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# ENGLISH with Smiling Sam 1

(автор О. Карпюк)

**ПОУРОЧНІ РОЗРОБКИ  
для вчителя  
на друге півріччя  
у 1 класі НУШ**

# ПОУРОЧНИЙ ПЛАН РОЗПОДІЛУ МАТЕРІАЛУ

## ДРУГИЙ

| год. | Розділ (тема)   | Урок НМК                          | МОВЛЕННЕВИЙ МАТЕРІАЛ  |   |   |
|------|---|-----------------------------------|---|---|---|
|      | Змістова лінія  |                                   | Мовленнєвий зразок  | Лексика   | Літери і фонікси  |
| 1    | <b>Unit 5<br/>My Toys</b>   | 1                                 | Look at my toys! What a beautiful bell!                                   | doll, toy, train, plane, bell, ball                       |   |
| 2    | <u>Громадянська відповідальність:</u><br>вибудовує товариські стосунки з іншими                 | 2                                 | What is this? – It is a ... Look! It is ...                               | Christmas Tree  |   |
| 3    |   | 3                                 | This is letter 'A'. 'A' has got a friend. It is ant Annie.                | letter, sound, ant, bear                                  | Aa, ant Annie<br>Bb, bear Bill  |
| 4    |   | 4                                 | Her doll is pink. His bike is blue. Come and see!                         | his, her, Ted, kite, bike, bunny, teddy, play             |   |
| 5    |   | 5                                 | Every letter makes a sound. The 'C' says [k].                             |   | Cc, cat Carol<br>Dd, dog Danny  |
| 6    |   | 6                                 | I have got Christmas presents. Merry Christmas! Happy New Year!           | present, Santa, Christmas, card, New Year                 |   |
| 7    |   | Story Time                        | 7   | You've got two cars. It's my car. Stop!                   | toy box   |
| 8    | Revision  | 8                                 |   |   |   |
| 9    | <b>Unit 6<br/>Happy Birthday!</b>   | 1                                 | It's my birthday party. I've got many friends. I'm happy. Happy Birthday! | balloon, birthday, star, candle, cake, party, many, happy |   |
| 10   | <u>Громадянська відповідальність:</u><br>цінує друзів та вибудовує товариські стосунки з іншими | 2                                 | I'm seven. He/She is ten.   | seven, eight, nine, ten                                   |   |
| 11   |   | 3                                 |   | elephant, fox   | Ee, elephant Emily<br>Ff, fox Fanny<br>Gg, goose Gabriel<br>Hh, horse Holly |
| 12   |   | 4                                 | How old are you? Are you six? How old is he/she?                          | number  |   |
| 13   |   | 5                                 | Come in.  |   |   |
| 14   |   | <b>Unit 6<br/>Happy Birthday!</b> | 6   |   | iguana, jaguar, kangaroo, lion  |
| 15   | Story Time  | 7                                 |   | helicopter, scooter                                       |   |
| 16   | Revision  | 8                                 |   |   |   |

# НМК "ENGLISH WITH SMILING SAM 1"

## СЕМЕСТР

PB – Pupil's Book  
t. – task  
AB – Activity Book  
ABC – ABC Practice Book

| ВПРАВИ ТА ЗАВДАННЯ               |                          |                                    |                                  |                                |                         |
|----------------------------------|--------------------------|------------------------------------|----------------------------------|--------------------------------|-------------------------|
| Рецептивні                       |                          | Інтеракційні                       | Продуктивні                      |                                | Пісні та римівки        |
| сприймання на слух               | зорове сприймання        | усна взаємодія                     | усне продукування                | писемне продукування           |                         |
| PB t.1,3,5 – pp.56-57            |                          | PB t.4 – p.57<br>AB t.1 – p.40     | PB t.2 – p.56                    |                                | This is a ball          |
| PB t.1,2 – p.58<br>AB t.1 – p.41 |                          | PB t.3,4 – p.58<br>AB t.2 – p.41   |                                  |                                | My colours              |
| PB t.1,2,3,4 – p.59              | AB t.1,2,3,4 – pp.42-43  |                                    | AB t.1,3-pp.42-43                | Aa, Bb<br>ABC p.1              | Phonic songs            |
| PB t.1,3 – p.60                  |                          | PB t.4 – p.60                      | PB t.2 – p.60<br>AB t.1 – p.44   |                                | Toys for boys and girls |
| PB t.1,2,3,4 – p.61              | AB t.1, 2,3,4 – pp.45-46 |                                    | AB t.1,3 – pp.45-46              | Cc, Dd<br>ABC p.2              | Phonic songs            |
| PB t.1,2,3 – p.62                |                          |                                    | PB t.2 – p.62                    | PB t.4 – p.62<br>AB t.1 – p.47 | Merry Christmas!        |
| PB t.1,2,5 – pp.63-64            |                          | PB t.4 – p.64                      | PB t.3 – p.63<br>AB t.1 – p.48   |                                | Toys, toys...           |
| PB t.1 – p.65                    | PB t.3 – p.67            | PB t.2,4 – pp.66-67                | AB t.1 – p.49                    |                                |                         |
| PB t.1,3 – p.68<br>PB t.5 – p.69 |                          | PB t.4 – p.69                      | PB t.2 – p.68<br>AB t.1 – p.50   |                                | Happy Birthday!         |
| PB t.1,3 – p.70                  |                          | PB t.4 – p.70                      | PB t.2 – p.70<br>AB t.1,2 – p.51 |                                | Ten little stars        |
| PB t.1 – 8, pp.71-72             | AB t.1 – 5, pp.52 - 53   |                                    | AB t.1,3 – pp.52-53              | Ee, Ff, Gg, Hh<br>ABC pp.3-4   | Phonic songs            |
| PB t.1,2 – p.73<br>AB t.1 – p.54 |                          | PB t.3 – p.73                      |                                  |                                | How old are you?        |
| PB t.2 – p.74                    |                          | PB t.1,3,4 – p.74<br>AB t.1 – p.55 |                                  |                                |                         |
| PB t.1 – 8 pp.75 – 76            | AB t.1 – 4 pp.56- 57     |                                    | AB t.1,2,4 – 56 - 57             | Ii, Jj, Kk, Ll<br>ABC pp.5-6   | Phonic songs            |
| PB t.1,2 – p.77                  |                          | PB t.4 – p.77                      | PB t.3 – p.77<br>AB t.2 – p.58   | AB t.1 – p.58                  |                         |
| PB t.1 – p.78<br>AB t.2 – p.59   | PB t.2 – p.78            | PB t.3 – p.79                      |                                  | AB t.1 – p.59                  |                         |

| год.  | Розділ (тема)   | Урок НМК   | МОВЛЕННЕВИЙ МАТЕРІАЛ  |  |   |
|-------|---|------------|---|--|---|
|       | Змістова лінія  |            | Мовленнєвий зразок  | Лексика  | Літери і фонікси  |
| 17    | <b>Unit 7<br/>My Food</b>   | 1          | Yummie! Let's have a pizza. Pizza, please. And some juice. Mmm. Smelling great! I'm hungry. | juice, pudding, pizza, hot dog, hungry                                     |   |
| 18    | <u>Громадянська відповідальність:</u> враховує смаки інших; <u>Здоров'я і безпека:</u> розрізняє здорову і шкідливу їжу.  | 2          | I've got bread and butter.  | bread, toast, sandwich, cheese, jam, butter, banana, apple                 |   |
| 19    |   | 3          |   | monkey, octopus, nice  | Mm, monkey Molly<br>Nn, nice Nina<br>Oo, octopus Otto<br>Pp, pig Penny      |
| 20    |   | 4          | Tea? – No, thank you. Coffee or cocoa? – Cocoa, please.                                     | water, tea, coffee, cocoa, milk, chocolate, ice-cream                      |   |
| 21    |   | 5          | I've got ... Tap!   | ham, egg, orange, yogurt   |   |
| 22    |   | 6          |   | queen, snake   | Qq, queen Quintella<br>Rr, rabbit Rosie<br>Ss, snake Sam<br>Tt, turtle Tina |
| 23    |   | Story Time | 7   | Let's have breakfast. Jam and butter? - Just butter, please. I don't know. | dad, mum, breakfast   |
| 24    | Revision  | 8          |   |  |   |
| 25    | <b>Unit 8<br/>I Can Play!</b>   | 1          | I can... We can...  | run, jump, hop, fly, swim, climb a tree, ride a bike                       | a [æ] cat, can, Ann...  |
| 26    | <u>Здоров'я і безпека:</u> розуміє важливість дотримання рухового режиму і фізичного навантаження. <u>Громадянська відповідальність:</u> враховує можливості та настрої інших під час ігрової діяльності. | 2          | He/She can ... He/She can't ...   | play football, draw, sing  |   |
| 27    |   | 3          |   | umbrella, violet, wolf, wig, ox  | Uu, uncle Upton<br>Vv, Vicky<br>Ww, wolf Willy<br>Xx, ox Oxford             |
| 28    |   | 4          | Can you ... ? Yes, I can. / No, I can't.  |  | u [ʌ] up, run, jump...  |
| 29    |   | 5          |   | yak, zebra, zoo, ABC   | Yy, yak Yetta<br>Zz, zebra Zelda<br>o [ɒ] ox, not, dog...                   |
| 30    |   | 6          | He is not happy. I'm sad. Let's go to the Zoo!  | sad, go  | i [i] six, Liz, swim...   |
| 31    |   | 7          | I can see five monkeys. They are small.   | they, see, rhino, bee  | e [e] ten, pet, Ben...  |
| 32    | Story Time  | 8          | This is my ABC Zoo. I have got many animals in it.  | chimp, swing   |   |
| 33    | Revision  | 9          |   |  |   |
| 34-35 | Резервні уроки  |            |   |  |   |

| ВПРАВИ ТА ЗАВДАННЯ                 |                                    |                                |   |                                |  |
|------------------------------------|------------------------------------|--------------------------------|---|--------------------------------|--|
| Рецептивні                         |                                    | Інтеракційні                   | Продуктивні                             |                                | Пісні та римівки                       |
| сприймання на слух                 | зорове сприймання                  | усна взаємодія                 | усне продукування                       | писемне продукування           |  |
| PB t.1,3 – pp.80-81                |                                    | PB t.4 – p.81                  | PB t.2 – p.81<br>AB t.1 – p.60          |                                | Yummie, yummie!                        |
| PB t.1,3 – p.82                    |                                    |                                | PB t.2,4 – p.82<br>AB t.1,2 – p.61      |                                |  |
| PB t.1 -8 pp.83-84                 | AB t.1 – 5<br>pp.62-63             |                                | AB t.2,4<br>– pp.62-63                  | Mm, Nn, Oo, Pp<br>ABC pp.7-8   | Phonic songs                           |
| PB t.1,3 – p.85                    |                                    | PB t.5 – p.85<br>AB pp.64 – 65 | PB t.2 – p.85                           |                                |  |
| PB t.1,2 – p.86<br>AB t.1,2 – p.67 |                                    |                                | PB t.3,4 – p.86                         |                                | Cocoa, milk, coffee,<br>tea...         |
| PB t.1 – 8 pp.87<br>– 88           | AB t.1 – 6<br>pp.68-69             |                                | AB t.1,2,3,4,6<br>– pp.68 – 69          | Qq, Rr, Ss, Tt<br>ABC pp.9-10  | Phonic songs                           |
| PB t.1,2 – p.89                    |                                    | PB t.4 – p.89                  | PB t.3 – p.89<br>AB t.1 – p.70          |                                |  |
| AB t.1 – p.71                      | PB t.2 – p.91                      | PB t.1 – p.90                  | PB t.2 – p.91<br>AB t.2 – p.71          |                                |  |
| PB t.1 – p.92                      | PB t.4,5 – p.93                    |                                | PB t.3 – p.93<br>AB t.1 – p.72          |                                |  |
| PB t.1,4 – p.94<br>AB t.1 – p.73   |                                    | PB t.3 – p.94                  | PB t.2 – p.94                           |                                | I can walk but can't/<br>cannot run... |
| PB t.1 – 8 pp.95-96                | AB t.1 – 5<br>pp.74-75             |                                | AB t.3,4,5 – p.75                       | Uu, Vv, Ww, Xx<br>ABC pp.11-12 | Phonic songs                           |
| PB t.1 – p.97                      | PB t.3,4 – p.97                    | PB t.2 – p.97                  | AB t.1 – p.76                           | AB t.1 – p.76                  |  |
| PB t.1 – 5 pp.98-99                | PB t.6,7- p.99<br>ABt.1–4,pp.77-78 |                                | AB t.1 – 3, p.77                        | Yy, Zz<br>ABC p.13             | Phonic songs,<br>ABC song              |
| PB t.1,2-p.100<br>AB t.1 – p.79    | PB t.5,6-p.100<br>AB t.2 – p.79    | PB t.4 – p.100                 | PB t.3 – p.100                          | AB t.2 – p.79                  |  |
| PB t.1,2 – p.101                   | PB t.4,5 – p.101                   |                                | PB t.3 -p.101<br>AB t.1,3 – pp.80-81    | AB t.2 – p.80                  | I can see a fox in the<br>Zoo.         |
| PB t.1,2,5 -pp.102-<br>103         |                                    | PB t.3 – p.103                 | PB t.4 – p.103<br>AB t.1,2 – p.82       | ABC p.14                       | Look at me!                            |
| PB t.1 – p.104                     | PB t.5 – p.105                     | PB t.3 – p.105                 | PB t.2,4 – pp.104-105;<br>AB t.1 – p.83 |                                |  |

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# UNIT 5 MY TOYS

## LESSON 1

### OBJECTIVES:

- to introduce new vocabulary
- to introduce and practise new structures and exclamatory sentences
- to review and practise the structure 'Look at ...', 'I have got ...'

