in a circle.

- Invite Ps to come to the front of the class and sit in a circle.
- Roll a soft ball to a P and he/she has to say a sentence naming a pet (*It's a ...*).
- Ps continue playing the game by rolling the ball to another P or passing the ball to the P next to them until it has gone around the whole circle and all of the Ps have had a chance to play. Encourage Ps to name different pets which they've learnt.

Lesson 3

OBJECTIVES:

- to introduce new vocabulary
- to introduce new structures
- to practise the names of pets

VOCABULARY:

brown, yellow, pink, green, orange, red, blue

STRUCTURE:

I have got a pet. It's a ... (fish). It's ... (red).

MATERIALS:

MP, PB, PB Audio, AB, AB Audio, flashcards # 51-57, pets mini-flashcards, white sheets of paper, rulers, pencils of different colours

OUTCOMES:

By the end of the lesson pupils will be able to understand a new structure "I have got a pet" and names of colours. They will be able to sing the "Colours" song along. Pupils will be able to understand when someone tell them about the pets they have.

WARM-UP

Play a "Chain" Game with a Picture Dictionary

- Get your Ps to open the PBs on page 107. Hold up the book and draw their attention to the pets at the bottom of the page. Explain to them that they will speak in a chain. P1 points to the first pet in the dictionary and asks, "What is this?"; P2 answers, "Look! It's a ...". P2 asks P3 the wh-question pointing to the second pet depicted in the dictionary. P3 answers and asks P4 the same question pointing to the third pet. etc. If Ps have named all the pets depicted in the dictionary get other Ps to continue with the first pet in it again until the time when all of the Ps have taken part in the activity.

PRESENTATION

MP. Unit 4. Songs and Rhymes 1

- Get Ps to watch the screen. Explain to them that they are going to listen to a song.

Script

Brown and yellow, (twice)
Pink and green, (twice)
Orange, red and blue - (twice)
I choose you. (twice)

- Play the MP twice. Encourage Ps to sing along for the second time.
- Hold up your flashcards with colours one by one in the song's order. Name each colour clearly and get Ps to repeat after you. Help Ps to pronounce sound [r] in words 'brown', 'red', 'green', 'orange' correctly.

PB. p.50 t.1

- Get Ps to open their books and listen to the song again pointing to the corresponding colours. Play *PB Audio (track Unit -4-Les_3-1)*.
- Play the audio again and get Ps to sing along.
- Ask a few volunteers to name the colours in order of the pictures at the top of the page.
- Hold up your book and draw Ps' attention to the children with pets. Ask what they see in the pictures. Ask your Ps if someone has a pet. Ask what colour is his/her pet. Explain to Ps that they are going to listen to the children who have pets and point to every child and his/her pet following the order of the numbers.
- Play *PB Audio (track Unit -4-Les_3-3)*.

Script

1 I have got a pet. It's a fish. It's red.
2 I have got a pet. It's a hamster. It's yellow.
3 I have got a pet. It's a pig. It's pink.
4 I have got a pet. It's a dog. It's brown.
5 I have got a pet. It's a parrot. It's blue.
6 I have got a pet. It's a turtle. It's green.
7 I have got a pet. It's a bird. It's orange.

- Play the audio again and make pauses after each sentence for Ps to repeat.

PRACTICE

MP. Unit 4. Game 2

- Get Ps to watch the screen. Explain to them that they are going to play a game. Ps should listen to a child and click on the right picture. Ask Ps to come up one by one and click.

AB p.36 t.1

- Have Ps to open their ABs and tell them to listen to the speaker, then put the number next to the pet the speaker names and colour each pet as it is said. Play the *AB Audio (track Act. Book Smiling Sam - U 4 - p 37 task1)*. Make longer pauses to let you Ps put the numbers and colour the pets.

One. *Pink pig.*
Two. *Brown turtle.*
Three. *Green parrot.*
Four. *Blue fish.*
Five. *Yellow bird.*
Six. *Orange hamster.*

Script

- Ask a few to demonstrate their coloured pictures of pets in ABs. They should point to a pet, say the number, name the colour and the pet.