### VOCABULARY:

toy, doll, ball, train, bell, plane, car

### STRUCTURE:

Look at ...!, Wow!, What a ...!, I have got....

### MATERIALS:

PB, PB Audio, AB, flashcards # 69, 70, 71, 72, 73, 78, MP, a box with toys (a doll, a ball, a train, a car, a bell, a plane), pencils of different colours, balloons of different colours

### OUTCOMES:

By the end of the lesson Ps will be able to point to and name the toys in English. They will be able to show the toy using the phrase 'Look at my ...!' and answer with the phrase 'What a beautiful ...!'

### WARM-UP

- Before the lesson prepare several balloons of different colours and put them in different places in the classroom.
- Explain to Ps that they are going to hunt for a certain colour in the classroom.
- Tell Ps that you are going to call out a colour and they should hunt for a balloon of that colour, e.g. you say 'blue' and Ps hunt for a blue balloon and burst it.

### PRESENTATION

- Put a box with toys on the desk and ask Ps to guess what is inside.
- Then start showing toys to them one by one telling Ps 'Look at my ...'
- When you put out all of the toys, tell, 'I have got many toys.'
- Encourage Ps to repeat words several times, showing them toys.

### PB p.56, t.1

- Play *PB Audio (track Unit-5-Les\_1-1)*.
- While listening to the audio, show Ps the named toy and demonstrate the movements that you hear on the audio, e.g. 'This is a plane'. Show that the plane is flying.

*This is a doll.                      This is a bell.  
This is a ball.                      This is a plane.  
This is a train.*

Script

- Play the audio again making pauses for Ps to repeat and encourage them to make the movements with the help of their hands.

### PRACTICE

### PB pp. 57, t.4

- Repeat the movements of each toy several times.
- After that tell Ps that they are going to play a game.
- Put the *flashcards # 69, 70, 71, 72, 73, 78* on the floor and ask Ps to make a circle around them.
- Tell Ps that you are going to show the movements and they should identify the right flashcard and pick it up (make sure there is enough space, in other case, use a desk instead of the floor).
- As soon as Ps understand the rules of the game, you can pass the baton to a P.

### PB p. 57, t.3

- Play *PB Audio (track Unit 5-Les\_1-3)* and hold up your PB. Point to each character who is speaking at the moment.

*Nick: Look at my toys! I have got a train,  
a plane, a bell...*

*Vic: Wow! What a beautiful bell!*

Script

- Play the audio again and have your Ps to point to each character who is speaking.
- Ask Ps to repeat each line of the dialogue. Play the audio making pauses for Ps to repeat. Do it twice.

### AB p. 40, t.1

- Get Ps to open their ABs on page 40.
- Tell Ps to take their pencils and draw their favourite toys. Give them 5 minutes. Come to each P and check whether he or she needs some help.
- Ask several Ps to show their drawings and encourage them to work in pairs.
- Take, for example, your toybox and say, 'Look at my toys! I have got a doll, a plane.' Encourage one P to say, 'What a beautiful doll!' (You may use two puppets



to show a pair work).

- Encourage Ps to work in pairs using the phrases.

### ENDING

- Play *MP Unit 5 (songs\_and\_rhymes\_1)* or Play *PB Audio (track Unit-5-Les\_1-5)*
- During the audio pick up the toys one by one, e.g. 'This is a doll...' You pick up a doll and show it to Ps.

|                         |                                |
|-------------------------|--------------------------------|
| <b>Script</b>           |                                |
| <i>This is a doll.</i>  | <i>Look at this boy –</i>      |
| <i>This is a plane.</i> | <i>He's got a toy.</i>         |
| <i>This is a train.</i> | <i>Look at this girl –</i>     |
|                         | <i>She's got a bell:</i>       |
|                         | <i>– Ding-dong! Ding-dong!</i> |

- Play the audio again making pauses after each phrase for Ps to repeat. Ask a P to come to the toy box and show the toy which Ps are singing about.

## LESSON 2

### OBJECTIVES:

- to introduce new vocabulary
- to practise structures 'What is this?'; 'It is ...'
- to practise colours
- to practise the previous vocabulary

### VOCABULARY:

Christmas Tree

### STRUCTURE:

What is this?; It is a ...; It is ... (pink); Look! It is ...

### MATERIALS:

PB, PB Audio, AB, AB Audio, MP, flashcard # 79, pencils of different colours, a box with toys (a ball, a doll, a rabbit, a plane, a bird, a bell), a scarf, a cheerful song, two balls, a paper Christmas Tree, paper circles of different colours, glue

### OUTCOMES:

By the end of the lesson Ps will be able to use the phrase 'It is ...' with colours. They will be able to differentiate the toys and name them.

### WARM-UP

- Ask Ps to form a circle. Take two different balls, for example, big and small.

- Explain to Ps that they are going to toss the balls to each other. And when they throw, for example, the big ball, they should say a colour, and when they throw the small one, they should say a toy.
- Stand in the circle together with Ps and start the game.

### PRESENTATION

- Prepare a paper Christmas tree and stick it to the blackboard. Put the paper circles of different colours on the desk.
- Ask Ps to guess what you together are going to do. Let them use their native language to explain.
- Point to the Christmas tree and say, 'It is a Christmas Tree', then point to the paper circles and say, 'I have got Christmas balls'. Take a circle and stick it to the Christmas Tree, point to the imaginative ball and say, 'It is pink/blue/green ...'
- Encourage Ps to decorate the Christmas tree with you. Let Ps one by one come to it, take 'a Christmas ball', stick it to the Christmas Tree and say the colour using the structure 'It is ...'

### PRACTICE

#### PB p.58, t.1

- Play *PB Audio (track Unit-5-Les\_2-1)* and hold up your PB. Point to each character who is speaking at the moment.

|   |  |
|---|--|
| <b>Script</b>   |  |
| <i>Ben: What is this?</i>   |  |
| <i>Liz: It is a Christmas Tree! Look! It is red, pink and blue.</i> |  |

- Play the audio again and have your Ps to point to each character who is speaking.
- Ask Ps to repeat each line of the dialogue. Play the audio making pauses for Ps to repeat. Do it twice.

#### PB p.58, t.3,4

- Take your toy box and ask Ps whether they remember it.
- Say that you have more toys today and they are going to play with them.
- Put out the toys one by one and ask pupils, 'What is this?'
- Encourage Ps to answer using the phrase 'It is a ... . It is ... pink/red/blue.'
- Give the toys to Ps and encourage them to work in pairs asking and answering the questions.

# LESSON 3

- Then put all the toys on one desk and ask Ps to form a circle around it.
- Show Ps a scarf and ask one P to cover his/her eyes with it.
- Choose a toy and give it to the P and ask, 'What is this?'. Encourage all Ps to repeat in chorus the question.
- Then ask the P to touch the toy and guess what it is. Let him/her answer the question using the phrase 'It is a ...'.
- Ask Ps to come one by one and do the same procedure. Let the class decide what toy to give to the P with covered eyes and let them ask the question.

## AB p.41, t.1

- Ask Ps to open their ABs on page 41 and take their pencils.
- Explain to them that they are going to colour the rainbow.
- Play *AB Audio (track Unit-5\_p 41\_Les\_2\_task1)* and make pauses for Ps to colour the sections of the rainbow.

|           |          |
|-----------|----------|
| 1. yellow | 4. green |
| 2. orange | 5. blue  |
| 3. red    |          |

**Script**

## ENDING

### PB p.58, t.2

- Play *MP Unit-5-Songs\_and\_Rhymes-5)*  
or

Play *PB Audio (track Unit-5-Les\_2-2)*

|  |
|--|
| Red, pink and blue. (twice)                    |
| La, la my colours are red, pink and blue.      |
| Orange, green and brown. (twice)               |
| La, la my colours are red, pink and brown.     |
| Yellow, white and black. (twice)               |
| La, la my colours are yellow, white and black. |

**Script**

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

### OBJECTIVES:

- to say, recognize and write the letters 'Aa' and 'Bb'.
- to recognize and say the sounds [æ] and [b].
- to develop fine motor control

### VOCABULARY:

letter, sound, ant, bear

### STRUCTURE:

'Every letter makes a sound.'; 'The 'Aa'/'Bb' says [æ]/[b].'

### MATERIALS:

PB, PB Audio, AB, ABC practice book, flashcards # 125, 126, 127, 128, MP, pencils of different colours, flashcards # 69, 70, 71, 72, 73, 78,79, flashcards # 125, 126, 127, 128, some plasticine

### OUTCOMES:

By the end of the lesson Ps will be able to identify the letters 'Aa' and 'Bb'. They will be able to trace over the letters. They will say the names of these letters and their phonics.

## WARM-UP

### Play the Broken Telephone Game

- Prepare the *flashcards # 69, 70, 71, 72, 73, 78,79* and stick them to the blackboard.
- Tell Ps that you are going to play the game. Divide your class into two teams and ask them to form two lines facing the blackboard.
- Explain to them that the last P in the line should choose a word from the blackboard and whisper it to the P that is standing in front of him/her. The word should reach the first P and this P should run to the blackboard and point to the flashcard with the word he/she heard.
- The first P to reach the blackboard and choose the right flashcard is the winner.

## PRESENTATION

### MP Unit 5, Letters and Sounds, Aa

### PB p.59, t.1

- Play *MP (Unit-5-Letters\_and\_Sounds-Aa)* and get Ps to watch the screen

or

Play *PB Audio (track Unit-5-Les\_3-1)* pointing to the *flashcards # 125, 126* according to the speaker. Get Ps to repeat the words.

**Script**

*This is letter 'A'.  
'A' has got a friend.  
It is ant Annie.*

- Draw Ps' attention to the letter 'Aa' showing the *flashcard # 126* and say it aloud.
- Get Ps to repeat after you.
- Show Ps the *flashcard # 125* and say the word 'ant'. Let Ps repeat after you.
- Repeat this procedure several times.
- Draw Ps' attention to the two words 'ant' and 'Ann'. Hold up your PB and show the appropriate picture. Say the words 'ant Annie' several times and get Ps to repeat after you.
- Repeat the same procedure with the letter 'Bb'.

**PRACTICE**

**PB p.59, t.2**

- Play *PB Audio (track Unit-5-Les\_3-2)* pointing to the letter (*flashcard # 126*) and explain the content of the song to Ps.

or

Play *MP Unit-5-Letters\_and\_Sounds-Phonic\_Song-1*

- Get Ps to sing and point. While singing, make pauses for children to repeat.

**Script**

*The 'A' says [æ],  
The 'A' says [æ].  
Every letter makes a sound:  
The 'A' says [æ]!  
  
[æ] ant, Ann, apple*

- Write the letter 'Aa' on the board in order to show Ps how the letter is written.
- Get Ps to trace the letter 'Aa' several times in their books with their index finger. Use your own book to demonstrate.
- Ps can also practise 'writing' the letter in the air.
- Show Ps how they can make the shape of the letter with plasticine (or with their bodies) and get them to do it.
- Draw Ps' attention to the words in the picture that begin with 'Aa' and say them ('ant', 'Ann', 'apple').
- Instruct Ps to match each word to the picture by

tracing a line with their index finger. (Later, when Ps learn more words, you can revise the words they know, that have got the letter at the beginning using the flashcards)

**PB p.59, t.4**

- Then Play *PB Audio (track Unit-5-Les\_3-4)* pointing to the letter (*flashcard # 128*)

or

Play *MP (Unit-5-Letters\_and\_Sounds-Phonic\_Song-2)*

- Get Ps sing and point. While singing, make pauses for children to repeat.

**Script**

*The 'B' says [b],  
The 'B' says [b].  
Every letter makes a sound:  
The 'B' says [b]!  
  
[b] ball, bird, book, bag*

- Do the same procedure as with the letter 'Aa'.

**ENDING**

**ABC Practice Book**

- Ask Ps to open their ABC Practice Books on page 1 and get them to fill in the first two lines with the letters 'Aa' and 'Bb'. (Later you may ask your Ps to fill in the next two lines that are empty with the letters 'Aa' and 'Bb')

**OPTIONAL ACTIVITIES**

- MP Unit 5 Letters and Sounds – Aa
- MP Unit 5 Letters and Sounds – Bb
- MP Unit 5 Letters and Sounds Phonic Song – 1
- MP Unit 5 Letters and Sounds Phonic Song – 2
- AB p. 42, t. 1, p. 43, t. 3
- AB p.42, 43, t.2, 4

# LESSON 4

## OBJECTIVES:

- to introduce new vocabulary
- to introduce and practice the pronouns 'his', 'her'
- to practise letters 'Aa' and 'Bb'
- to practise structure 'What is this?', 'It is...'

## VOCABULARY:

his, her, kite, bike, bunny, teddy, play

## STRUCTURE:

'Her doll is pink.', 'His bike is blue.'

## MATERIALS:

PB, PB Audio, AB, MP flashcards # 74, 75, 76, 77, MP, poster # 19, photos of girls and boys, toy box

## OUTCOMES:

By the end of the lesson Ps will be able to differentiate and use the pronouns 'his' and 'her'. They will also be able to point to and name some new toys.

## WARM-UP

### Make a Letter

- Get your Ps to stand up. Make sure there is enough space in the classroom for Ps to do some exercises.
- Write the capital letters 'A' and 'B' on the board and ask Ps to pronounce them out loud. Do it several times.
- Explain to Ps that you are going to call out a letter and they should make their bodies into that shape. You should be the first to show the shape of each letter with your body. Use your imagination. (You'd better stick with the capital letters as most of them are straight shapes).

## PRESENTATION

- Take your toy box and ask Ps whether they remember what's inside.
- Start showing them the toys they have learnt at the previous lessons one by one saying, 'What is this?' (You may use the flashcards in case you don't have the toy box.)
- Get Ps to answer your question using the structure 'It is a...'

- Then explain to them that you have some more toys. And ask whether they want to see them.
- Start showing the new toys one by one naming them.
- Get Ps to repeat after you. Do this several times.

## PRACTICE

- Take photos of girls and boys and hand them out to Ps.
- Divide the board into two sides. Write 'SHE' on one side of the board and 'HE' on another.
- Explain to pupils that they should stick the photos of girls and boys to the corresponding side of the board.
- Then stick the *poster # 19* to the board and ask Ps what they see in the picture.
- Say, 'This is Meg.' and point to Meg. 'She is a girl.' Then point to Ted and say, 'This is Ted. He is a boy.'

### PB p.60, t.1

- Play *PB Audio (track Unit-5-Les 4-1)* and point to each character and the object that is mentioned on the audio.

*This is Meg. Her doll is pink.*

*Her kite is orange and white.*

*This is Ted. His bike is blue. His bear is brown.*

*Script*

- Play the audio again and get your Ps to point to each character and object in their PBs.
- Explain to them the difference between 'her' and 'his'.

### AB p.44, t.1

- Get your Ps to open their ABs on page 44. Hold up your AB and point to Ann and Bill. Then point to the toys on the right side. Explain to Ps that they should draw these toys in two boxes. The first is for Ann and the second is for Bill. Let Ps choose the toys by themselves. (Give Ps 5 minutes.)
- Draw several toys in Ann's and Bill's boxes.
- Hold up your AB, point to Ann's box and say, e.g. 'Her kite is orange.' Then point to Bill's box and say, e.g. 'His bell is yellow.'

### PB p.60, t.4

- Take your toy box and tell Ps that they are going to work in groups. Split Ps into groups using, e.g. coloured cards (all the Ps with cards of the same colour is one group).
- Show them all the toys one by one and ask Ps to remember the toy and its colour.
- Then give several toys to each group and explain the rules to them.

- One P should turn around and the group should pick up one toy and say its colour, e.g. 'It is yellow.' The P should guess what yellow toy they are holding, e.g. 'It is a ball.'

## ENDING

**PB p.61, t.3**

- Play *MP (Unit-5-Songs\_and\_rhymes-2)* or *PB Audio (track Unit-5-Les\_4-3)* and use *flashcards # 71, 75, 78, 76, 77, 69.*

Script

Toys, toys  
For girls and boys,  
Come and see  
Play with me.

A car, a bike and a ball,  
A teddy, a bunny and a lovely doll.

Toys, toys  
For girls and boys,  
Come and see  
Play with me!

- Play the audio again making pauses after each phrase for Ps to repeat.

# LESSON 5

### OBJECTIVES:

- to say, recognize and write the letters 'Cc' and 'Dd'.
- to recognize and say the sounds [k] and [d].
- to develop fine motor control

### VOCABULARY:

cat, dog

### STRUCTURE:

'Every letter makes a sound'; The 'C' says [k].'

### MATERIALS:

PB, PB Audio, AB, ABC practice book, MP, flashcards # 129, 130, 131, 132, flashcards # 69 – 79, plasticine, pencils of different colours

### OUTCOMES:

By the end of the lesson Ps will be able to identify the letters 'Cc' and 'Dd'. They will be able to write them and they will know names of the letters and say their phonics.

## WARM-UP

### Play the Guessing Game

- Put the *flashcards # 69 – 79* on a desk. Be sure to face them down for Ps not to see them.
- Ask a P to come to the desk and choose a flashcard. Tell him/her not to show the flashcard to Ps.
- Explain to the P that he/she should mime the word he/she has seen in the flashcard. And other Ps should guess this word.

## PRESENTATION

### MP Unit 5, Letters and Sounds, Cc

**PB p.61, t.1**

- Play *MP (Unit-5-Letters\_and\_Sounds-Cc)* and get Ps to watch the screen

or

Play *PB Audio (track Unit-5-Les\_5-1)* pointing to the *flashcards # 129, 130* according to the speaker. Get Ps to repeat the words.

Script

This is letter 'C'.  
'C' has got a friend.  
It is cat Carol.

- Draw Ps' attention to the letter 'Cc' showing the *flashcard # 130* and say it aloud.
- Get Ps to repeat after you.
- Show Ps the *flashcard # 129* and say the word 'cat'. Let Ps repeat after you.
- Repeat this procedure several times.
- Draw Ps' attention to the two words 'cat' and 'Carol'. Hold up your PB and show the appropriate picture. Say the words 'cat Carol' several times and get Ps to repeat after you.
- Repeat the same procedure with the letter 'Dd'.

## PRACTICE

**PB p.61, t.2**

- Play *PB Audio (track Unit-5-Les\_5-2)* pointing to the letter (*flashcard # 130*) and explain the content of the song to Ps.

or

Play *MP Unit-5-Letters\_and\_Sounds-Phonic\_Song-3*

- Get Ps to sing and point. While singing, make pauses for children to repeat.

*The 'C' says [k],  
The 'C' says [k].  
Every letter makes a sound:  
The 'C' says [k]!  
[k] cat, car, cow*

**Script**

- Write the letter 'Cc' on the board in order to show Ps how the letter is written.
- Get Ps to trace the letter 'Cc' several times in their books with their index finger. Use your own book to demonstrate.
- Ps can also practise 'writing' the letter in the air.
- Show Ps how they can make the shape of the letter with plasticine (or with their bodies) and get them to do it.
- Draw Ps' attention to the words in the picture that begin with 'C' and say them ('cat', 'car', 'cow').
- Instruct Ps to match each word to the picture by tracing a line with their index finger. (Later, when Ps learn more words, you can revise the words they know, that have got the letter at the beginning using the flashcards)

**PB p.61, t.4**

- Then Play *PB Audio (track Unit-5-Les\_5-4)* pointing to the letter (*flashcard # 132*)

or

Play *MP (Unit-5-Letters and Sounds-Phonic Song-4)*

- Get Ps sing and point. While singing, make pauses for children to repeat.

*The 'D' says [d],  
The 'D' says [d].  
Every letter makes a sound:  
The 'D' says [d]!  
[d] dog, doll, duck*

**Script**

- Do the same procedure as with the letter 'Cc'.
- ABC Practice Book p.2**
- Ask Ps to open their ABC Practice Books on page 2 and get them to fill in the first two lines with the letters 'Cc' and 'Dd'. (Later you may ask your Ps to fill in the next two lines that are empty with the letters 'Cc' and 'Dd').

**ENDING**

**AB p.45, t.2**

- Get Ps to open their ABs on page 45 and ask them to take their pens.

- Explain to them that they are going to find and circle the letter 'Cc'.  
**AB p.46, t.4**
- Get Ps to open their ABs on page 46 and ask them to take their pencils.
- Explain to them that they are going to colour the dogs and their houses with the letter 'Dd'.

**OPTIONAL ACTIVITY**

- AB p.45, t.1
- MP Unit 5 Letters and Sounds – Cc
- MP Unit 5 Letters and Sounds – Dd

**LESSON 6**

**OBJECTIVES:**

- to introduce new vocabulary
- to practise letters 'Aa', 'Bb', 'Cc' and 'Dd'
- to practise the structure 'I have got a ...'

**VOCABULARY:**

present, Santa, Christmas, card, New Year

**STRUCTURE:**

'I have got a ...'; 'Merry Christmas!'; 'Happy New Year!'

**MATERIALS:**

PB, PB Audio, AB, MP, flashcards # 80, 81 (make several copies), pencils of different colours, paper, glue, scissors, paper Christmas tree, flashcards # 69 – 78, Santa puppet, posters # 20, 21, toy box, an example of a handmade Christmas card.

**OUTCOMES:**

By the end of the lesson Ps will be able to wish each other 'Merry Christmas!' and 'Happy New Year!'. They will be able to talk about Christmas presents.

**WARM-UP**

- Stick a paper Christmas tree to the board and take *flashcards # 69 – 78*. (Instead of the paper Christmas tree and flashcards, you may use a real or artificial Christmas tree and your toy box for decorations.)
- Explain to Ps that they are going to decorate the Christmas tree with toys.
- Put the flashcards on the desk and let Ps come to the desk one by one, pick up a flashcard, name the word in



it and stick the flashcard to the Christmas Tree.

- Leave the Christmas Tree on the board, you will need it.

## PRESENTATION

### PB p.62, t.1

- Take a Santa puppet and Play the *PB Audio (track Unit-5-Les\_6-1)*.

*Hello! I'm Santa. I have got Christmas presents. Ho-ho-ho!*

Script

- As you are Santa, take several copies of *flashcard # 81*, pick them up and say, 'I have got Christmas presents' and stick the flashcards to the board below the Christmas tree.
- Get Ps to repeat the words 'Santa' and 'presents' several times pointing to them.
- Ask Ps whether they know who is Santa. Explain to them if they don't know.

## PRACTICE

- Explain to Ps the word 'Christmas'. Have a little talk with them. Ask what presents they want for Christmas. Let them try to use English words they've learnt.

### PB p.62, t.2

- Play the *PB Audio (track Unit-5-Les\_6-2)* pointing to the *poster # 21*.

*I have got Christmas presents:  
a ball, a bike, a plane and a kite!*

Script

- Play the audio again and make pauses for Ps to repeat. Do it twice.
- Put the *flashcards # 69 – 78* on the desk, but face them down.
- Ask Ps to form a circle around the desk.
- Encourage one P to take several flashcards and say what presents he/she has got using the phrase 'I have got Christmas presents: a ....'

### PB p.62, t.3

- Play *MP (Unit-5-Songs\_and\_Rhymes-4)*

or

Play the *PB Audio (track Unit-5-Les\_6-3)* pointing to the *poster # 21*.

Script

*We wish you a Merry Christmas!  
We wish you a Merry Christmas!  
We wish you a Merry Christmas!  
And Happy New Year!*

- Explain to Ps how English-speaking people wish Merry Christmas and Happy New Year. Ask them how people do this in Ukraine.
- Play the audio again making pauses for Ps to repeat each line of the song.
- Play it one more time and try to sing the carol together with Ps without pauses.

### AB p.47, t.1

- Get Ps to open their ABs on page 47. Ask them to take their pens and trace the phrase 'MERRY CHRISTMAS.'
- Let them colour the Christmas tree and the presents on it.

## ENDING

### PB p.62, t.4

- Get Ps to take paper, scissors, glue, pencils and crayons.
- Tell them that they are going to make a Christmas card for their friend.
- Show them your Christmas card as an example.
- When Ps make their cards, ask them to present the cards to each other saying, 'Merry Christmas and Happy New Year!'

## OPTIONAL ACTIVITY

### ABC Practice Book (ABC PB)

- Get Ps to open their ABC PB on pp. 1 – 2.
- Revise the names of the letters and their phonics using letter presentations and phonic songs.
- Encourage Ps to handwrite the letters Aa, Bb, Cc, Dd in blank lines.



# LESSON 7 Story Time

## OBJECTIVES:

- to introduce new vocabulary
- to practise numbers
- to practise structures 'I have got ...'; 'You've got ...'; 'What is this?'; 'Is it a ...?'; 'It is a ...'; 'It's a ...'
- to develop Ps' speaking skills

## VOCABULARY:

toy box

## STRUCTURE:

You've got two cars. Stop! It's my car.

## MATERIALS:

PB, PB Audio, AB, MP, flashcards # 69 – 81, pencils of different colours, poster # 22, toy box

## OUTCOMES:

By the end of the lesson Ps will be able to have a little conversation about toys. They will be able to follow and understand the order of the story. And they will be able to count their toys.