Making Colour Cards

- Ask Ps to cut out seven cards of the same size. Explain to Ps how to do it with the help of a ruler.
- Ask Ps to colour their cards with pencils of the colours which they've learnt at the lesson.
- Tell Ps that you are going to name the colour and they should hold up the corresponding card. Do it several times until Ps become confident.

Play a Game with the Flashcards

- Choose a group of seven Ps and hand out flashcards of colours to them at random without looking who has each card.
- Say addressing to all those four Ps, 'Listen!'. Give instruction to 'every colour', e.g., 'Green, open your bag!', 'Pink, sit down!', 'Blue, take your pencil case!', etc.
- Rotate groups in order to get as many Ps as possible to participate in the game.

ENDING

- End your lesson with singing the song of colours. Play the MP or the audio. Tell your Ps to sing along. Sing along together with your Ps.

Lesson 4

OBJECTIVES:

- to introduce new colours
- to introduce and practise new structure
- to review colours
- to practise the structure of the previous lesson

VOCABULARY:

grey, black, white

STRUCTURE:

He/She has got a pet.

MATERIALS:

MP, PB, PB Audio, AB, AB Audio, poster #17, white sheets of paper, pencils of different colours.

OUTCOMES:

By the end of the lesson pupils will be able to use structures, "I have got a ...", "He/She has got a ..." in speaking. They will be able to tell each other about the pets and their colours. They will be able to sing a song about pets. Pupils will be able to understand presentations at a pet show.

WARM-UP

Play "Tell Me the Name" Guessing Game

- Tell a P to come to the front of the class and mime one of the pets the Ps have been taught. Point out that Ps can use gestures when they mime the pet and even give sounds which it makes.
- The rest of the class has to guess which pet the P is pretending to be and name it.
- Repeat the procedure with other Ps.

PRESENTATION

MP. Unit 4. Presentation 2

- Get Ps to watch the screen and clap their hands when they see new colours (the names of which they haven't been taught). Play the MP.
- Hold up the flashcards with the new colours one by one and get Ps to repeat the names of the colours after you. Do it twice.
- Choose a pupil to name the new colours. If he/she can't do it properly, ask another one. This way you are going to find a 'new teacher'.
- Put all the flashcards with colours on your desk in a

random order. Ask the “new teacher” to hold up flashcards one by one. Ps should name each colour.

PRACTICE

PB. p.50 t.4

- Get Ps to open their books on page 50. Draw their attention to task 4 and explain that they should listen, point to the child with his/her pet and repeat after him/her.
- Play *PB Audio (track Unit -4-Les_3-3)*. Make a pause after each child and your Ps should repeat his/her three sentences about a pet.

1 I have got a pet. It's a fish. It's red.
2 I have got a pet. It's a hamster. It's yellow.
3 I have got a pet. It's a pig. It's pink.
4 I have got a pet. It's a dog. It's brown.
5 I have got a pet. It's a parrot. It's blue.
6 I have got a pet. It's a turtle. It's green.
7 I have got a pet. It's a bird. It's orange.

Script

Draw a Pet You'd Like to Have

PB. p.51 t.1

- Draw your Ps' attention to the icon in task one and ask Ps to guess what they are going to do. They give their answers.
- Let Ps draw a pet they have got or would like to have.
- Ask a few of them to come to the front of the class and tell about their pets in the way the characters did in the previous task.
- Tell the rest of the Ps to keep their pictures and be ready to tell about their pets at the next lesson.

MP. Unit 4. Songs and Rhymes 2

- Get Ps to watch the screen and listen to the song. Play the MP.

She has got a pet –
It is a cat.
She has got a fish –
A yellow fish...
He has got a turtle
And a rabbit.
He has got a hamster
And a black dog..

Script

He has got a dog,
And she has got a cat.
He has got a pet,
And she has got a pet!