## WARM-UP

### The Bear Is Coming

- Tell Ps that they are going to play a game. Explain to them that you are going to be a big bear that wants to eat them.
- Ps walk around the class while the bear is sleeping, but when he wakes up, you shout, 'The bear is coming!' and say a number, e.g. 3. Ps must get into groups of the number shouted. The Ps who are left out should leave the game.
- You can try and catch the Ps by shouting '1'.

## PRESENTATION

- Take the *flashcards # 69 – 81* and start demonstrating them to Ps one by one asking, e.g. 'Is it a bike/teddy/bell?'
- Show, for example, the flashcard with a kite and ask, 'Is it a bike?'
- Encourage Ps to answer, 'No, it isn't. It is a kite.'
- Hand out the flashcards and get Ps to have small dialogues.

### MP. Unit 5. Story

- Play *MP (Unit 5-Story)*.

- Get Ps to watch the story twice. (In case you don't have the MP, you may use the *poster # 22* and *PB Audio (track Unit-5-Les\_7-1 St.time)*.

## Script

Mike: Hello, Ron. What is this?

Ron: It is my toy box.

Mike: Is it a plane?

Ron: Yes, it is. It's my plane.

Mike: You've got two cars.

Ron: Stop! It's my car.

Dog: Woof!

Ron: No! Stop! It's my car!

### AB p. 48, t.1

- Get Ps to open their ABs on page 48 and number the pictures in the right order.
- Ask several Ps to come to the 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 isn't right.

## PRACTICE

### PB p. 63-64, t.1

- Get Ps to open their PBs and prepare to listen to the audio and point to the appropriate picture. Play *PB Audio (track Unit-5-Les\_7-1 St.time)*.
- Play the audio again making pauses and encourage Ps to repeat each phrase. Do it twice.

### PB p. 64, t.4

- Tell Ps that they are going to become actors. Divide the class into pairs. Assign roles and get them to act out the story.
- You can play the story *PB Audio (track Unit-5-Les\_7-1 St.time)* while Ps are acting, for guidance.
- Ps work in pairs and act out the story using pictures in PBs or in the *poster # 22*.
- Ask several pairs of volunteers to come to the front of the class and act the story out. Help Ps if needed.

### MP. Unit 5. Songs and Rhymes 3

### PB p. 64, t.5

- Get Ps to watch the screen. Play *MP (Unit 5-Songs and Rhymes-3)*. (In case you don't have the MP, you may use the picture in PB and *PB Audio (track Unit-5-Les\_7-5 St.time)*).

# LESSON 8 Revision

## Script

Toys, toys, toys, toys

What's this? It's a train.

What's this? It's a plane.

What's this? It's a doll.

What's this? It's a ball.

What's this? It's a bike.

What's this? It's a kite.

What's this? It's a book.

It's a boat. It's a car.

Toys, toys, toys, toys

Toys, toys, toys.

- Say each line of the song making pauses for Ps to repeat after you. Do it twice.
- Play *PB Audio (track Unit-5-Les\_7-5 St.time)* and get Ps to sing along.

### Ask and Answer

- Ask Ps to form a circle.
- Hand out the *flashcards # 69 – 81*.
- Choose a P to start the game in the circle and ask him/her the question, 'What's this?'. Encourage him/her to answer using the phrase 'It's a ...'
- Explain to Ps that they should ask and answer the questions clockwise and according to the flashcards they hold.

## ENDING

- Divide your class into two groups to sing the song in roles. Explain to Ps that Group 1 should sing the questions and Group 2 – the answers. The first and the last two lines should be sung all together.
- Draw writing lines on the board. Call Ps to the board to write 'A' and 'a', 'B' and 'b', 'C' and 'c', 'D' and 'd' on the lines. Correct as necessary.

### OBJECTIVES:

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

### RECYCLED LANGUAGE:

toys, Christmas vocabulary, carols, letters 'Aa,' 'Bb,' 'Cc,' 'Dd,' phonics, pronouns 'his,' 'her.'

### MATERIALS:

PB, PB Audio, AB, MP, cards with lower-case 'a,' 'b,' 'c,' 'd,' and upper-case 'A,' 'B,' 'C,' 'D,' one dice and two markers (for the Toy Land Game).

### OUTCOMES:

By the end of the lesson Ps will be able to speak about toys, they will identify letters 'Aa,' 'Bb,' 'Cc,' 'Dd' and their phonics. Ps will be able to write the letters. Ps will be able to use the vocabulary of the unit when playing games.

## WARM-UP

### MP Unit 5 Game 1

- Play *MP (Unit-5-Games-1)*.
- Explain to Ps they should watch the screen and listen to the speaker.
- Ask them to come one by one and click on the appropriate toy according to what the speaker says.

## Script

doll

bell

train

kite

presents

car

Santa

plane

Christmas tree

ball

bunny

bike

Teddy bear

## PRESENTATION

### PB p. 65, t.1

- Get Ps to open their PBs on page 65. Ask them to listen to the audio and point to the appropriate toy.
- Play *PB Audio (track Unit-5-Les\_8-1 Rev)* and let Ps point to the corresponding toy.

**Script**

*Ann has got her Christmas presents.  
Her ball is blue and red. Her bell is yellow.  
Her doll is yellow and pink. Her bear is grey.*

*Bob has got his Christmas presents, too.  
His kite is orange and black. His bike is blue.  
His car is green. His train is brown. His plane is  
white and red.*

- Ask a pair of Ps to come to the front of the class and holding their books up point to the appropriate toy and say the phrase according to the audio. Play the audio making pauses for Ps to repeat. Pupil 1 says, 'Ann has got ...', Pupil 2 says, 'Bob has got....' Repeat this procedure with several pairs.

**PRACTICE**

**AB p. 49, t.1**

- Get Ps to open their ABs on page 49. Hold up your AB and point to a picture. Ask a P, 'What is this?'. Let the P answer the question. You may ask several Ps.
- Then give them 2 minutes to check themselves. Let them tick the pictures they know and say the words quietly.
- Let them evaluate their work.

**MP Unit 5 Game 2**

- Play *MP (Unit-5-Games-2)*.
- Explain to Ps they should watch the screen and listen to the speaker.
- Ask them to come one by one and put the appropriate toy in the appropriate box according to what the speaker says.

**Script**

*His kite is orange and black.  
His plane is white and red.  
Her ball is blue and red.  
Her bear is grey.  
His bike is blue.  
Her doll is yellow and pink.  
His car is green.  
Her bell is yellow.  
His train is brown.*

**PB p. 67, t.3**

- Get Ps to open their PB on page 67. Explain to them that they are going to match the letters with the animals.
- Give them a minute to think.
- Ask a P to come to the front of the class and match

the first animal with the letter. Then ask another P to match the next animal and so forth.

**PB p. 67, t.4**

**Play the Matching Game**

- Before the lesson prepare cards with the lower-case and upper-case letters.
- Take the cards and shuffle them.
- Let each P come and take one card. Tell Ps not to show the card to others.
- Now get your Ps to mingle and find his/her pair, e.g a P with the capital letter 'A' should find a P with the small letter 'a' and so forth.

**ENDING**

**Play the Toyland Game**

**PB p. 66, t.2**

- Point to the game board in PB on page 66 and ask Ps what it is (it's a board game in a form of snake). Ask them what pictures in the snake show (Christmas presents). Ask where the Start (Smiling Sam points to number 1 picture) and the Finish (Smiling Sam claps) are.
- Ask a pair of Ps to be an example and let the others watch the rules.
- Two Ps put their markers (tokens) on the starting square. Ps take turns rolling a dice to move their markers (token) by the number of squares indicated by the dice roll. The first P to reach the finish wins the game.
- As soon as Ps get the rules of the game, let them play.

# UNIT 6 HAPPY BIRTHDAY!

## LESSON 1

### OBJECTIVES:

- to introduce and practise new vocabulary
- to review and practise the structures 'It's a ...'; 'I've got a ...'; 'I'm ...'
- to introduce the structures 'Happy Birthday!'; 'I'm happy.'

### VOCABULARY:

balloon, birthday, star, candle, cake, party, many, happy

### STRUCTURE:

It's my birthday party. I've got many friends.  
I'm happy. Happy Birthday!

### MATERIALS:

PB, PB Audio, AB, MP, flashcards # 81, 83, 84, 85, 86, 87, pencils of different colours, puppets of Smiling Sam and Liz (you can find them on the last page of the AB), a ball.

### OUTCOMES:

By the end of the lesson Ps will be able to point to and name birthday vocabulary. They will be able to congratulate a pupil with his/her birthday and sing the *Happy Birthday* song.

### WARM-UP

#### Dog and Bone

- Split the class in two with one group on each side of the classroom along a line.
- Place a ball (the bone) in the middle of the classroom.
- Each team member should be numbered from 1 to 12 (depending on the class size).
- You shout a number and the two Ps with that number (from the opposite teams) should try to get the bone before the other one.
- The team scores points depending on how many times they manage to get the ball.
- You can modify the game by choosing different numbers on each team to go against each other.

### PRESENTATION

- Get Ps to open their PBs on pages 68-69. Ask them what they see in the picture.

- Encourage them to use English words, some Ps might know the phrase 'Happy Birthday!'.
- Explain to them that today is Liz's birthday party. Get them to repeat the phrase 'birthday party' several times.

#### MP Unit 6. Presentations. 1

- Play *MP (Unit 6-Presentations-1)* or use the *flashcards # 81, 83, 84, 85, 86, 87* to introduce the new vocabulary. Say each word and ask Ps to repeat after you.

#### PB p. 68, t.1

- Explain to Ps that they are going to listen to the audio and point to the corresponding picture.
- Play *PB Audio (Unit-6-Les\_1-1)*. Make pauses for Ps to find the picture in PB.

#### Script

1 - a balloon, 2 - a birthday present,  
3 - a star, 4 - a candle, 5 - a birthday cake

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

### PRACTICE

- Draw Ps' attention that the pictures have got numbers. Explain to Ps that you are going to say a number and they should call out the corresponding word in the picture saying, 'It's a ...'. Do it randomly. Help Ps if needed.

#### PB p. 68, t.3

- Tell Ps that they are going to listen to what Liz tells Sam about her party.
- Play *PB Audio (Unit-6-Les\_1-3)* and hold up your PB. Point to each character who is speaking at the moment.

#### Script

**Smiling Sam:** What is this?

**Liz:** It is my birthday party. I've got many friends. Look!  
This is my birthday cake. It's big! This is a balloon.  
This is a star...

**Smiling Sam:** You have got many birthday presents!

**Liz:** Yes, I have. And I am happy!

- Play the audio again and get Ps to point to each character who is speaking.
- Ask Ps to repeat each line of the dialogue. Play the audio making pauses for Ps to repeat. Do it twice.

#### PB p. 69, t.4

- Put the *flashcards # 81, 83, 84, 85, 86, 87* on a desk and ask two volunteers to come and act out the dialogue.
- Encourage P1 to ask the question, 'What is this?' and P2 to pick up the flashcards he/she likes and answer, 'It's my birthday party. I've got many presents. This is

## LESSON 2

a ...' Then let Ps switch roles.

- Get several pairs to act out the dialogue.  
**AB p. 50, t.1**
- Ask Ps to open their ABs on page 50. Tell them to take their pencils and crayons. Let them complete and colour the pictures.
- After they do the task ask several Ps to name the pictures.

### Play the Ball Game

- Arrange chairs in a circle and ask Ps to sit down. Sit together with them.
- Put the *flashcards # 81, 83, 84, 85, 86, 87* on the floor in the middle of the circle.
- Take a ball and throw it at a flashcard e.g. 'a candle' and ask your neighbour, 'What is this?'. Encourage the P (your neighbour) to answer, 'It's a candle'. Toss the ball to the P who is sitting next to you and repeat the procedure clockwise.

### ENDING

#### MP Unit 6. Songs and Rhymes. 1

**PB p. 69, t.5**

- Ask Ps how they congratulate others with their birthdays. Let them tell you in their native language.
- Play *MP (Unit-6-Songs\_and\_Rhymes-1)* and ask them to watch the screen.

or

Play *PB Audio (track Unit 6-Les\_1-5)* and ask them to listen holding up your PB and pointing to the picture in it.

#### Script

*Happy birthday to you (twice)  
Happy birthday, dear Liz!  
Happy birthday to you.*

- Explain to Ps how English-speaking people congratulate each other with their birthdays.
- Play the audio again making pauses for Ps to repeat each line.
- Play the audio one more time and ask Ps to sing along.

#### OBJECTIVES:

- to introduce and practise new vocabulary
- to review and practise structures 'I am ...'; 'He is ...'; 'She is ...'; 'What is this?'; 'It is ...'
- to introduce and practise numbers

#### VOCABULARY:

seven, eight, nine, ten, number

#### STRUCTURE:

I am ...; He is ...; She is ...; What is this? It is ...