- Have a talk with Ps about what they saw on the screen and guess what the song was about. Explain to Ps that sometimes people arrange pet shows where they present their pets.
- Say the song line after line with pauses for Ps to repeat.
- Play *PB Audio (track Unit -4-Les_4-2)* and get Ps to sing along. Do it twice.
- Stick *poster # 17* on the board and ask Ps what they see on it. Draw their attention to the girl with the microphone and explain to Ps that this girl is a host at the school pet show. In the picture she presents Liz, Vic, Ben and Nick who are participants in this show.
- Play *PB Audio (track Unit -4-Les_4-3)*. Point to each show participant each time when he/she is presented by the host (girl).

Ann:

Meet Liz. She has got a pet. It is a cat. It's grey.
This is Vic. She has got a pet. It is a fish. It's yellow.
Meet Bill. He has got a pet. It's a rabbit. It's white. He has got a turtle, too. It's brown.
This is Nick. He has got a pet. It's a dog. It's black. He has got a hamster, too. It's brown.

Script

- Play the audio again making pauses after each sentence for Ps to repeat. Continue to point to each participant of the show on the poster.
- Play the audio one more time making pauses after each presentation getting Ps to repeat in chorus.

AB. p.37 t.1

- Get Ps to open their ABs. Hold up your AB and explain to Ps that they should match the characters with their pets according to the presentations at the pet show. Ps should draw a line to connect a character to his/her pet.
- Let Ps match, then trace and colour the pets. Tell them to be attentive as for the colours of the pets. They can use PBs on page 51 to check.
- Ask four volunteers to come to the front of the class with their ABs and present characters with their pets. One P tells the class about one character: e.g., “... has got a pet. It is a It is ... (colour)”.

ENDING

End your lesson with singing the song about children and their pets. Play the *MP. Unit 4. Songs and Rhymes 2* or *PB Audio (track Unit -4-Les_4-2)*. Tell your Ps to sing along. Sing along together with your Ps.

Lesson 5 Story Time

OBJECTIVES:

- to introduce new vocabulary
- to practise the structures of the previous lessons
- to describe pets and animals
- to sing along the new song about pets.
- to develop Ps' listening and speaking skills

VOCABULARY:

big, small, hen, animals, horse, duck, cow, sheep

STRUCTURE:

Look at the ...! Big and white.

MATERIALS:

MP, PB, PB Audio, AB, flashcards # 41-50; # 61, 62, 63, 65, 66, 67, 68, poster # 18, scissors.

OUTCOMES:

By the end of the lesson pupils will be able to understand the names of some farm animals. They will be able to follow and understand the order of the story. Pupils will be able to make presentations of pets and animals describing their size and colour. They will be able to sing along the songs about pets.

WARM-UP

- Start with singing the song from the previous lesson. Play *PB Audio (track Unit -4-Les_4-2)* and get Ps to sing along.
- Ask Ps who didn't present their pictures drawn with pets last lesson to come to the front of the class to demonstrate their pictures and tell the class about the pets on them, "I have got a pet. It is a It is ... (colour)."

PRESENTATION

- Prepare the *flashcards # 61 – 68* to hold up one by one in the script's order (see below) and play *PB Audio (track Unit -4-Les_5-1)*.

big, small, hen, animals, horse, duck, cow, sheep

Script

- Play the audio and hold up the flashcards again making pauses for Ps to repeat. Do it twice.

Making Mini-Flashcards

- Get Ps to open ABs on page 89 and cut out the mini-flashcards with farm animals and colours.
- Call out the name of one of the animals they've learnt so far. Ps should hold up the appropriate card. Repeat with each name 3-4 times at random.
- Stick *poster # 18* on the board and have a talk with Ps about what they see on it. Draw Ps' attention to what happened in the end of the story.

MP. Unit 4. Story

- Get Ps to watch the story twice.

Script

*Liz: Look at the animals.
Ted: A horse. Big and white.
Father: A dog. Little and brown.
Liz: A duck. Little and yellow.
Ted: A rabbit. So sweet.
Ted: What's that?
Father: A cow.
Liz: Look! A black sheep. I must touch it.
Father: Careful Liz!
Liz: Now I'm black too. Ha, ha, ha!*

PRACTICE

- Play *PB Audio (track Unit -4-Les_5-3)* and point to the corresponding picture on the *poster # 18*.