#### MATERIALS:

PB, AB, PB Audio, MP, poster #23, pins or some tape, paper, pencils of different colours, paper stars with numbers, flashcards # 81, 83, 84, 85, 86, 87

#### OUTCOMES:

By the end of the lesson Ps will be able to count to ten. They will also be able to say their age and the age of somebody else.

### WARM-UP

#### Hockey by Numbers

- Divide your class into two teams that sit on opposite sides of the room; each team member is numbered. At each end of the room there is a goal (it can be two chairs and a table). In the centre of the room put a balloon and two hockey sticks made up of rolled-up newspaper.
- You shout a number and the P with that number from each side runs up, picks up a stick and tries to propel the balloon through the opponent's goal. After scoring a goal, or at any time during the game, you can shout another number; the current players immediately drop their sticks and two new players enter the game and take over. The team that scores the most goals wins.

### PRESENTATION

#### MP Unit 6. Songs and Rhymes. 2

**PB p.70, t.1**

- Play *MP (Unit-6-Songs\_and\_Rhymes-2)* and ask Ps to watch the screen and listen.

or

Stick the *poster # 23* and Play *PB Audio (track Unit-6-Les\_2-1)* pointing to the stars in the poster.

Script

*One little, two little, three little stars,  
 Four little, five little, six little stars,  
 Seven little, eight little, nine little stars...  
 Ten little stars in the sky!  
 Ten little, nine little, eight little stars,  
 Seven little, six little, five little stars,  
 Four little, three little, two little stars,  
 One little star in the sky!*

- Play the audio again making pauses for Ps to repeat.
- Play the audio again and get Ps to sing along.

**PRACTICE**

**Find the Star**

- Before the lesson put the stars with numbers 1-10 in different places of the classroom.
- Explain to Ps that you are going to call out a number and they should find the star with this number.
- The P who collects the most stars, wins the game.

**PB p.70, t.2**

- Take *flashcards # 81, 83, 84, 85, 86, 87* and start showing them to Ps one by one asking, 'What is this?'
- Get Ps to answer 'It's ...'
- Shuffle the flashcards, put them on the desk and face them down. Ask a volunteer to come and pick up one of them, but ask him/her not to show it to others.
- Encourage the P to ask his/her classmates, 'What is this?' and let Ps try to guess. They have 3 attempts. Then ask another volunteer.

**AB p.51, t.1**

- Get Ps to open their ABs on page 51 and ask them to take their pencils and crayons.
- Explain to them that you are going to call out a number and they should colour a candle that has this number.
- Check whether Ps colour the right numbers.

**PB p.70, t.3**

- Play *PB Audio (track Unit-6-Les\_2-3)* and point to the *poster # 23*.

Script

*I am seven. He is ten. She is nine.*

- Play the audio again making pauses for Ps to repeat.
- Explain to Ps that people say their age using the structure 'I am ...'. Let Ps say one by one their age, e.g. 'I am six/seven.'

**PB p.70, t.4**

- Ask Ps to take some paper and make badges. Tell them to write their age on it. Help them to write their names. Make a badge for yourself.
- Get your Ps to sit in a circle. Sit together with them and start the game. Point to your badge and say, e.g. 'I am ...' (your age), then point to your neighbour's badge and say, e.g. 'He/She is six.'
- Encourage Ps to continue the game clockwise.

**ENDING**

**AB p.51, t.2**

- Get Ps to open their ABs on page 51. Tell them to count the objects in pictures and match the appropriate picture to the appropriate number.
- Ask several Ps randomly.

## LESSON 3

**OBJECTIVES:**

- to say, recognize and write the letters 'Ee', 'Ff', 'Gg', 'Hh'
- to recognize and say the sounds [e], [f], [g], [h]
- to develop fine motor control

**VOCABULARY:**  
elephant, fox, goose, horse

**STRUCTURE:**  
'Every letter makes a sound'; 'The 'Ee'/'Ff'/'Gg'/'Hh' says [ɪ]/[f]/[g]/[h]'

**MATERIALS:**  
PB, AB, PB Audio, MP, ABC Practice Book, flashcards # 135-142

**OUTCOMES:**  
By the end of the lesson Ps will be able to identify the letters 'Ee', 'Ff', 'Gg', 'Hh' and their phonics.

**WARM-UP**

**Play the Number Game**

- Give each P either a capital or a small letter (Aa – Dd) or a letter's friend.
- The children walk around and find their two partners to make groups of three.
- Each group should present their letter and its friend. Then sing their phonic song.



## PRESENTATION

### Learn New Words

- Show the elephant *flashcard (# 135)*. Say 'elephant' and have Ps repeat several times.
- Show the fox *flashcard (# 137)*. Say 'fox' and have Ps repeat several times.
- Help Ps remind the words 'horse' and 'goose' which they have already known passively (from Unit 4 Story Time Lesson) with showing the appropriate *flashcards (# 139, 141)* and getting Ps repeat several times.
- Stick the *elephant, fox, horse* and *goose* flashcards on the board and ask Ps name each one pointing to them randomly.
- Put all the flashcards away.

### Learn a New Phonic

- Hold up the elephant *flashcard (# 135)*. Say 'elephant Emily' and get Ps repeat several times. Explain that 'Emily' is the name and the first sound is the same in each word. Pronounce it [e] and get Ps to do this.
- Stick the flashcard on the board and write the capital letter 'E' under it. Say that this is a big letter because 'Emily' is the name and we use big letters to start writing names. Write a lower case letter 'e' and say that small letters are used for other words like 'elephant'. Point to the small letter and say 'elephant', then to the big one saying 'Emily'. Do it twice and get Ps to repeat after you in chorus and individually after your pointing to each one.
- Draw a boy's face on the board and write capital letter 'E' under it saying 'His name is Ed.'
- Drill: [e] *elephant*, [e] *Emily*, [e] *Ed*. Encourage Ps to drill with you.
- Change the speed to challenge the Ps and add fun to the drill. The children will like the humour and it will help them focus on the first sound. This will also help them hear the initial sound more clearly. (When a P is confused about the first sound of a word is, you can ask them to say it like you do in drill.)

### Learn a Letter Name

- Tell Ps that they are going to listen to Smiling Sam, who presents the letter's name and its friend. Play *PB Audio (track Unit-6-Les\_3-1)* and hold up letter *Ee flashcard (# 136)* when Sam says, 'This is letter 'E''. When Sam says "E' has got a friend.' take 'elephant' flashcard and hold it up with Sam's words, 'It is elephant Emily'. Stick both of the flashcards on the board.

or

Play *MP Unit-6-Letters\_and\_Sounds-Ee* and get Ps to watch the screen.

- Play the audio again and pause after each line. Tell Ps to repeat with your pointing to each flashcard appropriately.

This is letter 'E'.  
'E' has got a friend.  
It is elephant Emily.

Script

- Play the audio again and ask Ps to say the letter presentation along with Smiling Sam.
- Tell children to find the 'Ee' in the alphabet on *ABC poster (# 35)*. Repeat all the letters of the alphabet from 'A' pointing to and naming each letter, 'A, B, C, D, E'. Encourage your Ps to repeat several times in chorus and individually.

## PRACTICE

### Letter Formation

- Draw lines on the board like those ones in the *ABC Practice Book (ABC PB)*. Put dots on the lines to show the starting points for forming the capital letter 'E'.
- Write the lines of the letter exactly as it is presented in the *ABC PB*. Write the letter several times saying the directions out loud each time. Name the letter.
- Stand with your back to the Ps as you use your index finger to 'write' a capital letter in the air. Tell Ps to copy your action and 'write' the capital letter. Name the letter and get your Ps to repeat its name. Check that they are forming the letter correctly in the air.
- Repeat the procedure for the lower case 'e'.

### ABC Practice Book

- Ask Ps to open their *ABC PB* on page 3 and draw their attention to the letter with arrows next to the letter's friend. Tell Ps to practise tracing over the letters with arrows with their index finger.
- Tell Ps to practise tracing with their pencils over the letters 'Ee' in the first line of *ABC PB*. Check that they are forming the letters correctly. Get Ps to say the letter's name a few times.

### Sing a Phonic Song

- Tell Ps that they are going to sing a song to help them learn the sound of letter 'Ee'.
- Tell Ps to listen to the song. Play *PB Audio (track Unit-6-Les\_3-2)*

or

Play *MP Unit-6-Letters\_and\_Sounds-Phonic\_Song-1* and get Ps to watch the screen.



# LESSON 4

## Script

The 'E' says [e],  
The 'E' says [e].  
Every letter makes a sound:  
The 'E' says [e]!  
[e] elephant, Ed, eight

- Play the audio again and pause after each line. Sing the line and tell Ps to repeat after you pointing to the letter, its friend and your drawing on the board (Ed).
- Repeat the procedures according to the steps above (Learn a New Phonic, Learn a Letter Name, Letter **Formation** and **Sing a Phonic Song**) with letters 'Ff', 'Gg' and their phonics.

### Doing physical exercises

- Ask Ps to make a circle and sit on their legs.
- Tell them repeat the movements after you.
- Say any short physical exercise chant. For example,

Stand up, sit down (3 times),  
Hands down.  
Sit down, stand up (3 times)  
Hands up.  
Hands to the sides –  
Bend left, bend right ((3 times)  
Hands up, hands down.  
Go to your desks  
And sit down.

- Repeat the procedures according to the steps above (Learn a New Phonic, Learn a Letter Name, Letter **Formation** and **Sing a Phonic Song**) with letter 'Hh' and its phonic.

## ENDING

### AB pp.52-53

- Draw Ps' attention to task 2 on page 52 and tell them that they should match big and small letters with proper hooks.
- Draw Ps' attention to task 4 on page 53 and tell them to colour all the spaces with big or small letters Hh brown. Ask what animal they have got and what letter its friend is. Get Ps to sing the phonic song about the sound it makes.

## OPTIONAL ACTIVITY

- AB p.53, t.5
- AB p.52-53, t.1, 3

## OBJECTIVES:

- to introduce new structure
- to practise letters 'Ee', 'Ff', 'Gg', 'Hh' and their phonics
- to practise numbers 1-10
- to practise structures 'I am ...'; He/She is ...'

## VOCABULARY:

number

## STRUCTURE:

How old are you? Are you six? How old is he/she?

## MATERIALS:

PB, AB, PB Audio, AB Audio, MP, flashcards # 125-142, ball, balloons with numbers

## OUTCOMES:

By the end of the lesson Ps will be able to ask the question 'How old are you?' and answer it.

## WARM-UP

- Take *flashcards # 125-142*, shuffle them, put them on the desk face down and ask each P to come and take one flashcard. Ask them not to show the flashcards to each other until you allow.
- Explain to Ps that they are going to match the letters with the animals according to their flashcards, e.g. the flashcard 'Aa' with flashcard 'ant', the flashcard 'Bb' with flashcard 'bear' and so forth. Let them mingle and start.
- After Ps form matching pairs, keep those pairs during the lesson.

## PRESENTATION

### MP Unit 6. Songs and Rhymes. 3

#### PB p.73, t.1

- Play *MP (Unit-6-Songs\_and\_Rhymes-3)* and ask Ps to watch the screen.

or

Play *PB Audio (track Unit-6-Les\_4-1)* and point to the *flashcard # 83*.

**Script**

- How old are you? (twice)  
 - Are you one? Are you two?  
 - Are you three, four, five or six?  
 - No, I'm not. Listen to this.  
 It's my birthday and hooray!  
 Now I'm seven, I'm seven today!

- Explain to Ps that we use structure 'How old are you?' to ask for somebody's age.
- Also explain the structure 'Are you one/two?'
- Play the audio again making pauses for Ps to repeat each line. Do it twice.

**PRACTICE**

**PB p.73, t.2**

- Explain to Ps that Smiling Sam, Vic and Ben want to know the children's age.
- Stick the poster # 24 to the board and take puppets of Smiling Sam, Ben and Vic (you have made them in Term 1). Play PB Audio (track Unit-6-Les\_4-2) and point to the poster with the appropriate puppet according to the speaker.

**Script**

**Smiling Sam:** How old are you?  
**Boy:** I'm six.  
**Vic:** Number 6. How old is he?  
**Ben:** He is six.  
**Smiling Sam:** How old are you?  
**Boy:** I'm seven.  
**Vic:** Number 2. How old is he?  
**Ben:** He is seven.

- Play the audio again making pauses for Ps to repeat.
- PB p.73, t.3**
- Tell Ps that they are going to find out the age of the children in the picture.
- Point to a child in the poster # 24 and say, e.g. 'Number 5. How old is she?' and point to the balloon the girl is holding in the picture. Encourage Ps to answer the question in chorus and say the age according to the number on the balloon, e.g. 'She is eight'.
- Ask several Ps the question pointing to different children in the poster.

**The Balloon with Number**

- Get Ps to split into pairs. Give each P a balloon with a number drawn on it.
- Encourage Ps to make similar dialogues using the balloons.

- Let them practice for 2 minutes.
- Ask volunteers to come to the front of the class and act out the dialogue. Help Ps if needed.

**AB p.54, t.1**

- Get Ps to open their ABs on page 54. Ask them to take their pencils and crayons.
- Explain to them that they are going to listen to the audio and draw a certain amount of candles on the cakes according to what the speaker says.
- Play AB Audio (track Act. Book Smiling Sam-1-Unit-6 p54\_Les\_4\_task\_1) and make pauses for Ps to draw candles.

**Script**

|                  |                  |
|------------------|------------------|
| 1. She is eight. | 4. She is nine.  |
| 2. He is ten.    | 5. She is seven. |
| 3. He is six.    | 6. He is four.   |

**ENDING**

**Play the Hot Potato Game**

- Arrange Ps to stand in a circle. Explain to them that they are going to play a game.
- They will toss a ball to each other asking and answering questions. For example P1 toss a ball to P2 and ask, 'How old are you?', P2 should answer, 'I am ...' and toss the ball to P3, and so forth. Tell Ps to remember each other's age.
- When every P answers the question about his/her age, tell them to ask another question.
- Get them to toss the ball and this time ask, 'How old is he/she?' and after throwing the ball P1 should point to P3. The P2 who catches the ball should say the age of P3.

# LESSON 5

## OBJECTIVES:

- to introduce a new structure
- to practise letters and their phonics
- to practise toys vocabulary
- to practise numbers 1-10
- to practise structures 'Happy Birthday!'; 'What's this?'; 'Wow! It's a ...'; 'Thank you!'

## VOCABULARY:

come in

## STRUCTURE:

Come in. Thank you.

## MATERIALS:

PB, AB, PB Audio, flashcards # 125-142, paper cake, stickers with numbers 1-10 (numbers can repeat), poster # 25, toy box, headscarf, stick, dice, markers (tokens)

## OUTCOMES:

By the end of the lesson Ps will be able to use the phrases 'Come in.' and 'Thank you.'. They will be able to act out the dialogue according to the sample.

## WARM-UP

### Big Races

- Organise the class into two or three separate teams (depending on the size of the class) and get them to sit in lines facing the board. Number each P in a team from 1 to 10.
- Explain to Ps that you are going to call out a number and the P with that number from each team should run up to the board and write the letter you shout.
- The team with the largest amount of the correct letters wins the game.

## PRESENTATION

### PB p.74, t.1

- Show Ps a paper cake and tell them that you have numbers inside it.
- Tell Ps that you are going to play a game.
- Ask each P to come and pick a sticker from the paper cake. Tell them not to look at it and to stick the sticker to their forehead.
- Split Ps into pairs and get them to ask each other questions and answer them, e.g. P1 asks P2, 'How old

are you?'. P2 has three attempts to guess what number is in his sticker, he/she answers 'I'm 1/3/4.' If P2 doesn't guess his/her number, P1 asks P3 a question, 'How old is he/she (P2)?' and P3 says, 'She is 6.'

## PRACTICE

### PB p.74, t.2

- Play *PB Audio (track Unit-6-Les\_5-2)* pointing to the *poster # 25*.

- Happy birthday!  
- Hello, come in. What's this?  
- Wow! It's a bike! Thank you!

Script

- Explain to Ps the meaning of the phrase 'Come in.'
- Explain to Ps the importance of being polite and saying 'Thank you.'
- Play the audio again making pauses for Ps to repeat.

### PB p.74, t.4

- Tell Ps that today is a magic day and everyone has birthdays today.
- Take your toy box and put it on a desk. Tell Ps to come and take a toy they want for their birthday.
- Split Ps into pairs and say that they have to congratulate each other and give the gift (the toy).
- Play the audio making pauses and let the children act out the dialogue. Let them finish the phrase with the name of the gift as they have different gifts.
- Ask volunteers to come to the front of the class and act out the dialogue.

### PB p.74, t.3

- Tell Ps that they are going to play a game.
- Show them a stick and a headscarf and tell that the girls are going to play the role of granny and the boys are going to be grandfathers.
- Ask three volunteers to come to the front of the class (preferably a boy and two girls).
- Ask the girls to play rock-paper-scissors to decide who will be granny.
- Give a stick to the boy and a headscarf to the girl (granny).
- Play the *PB Audio (track Unit-6-Les\_5-2)* and let Ps play their roles.
- Then ask other volunteers.
- Try to let them play without the audio support. Encourage them to use their emotions and play like real actors and actresses.

## ENDING

### PB pp.71-72

- Get Ps to open their PB on pp. 71 – 72.
- Revise the name of the letter 'Ee' and its friend using *PB Audio track Unit 6-Les\_3-1*.
- Revise the phonic of the letter 'Ee' using *PB Audio track Unit 6-Les\_3-2*.
- Follow the procedures above to revise letters 'Ff', 'Gg' and 'Hh'. Use *PB pp.71-72* and corresponding *PB audio tracks*.

### ABC Practice Book

- Get Ps open their *ABC PB on pp.3-4* and trace over the letters in the second line of each letter block.

## LESSON 6

### OBJECTIVES:

- to say, recognize and write the letters 'li', 'Jj', 'Kk', 'Ll'
- to recognize and say the sounds [l], [dʒ], [k], [l]
- to develop fine motor control

### VOCABULARY:

iguana, jaguar, kangaroo, lion

### STRUCTURE:

'Every letter makes a sound', 'The 'li'/'Jj'/'Kk'/'Ll' says [l]/[dʒ]/[k]/[l]'

### MATERIALS:

PB, AB, PB Audio, MP, ABC Practice Book, flashcards # 143-150.

### OUTCOMES:

By the end of the lesson Ps will be able to identify the letters 'li', 'Jj', 'Kk', 'Ll' and their phonics.

## WARM-UP

- Give each P either a capital or a small letter (Aa – Hh).
- The children walk around and find their partner to make pairs.
- Each group should present their letter. Then sing their phonic song.

## PRESENTATION

### Learn New Words

- Show the *iguana flashcard (# 143)*. Say 'iguana' and have Ps repeat several times.
- Show the *jaguar flashcard (# 145)*. Say 'jaguar' and have Ps repeat several times.
- Do the same procedures with 'kangaroo' and 'lion' using *flashcards (# 147, 149)*.
- Stick the iguana, jaguar, kangaroo and lion flashcards on the board and ask Ps name each one pointing to them randomly.
- Put all the flashcards away.

### Learn a New Phonic

- Hold up *iguana flashcard (# 143)*. Say 'iguana Isabel' and get Ps repeat several times. Explain that 'Isabel' is the name and the first sound is the same in each word. Pronounce it [i] and get Ps to do this.
- Stick the flashcard on the board and write the capital letter 'I' under it. Say that this is a big letter because 'Isabel' is the name and we use big letters to start writing names. Write a lower case letter 'i' and say that small letters are used for other words like 'iguana' which is the animal. Point to the small letter and say 'iguana', then to the big one saying 'Isabel'. Do it twice and get Ps to repeat after you in chorus and individually after your pointing to each one.
- Drill: [i] *iguana*, [i] *Isabel*. Encourage Ps to drill with you.
- Change the speed to challenge the Ps and add fun to the drill. The children will like the humour and it will help them focus on the first sound. This will also help them hear the initial sound more clearly. (When a P is confused about the first sound of a word is, you can ask them to say it like you do in drill.)

### Learn a Letter Name

- Tell Ps that they are going to listen to Smiling Sam, who presents a letter's name and its friend. Play *PB Audio (track Unit-6-Les\_6-1)* and hold up letter 'li' *flashcard (# 144)* when Sam says, 'This is letter 'l''. When Sam says "l has got a friend.' take 'iguana' flashcard and hold it up with Sam's words, 'It is iguana Isabel.' Stick both of the flashcards on the board.

or

Play *MP Unit-6-Letters\_and\_Sounds-li* and get Ps to watch the screen.

- Play the audio again and pause after each line. Tell Ps to repeat with your pointing to each flashcard appropriately.

**Script**

This is letter 'I'.  
'I' has got a friend.  
It is iguana Isabel.

- Play the audio again and ask Ps to say the letter presentation along with Smiling Sam.
- Tell children to find the 'li' in the alphabet on ABC poster (# 35). Repeat all the letters of the alphabet from 'A' pointing to and naming each letter, 'A, B, C, D, E, F, G, H, I'. Encourage your Ps to repeat several times in chorus and individually.

## PRACTICE

### Letter Formation

- Draw lines on the board like those ones in the *ABC Practice Book (ABC PB)*. Put dots on the lines to show the starting points for forming the capital letter 'I'.
- Write the lines of the letter exactly as it is presented in the *ABC PB*. Write the letter several times saying the directions out loud each time. Name the letter.
- Stand with your back to the Ps as you use your index finger to 'write' a capital letter in the air.
- Tell Ps to copy your action and 'write' the capital letter. Name the letter and get your Ps to repeat its name. Check that they are forming the letter correctly in the air.
- Repeat the procedure for the lower case 'i'.

### ABC Practice Book

- Ask Ps to open their *ABC PB* on page 5 and draw their attention to the letter with arrows next to the letter's friend. Tell Ps to practise tracing over the letters with arrows with their index finger.
- Tell Ps to practise tracing with their pencils over the letters 'li' in the first line of *ABC PB*. Check that they are forming the letters correctly. Get Ps to say the letter's name a few times.

### Sing a Phonic Song

- Tell Ps that they are going to sing a song to help them learn the sound of letter 'li'.
- Tell Ps to listen to the song. Play *PB Audio (track Unit-6-Les\_6-2)*.

or

Play *MP Unit-6-Letters\_and\_Sounds-Phonic\_Song-5* and get Ps to watch the screen.

**Script**

The 'I' says [i],  
The 'I' says [i].  
Every letter makes a sound:  
The 'I' says [i]!  
[i] iguana

- Play the audio again and pause after each line. Sing the line and tell Ps to repeat after you pointing to the letter and its friend.
- Repeat the procedures according to the steps above (**Learn a New Phonic, Learn a Letter Name, Letter Formation and Sing a Phonic Song**) with letters 'Jj', 'Kk' and their phonics.

### Guess the Letter Game

- Ask Ps to come out to the game zone (more spacious place in the classroom).
- Divide them into pairs. Explain that one P should trace one and the same letter twice with his index finger on the back of their partner. The other one should guess and name it (He/she has 2 attempts). Ps take turns in pairs.
- Repeat the procedures according to the steps above (**Learn a New Phonic, Learn a Letter Name, Letter Formation and Sing a Phonic Song**) with letter 'Ll' and its phonic.

## ENDING

### AB p.56

- Draw Ps' attention to task 1 on page 56 and tell them that they should match a letter and its friend.
- Draw Ps' attention to task 2 on page 56 and tell them to find and circle the corresponding letter. Ask several Ps to name the letters.

## OPTIONAL ACTIVITY

- AB p.57, t.3, 4

# LESSON 7 Story Time

## OBJECTIVES:

- to introduce new vocabulary
- to practise the names of the toys
- to practise letters 'Aa' - 'Ll' and their phonics
- to practise structures 'What's this?', 'Come in'
- to develop Ps' listening skills

## VOCABULARY:

helicopter, scooter

## STRUCTURE:

Happy Birthday! What's this? Come in. Can you guess?

## MATERIALS:

PB, PB Audio, AB, MP, flashcard # 88, pencils of different colours, scissors, envelopes, ball.

## OUTCOMES:

By the end of the lesson Ps will be able to follow and understand the sequence of events in the story.

## WARM-UP

### Make a Shape of a Letter

- Tell Ps that they are going to play a stretching game.
- Make sure there is enough space in the classroom.
- You call out a letter and ask a P to run up to the board and write it. If the letter is correct, get your Ps to make the shape of the letter with their bodies (form capital letters).

## PRESENTATION

- Take the flashcards # 125, 127, 129, 131, 135, 137, 139, 141, 143, 145, 147, 149 and start showing them to Ps one by one asking, e.g. 'Is it a dog/cat?'
- Show, for example, the flashcard with a lion and ask, 'Is it a jaguar?'
- Encourage Ps to answer, 'No, it isn't. It is a lion.'
- Hand out the flashcards and get Ps to have small dialogues.

### MP. Unit 6. Story

#### PB p. 77, t.1

- Play MP (Unit 6-Story).
- Get Ps to watch the story twice. (In case you don't have the MP, you may use PB and PB Audio (track Unit-6-Les\_7-1 St.time)).

## Script

Children: Happy birthday!

Mike: Hello. Come in.

Mike: What's this?

Children: Can you guess?

Mike: A helicopter?

Children: No.

Mike: A teddy bear?

Children: No.

Mike: A scooter! Yes! Thank you.

### AB p. 58, t.1

- Get Ps to open their ABs on page 58 and prepare their pens, pencils and crayons.
- Ask them to number the pictures in the right order. Let them colour the pictures.
- Ask several Ps to come to the 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 isn't right.

## PRACTICE

### PB p. 77, t.1, 2

- Get Ps to open their PBs and prepare to listen to the audio and point to the appropriate picture. Play PB Audio (track Unit-6-Les\_7-1 St.time).
- Play the audio again making pauses and encourage Ps to repeat each phrase. Do it twice.