AB p.38 t.1

- Take the poster away and get Ps to open their ABs on page 38 and number the pictures in the right order.
- Ask a few Ps to come in front of the class with his/her AB and point to the pictures in the right order saying the numbers. If the number of the picture is right, ask the rest of the class to say "Yes, it is" or "No, it isn't" when it is not right.

PB p.52 t.3

- Get Ps to open their PBs and prepare to listen to the audio and point to the appropriate picture. Play *PB Audio (track Unit -4-Les_5-3)* again and make pauses encouraging Ps to repeat each phrase. Do it twice.
- Tell Ps that they are going to become actors. Divide the class into three groups. Assign roles (Ted, Liz and Father) and get them to act out the story using pictures in PBs. You can play the story *PB Audio (track Unit -4-Les_5-3)* while Ps are acting for guidance.
- Prepare the flashcards for Ps to prompt the story in order. You should hold up the *flashcard with animals (# 63)* first, then with: a horse (*# 67*), a dog (*# 47*), a duck (*# 64*), a rabbit (*# 42*), a cow (*# 68*) and a black sheep (*# 66*).

- Ask a group of volunteers to come to the front of the class and act out the story. Help with holding up the appropriate flashcard.

MP. Unit 3. Songs and Rhymes 3

- Get Ps to watch the screen. Play the MP to familiarise Ps with the lyrics of the song.

Script

- I have got a cat. It is white.
 - I have got a dog. It is black.
 - I have got a fish. It is yellow.
 - I have got a hen. It is red.

Chorus:
 Granny's got a goose. It is grey.
 Grandpa's got a pig.. It is pink.
 Mother's got a horse. It is blue.
 Father's got a sheep. It is green!

- Say each line of the song with pauses for Ps to repeat after you. Do it twice.
- Play *PB Audio (track Unit -5-Les_5-5)* and get Ps to sing along.
- Divide your class into four groups to sing the song in roles (when each child presents his/her pet). All of the groups sing together about family members' pets. You can play the audio while Ps are singing for guidance but not in a loud voice.

ENDING

Play "I Spy" Game

- Stick the flashcards with pets and farm animals on the board.
- Explain to Ps that you'll spy one animal from a flashcard. You are going to describe it. E.g., "It is small and yellow. It is a farm animal." Ps should guess and name the animal asking, "Is it a ...?" You answer, "Yes, it is" or "No, it isn't." The P who has guessed the animal continues the game spying the next one.

Lesson 6 REVISION

OBJECTIVES:

- to review the language of the unit in games
- to reflect on Ps' learning

RECYCLED LANGUAGE:
 colours, pets, farm animals, adjectives to describe animals

MATERIALS:
 PB, PB Audio, AB, AB Audio, flashcards # 41-50; # 61-68, mini-flashcards with pets and animals.

OUTCOMES:
 By the end of the lesson pupils will be able to understand presentations of pets. They will be able to present their and someone's pet. Ps will be able to use the vocabulary and the structures of the unit in games and songs.

WARM-UP

- Start with singing the songs of the unit. Use *PB Audio (track Unit -4-Les_3-1)*; *PB Audio (track Unit -4-Les_4-2)* and *PB Audio (track Unit -4-Les_5-5)* to sing along with your Ps.

PRESENTATION

PB. p.54 t.1

- Get Ps to open their PBs. Draw their attention to the photos of animals in task 1. Tell them they should listen to the speaker (audio) and say the number of the corresponding photo of the animal.
- Play *PB Audio (track Unit -4-Les_6-1)* making pauses for Ps to say the number of the photo.

Script

- It's a goose.
- It's a turtle.
- It's a sheep.
- It's a bird.
- It's a cow.
- It's a mouse.