### PB p. 77, t.4

- Tell Ps that they are going to become actors. Divide the class into pairs. Assign the roles and get them to act out the story.
- You can play the story PB Audio (track Unit-6-Les\_7-1 St.time) while Ps are acting, for guidance.
- Ps work in pairs and act out the story using pictures in PBs.
- Ask several pairs of volunteers to come to the front of the class and act the story out. Help Ps if needed.

### Making Mini-Flashcards

- Get Ps to open their ABs on page 91 and cut out the pictures with birthday vocabulary. Ask them to put their new mini-flashcards into the new envelopes for birthday.



### Play the Guessing Game with Mini-Flashcards

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

### ENDING

- Stick letters friends flashcards (A – L) in ABC order in one place on the board.
- Write capital letters (A – L) randomly in the other place.
- Ask a P to come to the front and draw a line from the picture (letter friend flashcard) to the corresponding letter.
- Repeat with other flashcards and Ps.
- Drill the phonics of each letter pointing to the letter first then to its friend, [æ] ant Annie, [b] bear Bill etc. Do it together with Ps.

## LESSON 8 Revision

#### OBJECTIVES:

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

#### RECYCLED LANGUAGE:

presents, Birthday vocabulary, *Happy Birthday* song, letters 'Ee', 'Ff', 'Gg', 'Hh', 'Ii', 'Jj', 'Kk', 'Ll', phonics, structures 'How old are you?', 'How old is he/she?', 'I'm seven', 'He/she is seven', 'Are you six?', 'Come in'

#### MATERIALS:

PB, PB Audio, AB, AB Audio, MP, one dice and 2 markers (tokens) for the Snake Game, toy box.

#### OUTCOMES:

By the end of the lesson Ps will be able to speak about birthday presents, they will identify letters 'Ee', 'Ff', 'Gg', 'Hh', 'Ii', 'Jj', 'Kk', 'Ll' and their phonics. They will be able to write them. Ps will be able to use the vocabulary of the unit when playing games.

### WARM-UP

- Take your toy box and put it on the desk.
- Ask a volunteer to come to the desk and pull out a toy, show it to Ps and say, 'What is this?' Let Ps answer, 'It is ...'
- Invite another P to do the same procedure. Let Ps come one by one and show the toys.

### PRESENTATION

#### MP Unit 6 Game 1

- Play *MP (Unit-6-Games-1)*.
- Explain to Ps they should watch the screen and listen to the speaker.
- Ask them to come one by one and click on the appropriate toy according to what the speaker says.

a balloon  
a birthday present  
a star  
a candle  
a birthday cake

Script

#### MP Unit 6 Presentation 2 PB p. 78, t.1

- Get Ps to watch the screen. Play *MP (Unit-6-Presentation-2)*. Play it twice.
- Get Ps to open their PBs on page 78. Ask them to listen to the audio and point to the appropriate picture.
- Play *PB Audio (track Unit-6-Les\_8-1\_Rev)* making pauses for Ps to point to the corresponding picture.

This is Mike.  
He is nine today.  
He has got a birthday present.  
It's a yellow car. (5)

This is Mary.  
She is ten today.  
She has got a birthday present.  
It's a red book. (2)

Script

This is Ted.  
He is eight today.  
He has got a birthday present.  
It's a blue plane. (3)

This is Ann.  
She is seven today.  
She has got a birthday present.  
It's a big teddy bear. (6)

This is Meg.  
She is five today.  
She has got a birthday present.  
It's a big doll. (1)

This is Tom.  
He is six today.  
He has got a birthday present.  
It's a green bike. (4)



## PRACTICE

### MP Unit 6 Game 2

- Get Ps to watch the screen and listen to the speaker. Tell Ps that they are going to choose a child according to what the speaker says.
- Play *MP (Unit-6-Game-2)* and ask volunteers to come one by one and choose the right child.

#### PB p. 78, t.2

- Get Ps to open their PBs on page 78.
- Hold up your PB and explain to Ps that they are going to match the letters with the appropriate animals. Let Ps do this with their index finger.
- Invite several Ps to the front of the class and show every letter one by one. Let other Ps listen and correct if needed.

#### AB p.59, t.1

- Get Ps to open their ABs on page 59 and prepare their pens.
- Explain to them that they are going to match the capital letters to the small letters. Give them 2 minutes to do this.
- Ask several Ps to name each letter.

### ABC Practice Book

- Get Ps open their *ABC PB on pp.5-6* and trace over the letters in the second line of each letter block.

#### AB p.59, t.2

- Draw Ps' attention to the next exercise.
- Finger count to ten. Encourage Ps to finger count with you.
- Hold up your AB and point to the pictures and empty squares near them.
- Tell Ps that they are going to listen to the audio and write the correct number in the square near the appropriate picture.
- Play *AB Audio (track Unit 6-Les\_8-2)* and get Ps to write numbers according to what the speaker says.

- |                          |                    |
|--------------------------|--------------------|
| 1 It is a present.       | 5 It is a ballon.  |
| 2 It is a birthday cake. | 6 It is a scooter. |
| 3 It is a candle.        | 7 It is a bike.    |
| 4 It is a star.          |                    |

Script

- Two Ps put their markers (tokens) on the starting square. Ps take turns rolling a dice to move their marker (token) by the number of squares indicated by the dice roll.
- If the marker (token) stops on the white square with sad Smiling Sam, pay attention to the red arrow. The marker (token) should go back to the number that the red arrow points to.
- If the marker (token) stops on the white square with happy Smiling Sam, pay attention to the green arrow. The marker should go forward to the number the green arrow points to.
- When the marker stops on Sam who is singing Ps should sing the appropriate song, e.g. 'Happy birthday song' or 'Ten little stars'. For the other squares, Ps should count the things, e.g. 'Ten stars.' etc.
- If there is a boy/girl in the square, Ps should say how old he/she is.
- The first P to reach the finish wins the game.
- As soon as Ps get the rules of the game, let them play.

## ENDING

### Play the Snake Game

#### PB p. 79, t.3

- Ask a pair of Ps to be an example and let the others watch how the game should be played.

# UNIT 7 MY FOOD

## LESSON 1

### OBJECTIVES:

- to introduce new vocabulary
- to introduce and practise new structures and exclamatory sentences

### VOCABULARY:

juice, pudding, pizza, hot dog, hungry

### STRUCTURE:

Yummy!; Let's have a pizza!; Pizza, please.  
And some juice; Smelling great!; I'm hungry.

### MATERIALS:

PB, PB Audio, AB, flashcards # 89-92, MP, pencils of different colours, apron, chef's hat, oven gloves, some peanuts, large paper dice, paper pizza, juice

### OUTCOMES:

By the end of the lesson Ps will be able to point and name food in English. They will be able to use new phrases in short sentences. Ps will be able to make small dialogues about the food they prefer to eat.

### WARM-UP

- Get your Ps to sit in a circle. In the middle of the circle there is: a plate with some peanuts, apron, chef's hat and oven gloves. You will also need a large dice.
- Each P in the group has a turn at rolling the dice. Every time someone in the group rolls a six, they must run into the middle, put on apron, chef's hat and oven gloves and try to eat peanuts until someone else in the group rolls a six.
- They must then stop and take off all the clothes. The P who rolled the six then comes into the circle, puts on the clothes and attempts to eat as much of peanuts as they can until someone else rolls a six and they switch again. Continue until peanuts have been eaten.

### PRESENTATION

- Ask Ps what they like to eat. Let them use their native language.
- Tell them that in this unit they will learn about food.

### MP Unit 7 Songs and Rhymes 1

PB p. 80, t.1

- Play *MP (Unit-7-Songs and Rhymes-1)* and get Ps to watch the screen and listen.

or

Play *PB Audio (track Unit-7-Les\_1-1)* and hold up your PB and point to each character according to the speaker.

### Script

*Pizza, pizza, pizza, pizza*  
*Smelling great, smelling great,*  
*Yummy, yummy pizza*  
*Yummy, yummy pizza*  
*Smelling great, smelling great.*

*Hot dogs, hot dogs, hot dogs, hot dogs*  
*Smelling great, smelling great,*  
*Yummy, yummy hot dogs*  
*Yummy, yummy hot dogs*  
*Smelling great, smelling great.*

*Pudding, pudding, pudding, pudding*  
*Smelling great, smelling great,*  
*Yummy, yummy, pudding*  
*Yummy, yummy, pudding*  
*Smelling great, smelling great.*

*I'm so hungry!*

- Take *flashcards # 89-92* and start showing them one by one. Name each flashcard and get Ps to repeat after you.
- Do it twice.
- Play *PB Audio (track Unit-7-Les\_1-1)*. During the audio show the flashcards one by one according to the speaker and make some movements up, for example, as if you want to eat the food that is in the flashcard when the speaker says, 'Yummy, yummy...' or smell the food when the speaker says, 'Smelling great...' etc..

### PRACTICE

PB p. 81, t.2, 3

- Get Ps to open their PBs on page 80-81.
- Draw their attention to the picture. Ask them to point to the food you name.
- Say one by one each word and get Ps to point.
- Tell them that they are going to listen to Ben's and Liz's conversation.
- Play *PB Audio (track Unit-7-Les\_1-3)*.

Liz: Let's have pizza.  
 Ben: Pizza? Mmm. Smelling great!  
 Liz: And some juice?  
 Ben: Pizza, please. I'm hungry!

Script

- Play the audio again making pauses for Ps to repeat. Do it twice.

**PB p. 81, t.4**

- Tell Ps that they are going to be actors and play roles.
- Put a paper pizza on a desk and ask a pair of volunteers to come to the desk and act out the dialogue.
- Play the audio and let Ps to act out the dialogue using paper pizza and juice.
- Ask other pair of volunteers and so forth.

## ENDING

**AB p. 60, t.1**

- Get Ps to open their ABs on page 60. Ask them to take their pencils and crayons.
- Tell them to complete and colour the food.
- Encourage several Ps to say, 'Let's have pizza/juice/hot dog/pudding.'

# LESSON 2

### OBJECTIVES:

- to introduce new vocabulary
- to practise the previous vocabulary
- to introduce and practise structures

### VOCABULARY:

bread, toast, sandwich, cheese, jam, butter, banana, apple

### STRUCTURE:

I've got

### MATERIALS:

PB, PB Audio, AB, MP, flashcards # 93-100, poster # 26, pencils of different colours, a long ball of twine/wool

### OUTCOMES:

By the end of the lesson Ps will be able to point to and name food in English.

## WARM-UP

### Play the String Game

- Explain to Ps that they are going to play a game.
- Get Ps to sit in a circle. Give a long ball of twine/wool to a P. While holding the end of a long ball of twine/wool the first P says a word and tosses the twine to someone else across the circle who holds onto the string and repeats the procedure. Then you retrieve the string by reversing the path the string took and each P says their word passing it to.

## PRESENTATION

### MP Unit 7 Presentation 1

- Play *MP (Unit-7-Presentation-1)*.
- Ask Ps to watch the screen and listen.

bread, banana, apple, sandwich  
 cheese, jam, toast, butter

Script

- Take *flashcards # 93-100* and start showing them one by one. Get Ps to repeat each word after you. Do it twice.

**PB p. 82, t.2**

- Tell Ps that they are going to listen to the audio and draw their attention to the pictures in PB.
- Ask them to point to the pictures with their index finger according to what the speaker says. Help Ps by showing the flashcards.
- Play *PB Audio (track Unit-7-Les\_2-1)*

bread, banana, apple, sandwich  
 cheese, jam, toast, butter

Script

- Play the audio again and get Ps to listen, point and repeat each word. Play the audio making pauses for Ps to point and repeat.

## PRACTICE

**AB p. 61, t.1**

- Get Ps to open their ABs on page 61. Ask them to colour the food.
- Ask several volunteers to name the pictures.

**PB p. 82, t.3**

- Stick the *poster # 26* to the board and tell Ps that they are going to listen to the conversation of children.

# LESSON 3

- Play *PB Audio (track Unit-7-Les\_2-3)* and point to each character and his/her box with food according to the speaker.

*Script*

*Vic: I've got toasts and jam.*  
*Liz: I've got an apple and cheese.*  
*Ben: I've got a sandwich and a banana.*  
*Nick: I've got bread and butter.*

- Play the audio again making pauses for Ps to repeat.
- Divide Ps into groups of four and ask a group of volunteers to come to the front of the class. Give *flashcard # 94, 99* (toasts and jam) to P1, *flashcard # 96, 98* (an apple and cheese) to P2, *flashcard # 95, 97 (a sandwich and a banana)* to P3 and *flashcard # 93, 100 (bread and butter)* to P4.
- Play the audio making pauses and let Ps to act out the dialogue showing the flashcards they have.
- Ask another group of volunteers and so forth.

## ENDING

### AB p. 61, t.2

- Get Ps to open their ABs on page 61. Explain to them that they are going to draw a line between a child and food and say, e.g. 'Liz has got an apple.'
- Give them a minute to draw the lines.
- Ask a P to come to the front of the class and holding up his/her AB tell Ps what food children in his/her AB have got.