PRACTICE

Play a Game with Flashcards

- Stick six flashcards with pets and farm animals on the board in some order.
- Choose a P to come up to the board.
- Ask the rest of the Ps to look at the pictures carefully for a few seconds and tell them to close their eyes.
- The P near the board has to change the order of the flashcards.
- After he/she has done it, the rest of the Ps open their eyes and try to remember how the order used to be.

- You ask another P to put the order back. The rest of the class help him/her saying, “It’s a ...”
- Repeat the procedure with 3 different sets of flashcards and Ps.

PB. p.54 t.2

- Draw Ps’ attention to the pictures at the bottom of page 54 in PB. Tell Ps they are going to listen to four children who tell about their pets. Explain to Ps that they should choose the appropriate pet out of two saying, ‘One’ or ‘Two’.
- Play *PB Audio (track Unit -4-Les_6-2)*. Make a pause after each child. Ps should choose a pet saying the number of the picture’s order.

Script

- *I have got a hamster. It is red.*
- *I have got a mouse. It is grey.*
- *I have got a cat. It is big.*
- *I have got a horse. It is brown.*

Play ‘Bingo’

- Tell your Ps that you are going to play “Bingo”. Get your Ps to open their ABs on page 84. Draw their attention to the white field on the page and say that it has nine equal spaces. Remind the Ps that they should use those 3 counters which they made earlier. Alternatively, they can cut out them of coloured sheet of paper now.
- Explain to Ps that they’ll use their mini-flashcards of pets and farm animals.
- Remind Ps the rules of the game in the native language (see the box below).

‘Bingo’ Rules.

- 1 Explain to Ps that all the pictures in their envelopes are the game cards.
- 2 Ps should choose 9 of them and put them on the white field on page 84.
- 3 The teacher names any of the cards saying e.g., “a pink pig”.
- 4 Ps who have the same game card cover it with a coloured counter. A teacher keeps notes of the things he/she has called.
- 5 Once a P has covered three pictures in a row, vertically, horizontally or diagonally, he/she calls, ‘Bingo!’ The winner is the first P to call ‘Bingo!’.
- 6 You may check if the winner has covered the correct game cards by asking, ‘What is this?’

Note. Alternatively, you can choose a P to become a “new teacher” to call out the animal. He/She should name the pet’s colour, too.

PB. p.55 t.3

- Draw Ps’ attention to page 55 in their PBs and explain to them that Smiling Sam’s friends like drawing and in this task they demonstrate their pictures.
- Ask four volunteers to tell about the children’s pets which they have depicted.
- Each P tells about the pets depicted by one character. E.g., “Nick has got a white rabbit. He has got a pink pig. He has got a brown turtle, too.”

AB. p.39 t.1

- Get Ps to open their ABs and take their pencils of different colours. Explain to Ps that they are going to listen to the speaker and colour each pencil on the page with the appropriate pencil.
- Play *AB Audio (track Act. Book Smiling Sam - U 4 - p 39_task1)* and let Ps colour.

Script

Blue, yellow, red, brown, black, grey, orange, green, pink.

- Choose a P who has done the task correctly and ask him/her to come to the front of the class with his/her AB. Ask him/her to hold the AB up and point to each colour according to the speaker’s voice. Play the audio and make pauses to let Ps check if they have used the right colour.
- Tell Ps they are going to do task 2 in their ABs in pairs. They should name a pet and its colour to his/her partner and put a tick. Ask them to take turns.
- After Ps have done the task explain to them that they should change their ABs with each other and draw a Smiling Sam’s face out of three in his/her classmate’s AB. They should be ready to explain their variant of face choice in the native language.
- Have a talk in their native language about what Ps like about learning the animals and what they didn’t like. What was easy and what was difficult.

ENDING

Play “Present Your Pet” Game

- Arrange your Ps to sit in a large circle. Hand out up to nine animals/pets. Point to a P who has a flashcard and say, “Present your pet.” He/She answers, “I have got a (the name of a pet). It’s ... (colour). Do the same with the others who have flashcards.
- Play music. Ps pass the flashcards clockwise (to the left). When the music stops, the Ps with flashcards say what they have got.