### ABC Revision

- Review the lower case and capitals of letters 'a, b, c, d, e, f, g, h, i'. Write the lower case letters on the board. Draw writing lines under each one.
- Call a P to the front. Ask him/her to write the capital letter for lower case letter 'a' on the writing lines under it.
- Repeat with different Ps writing the other capital letters.

### OBJECTIVES:

- to say, recognize and write the letters 'Mm', 'Nn', 'Oo', 'Pp'
- to recognize and say the sounds [m], [n], [o], [p]
- to develop fine motor control

### VOCABULARY:

monkey, octopus, nice

### STRUCTURE:

'Every letter makes a sound', 'The 'Mm'/'Nn'/'Oo'/'Pp' says [m]/[n]/[o]/[p]'

### MATERIALS:

PB, AB, PB Audio, MP, ABC Practice Book, flashcards # 133, 134, 151-156, plasticine, balloon

### OUTCOMES:

By the end of the lesson Ps will be able to identify the letters 'Mm', 'Nn', 'Oo', 'Pp'. They will be able to write and pronounce their phonics.

## WARM-UP

- Display letter flashcards on the board (A – L).
- Divide Ps into two teams and explain that you'll say the sound that one of these letters make.
- Say e.g. [h]. A P from team 1 should come up and point to the letter. The team should sing the phonic song about this letter in chorus. If everything is correct the team gets a point.
- Teams participate in turns. The winner is the team with more points.

## PRESENTATION

### Learn New Words

- Show the *monkey flashcard (# 151)*. Say 'monkey' and have Ps repeat several times.
- Show the *nice Nina flashcard (# 153)*. Say 'nice Nina' and explain the meaning of the word 'nice'. Then have Ps repeat *nice Nina* after you several times.
- Show the *octopus flashcard (# 155)*. Say 'octopus' and have Ps repeat several times.
- Help Ps revise the word 'pig' (which they have already known) with showing the appropriate *flashcard (# 157)* and getting Ps repeat.

- Stick the *monkey, nice Nina, octopus* and *pig* flashcards on the board and ask Ps name each one pointing to them randomly.
- Put all the flashcards away.

### Learn a New Phonic

- Hold up the monkey *flashcard (# 151)*. Say 'monkey Molly' and get Ps repeat several times. Explain that 'Molly' is the name and the first sound is the same in each word. Pronounce it [m] and get Ps to do this.
- Stick the flashcard on the board and write the capital letter M under it. Say that this is a big letter because 'Molly' is the name and we use big letters to start writing names. Write a lower case letter 'm' and say that small letter are used for other words like 'monkey'. Point to the small letter and say 'monkey', then to the big one saying 'Molly'. Do it twice and get Ps to repeat after you in chorus and individually after your pointing to each one.
- Draw a woman's face on the board and write low case letter 'm' under it saying 'mother'. Draw a mouse and write letter 'm' under it saying 'mouse'
- Drill: [m] monkey, [m] Molly, [m] mouse, [m] mother. Encourage Ps to drill with you.
- Change the speed to challenge the Ps and add fun to the drill. The children will like the humour and it will help them focus on the first sound. This will also help them hear the initial sound more clearly. (When a P is confused about the first sound of a word is, you can ask them to say it like you do in drill.)

### Learn a Letter Name

- Tell Ps that they are going to listen to Smiling Sam, who presents a letter's name and its friend. Play *PB Audio (track Unit-7-Les\_3-1)* and hold up letter Mm *flashcard (# 151)* when Sam says, 'This is letter 'M''. When Sam says 'M has got a friend.' take 'monkey' flashcard and hold it up with Sam's words, 'It is monkey Molly.' Stick both of the flashcards on the board.

or

Play *MP Unit-7-Letters\_and\_Sounds-Mm* and get Ps to watch the screen.

- Play the audio again and pause after each line. Tell Ps to repeat with your pointing to each flashcard appropriately.

This is letter 'M'.  
 'M' has got a friend.  
 It is monkey Molly.

Script

- Play the audio again and ask Ps to say the letter presentation along with Smiling Sam.
- Tell children to find the 'Mm' in the alphabet on *ABC poster (# 35)*. Repeat all the letters of the alphabet from 'A' pointing to and naming each letter, 'A, B, C, D, E, F, G, H, I, J, K, L, M'. Encourage your Ps to repeat several times in chorus and individually.

## PRACTICE

### Letter Formation

- Draw lines on the board like those ones in the *ABC Practice Book* (ABC PB). Put dots on the lines to show the starting points for forming the capital letter 'M'.
- Write the lines of the letter exactly as it is presented in the *ABC PB*. Write the letter several times saying the directions out loud each time. Name the letter.
- Stand with your back to the Ps as you use your index finger to 'write' a capital letter in the air.
- Tell Ps to copy your action and 'write' the capital letter. Name the letter and get your Ps to repeat its name. Check that they are forming the letter correctly in the air.
- Repeat the procedure for the lower case 'm'.

### ABC Practice Book

- Ask Ps to open their *ABC PB* on page 7 and draw their attention to the letter with arrows next to the letter's friend. Tell Ps to practise tracing over the letters with arrows with their index finger.
- Tell Ps to practise tracing with their pencils over the letters 'Mm' in the first line of *ABC PB*. Check that they are forming the letters correctly. Get Ps to say the letter's name a few times.

### Sing a Phonic Song

- Tell Ps that they are going to sing a song to help them learn the sound of letter 'Mm'.
- Tell Ps to listen to the song. Play *PB Audio (track Unit-7-Les\_3-2)*.

or

Play *MP Unit-7-Letters\_and\_Sounds-Phonic\_Song-1* and get Ps to watch the screen.

Script
 The 'M' says [m],  
 The 'M' says [m].  
 Every letter makes a sound:  
 The 'M' says [m]!  
 [m] monkey, mouse, mother

# LESSON 4

- Play the audio again and pause after each line. Sing the line and tell Ps to repeat after you pointing to the letter, its friend and your drawings on the board (mouse, mother).
- Repeat the procedures according to the steps above (**Learn a New Phonic, Learn a Letter Name, Letter Formation** and **Sing a Phonic Song**) with letters 'Nn', 'Oo' and their phonics.

## Play with a Balloon

- Explain to Ps that they are going to play with a balloon into the middle of the group and everyone has to keep it from touching the ground.
- Tell Ps to say a letter and a word that begins with that letter and toss the balloon to other P, e.g. P1 tosses the balloon and says, 'Mm' – 'monkey', P2, who catches the balloon and says, 'Aa' – 'ant' and so on.
- Say any short physical exercise chant.
- Repeat the procedures according to the steps above (**Learn a New Phonic, Learn a Letter Name, Letter Formation** and **Sing a Phonic Song**) with letter 'Pp' and its phonic.

## ENDING

### AB p.62, t.1

- Ask Ps to take a brown pencil. Tell that they should colour all spaces that have 'M' or 'm' brown.
- Ask what animal they have.

### AB p.63, t.5

- Explain to Ps that they should colour the pictures with names that start with 'P'.

## OPTIONAL ACTIVITY

- AB p.62, t.3
- AB p.62-63, t.2, 4

## OBJECTIVES:

- to introduce new vocabulary
- to practise letters 'Mm', 'Nn', 'Oo', 'Pp'
- to introduce and practise structures 'No, thank you', 'Yes please'

## VOCABULARY:

menu, water, tea, coffee, cocoa, milk, chocolate, ice-cream

## STRUCTURE:

Tea? – No, thank you.; Coffee or cocoa? – Cocoa, please.

## MATERIALS:

PB, AB, PB Audio, MP, flashcards # 102-107, 89-101, poster # 27, pencils of different colours, sheets of paper, markers (tokens) for Bingo

## OUTCOMES:

By the end of the lesson Ps will be able to ask and answer the questions about the menu. They will be able to say what food or drink they prefer.

## WARM-UP

### What's Missing?

- Get Ps to sit in a circle. Put the *flashcards # 133, 134, 151-156* on the floor. Tell Ps to remember the flashcards. Explain to them that they should close their eyes while you remove one flashcard at a time. After that they should guess which flashcard is missing.

## PRESENTATION

### MP Unit 7 Presentation 1

- Play *MP (Unit-7-Presentation-1)*, start with word 'milk'.

*milk, cocoa, tea, coffee, water,  
ice cream, chocolate*

*Script*

- Stick the *poster # 27* to the board and draw Ps' attention to the picture. Point to the pictures of food and drinks that are in the poster and say that this is a menu. Explain to them the meaning of the word 'menu'. Ask Ps whether they know what it is. Let them use their native language.

### PB p. 85, t.1

- Play *PB Audio (track Unit-7-Les\_4-1)* and show the



flashcards # 102-107 according to the speaker.

menu, milk, cocoa, tea, coffee, water,  
ice cream, chocolate

Script

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

## PRACTICE

**PB p. 85, t.2**

- Tell Ps that they are going to listen to the audio and draw their attention to the pictures in PB.
- Ask them to point to the pictures with their index finger according to what the speaker says. Help Ps by showing the flashcards.
- Play *PB Audio (track Unit-7-Les\_4-1)*
- Ask a volunteer to come up to the poster. You say a word and let the P point to the picture you name.

**PB p. 85, t.3**

- Point to the *poster # 27* and tell Ps that they are going to listen to the conversation of Smiling Sam and Liz.
- Play *PB Audio (track Unit-7-Les\_4-3)* and point to each character according to the speaker.

**Smiling Sam:** Water?

**Liz:** No.

**Smiling Sam:** Tea?

**Liz:** No, thank you.

**Smiling Sam:** Coffee or cocoa?

**Liz:** Cocoa, please.

Script

- Play the audio again making pauses for Ps to repeat. Do it twice.

**PB p. 85, t.4**

- Hand out sheets of paper and ask Ps to take their pencils and crayons. Tell them to draw their own menu.

**PB p. 85, t.5**

- Divide Ps into pairs, and let them make the dialogues using their own menus. Help them if needed.
- Ask several pairs of volunteers to come to the front of the classroom and act out the dialogue.

**AB p. 64-65, t.1, 2**

- Explain to Ps that they should choose 6 pictures in task 3 and draw them in boxes.
- After they do this, they should draw the rest of the pictures in task 2.
- Give them some time to do this.

## ENDING

**AB p. 65, t.3**

**Play Bingo**

- Ask Ps to colour the pictures and cut them out.
- Tell them that they are going to play Bingo.
- Explain to them that they have a card with pictures. You are going to call out a word and they should put a marker (token) on the appropriate picture, then you call out another word and so forth. The first P to match 3 pictures in a row and shout 'Bingo' is the winner.

## LESSON 5

### OBJECTIVES:

- to introduce new vocabulary
- to introduce and practise structures 'Stand up.' 'Sit down.' 'I've got ...'

### VOCABULARY:

ham, egg, orange, yoghurt

### STRUCTURE:

I've got ...

### MATERIALS:

PB, AB, PB Audio, AB Audio, MP, flashcards # 89-110, poster # 28, pencils of different colours, sheets of paper

### OUTCOMES:

By the end of the lesson Ps will be able to point and name new words. They will be able to show the food using the phrase 'I've got ...'.

## WARM-UP

- Ask Ps to say in order the letters of the alphabet they know ('a' - 'p').
- Ask Ps to say in order the sounds of the letters they know [æ], [b], [k], etc. till [p].

## PRESENTATION

**MP Unit 7 Songs and Rhymes 2**

- Play *MP (Unit-7-Songs\_and\_Rhymes-2)* and get Ps to watch the screen and copy the movements. Ask them to remember the movements.



**Script**

Cocoa, milk, coffee, tea  
 Stand up and clap with me –  
 Clap, clap, clap, clap, clap!  
 Bread, butter, ham and eggs  
 Sit down and tap your legs –  
 Tap, tap, tap, tap, tap!

**PB p. 86, t.1, 2**

- Stick the *poster # 28* to the board and play *PB Audio (track Unit-7-Les\_5-1)* and point to the poster according to the speaker.
- Play the audio again making pauses for Ps to repeat and try to make movements according to what the speaker says.
- Play the audio without pauses and get your Ps to sing along and make movements.

**PRACTICE**

- Take *flashcards # 101, 108-110* start showing them one by one.
- Name them and get Ps to repeat after you each word.
- Do it twice.

**PB p. 86, t.3**

- Stick the *flashcards # 89-110* to the board for Ps to see them.
- Hand out the sheets of paper and ask Ps to take their pencils and crayons.
- Use the instructions in task 3 and get Ps to make the 'spoons' with food they like.
- Give them 5 minutes. You should also have such 'spoon'.
- Divide the class into pairs.
- Take your spoon and say, e.g. 'I have got ice-cream, chocolate, coffee and milk'.
- Encourage Ps to work in pairs showing each other their spoons and saying the phrase 'I have got ...'
- Invite several volunteers to come to the front of the class and show their spoons, and tell their classmates what they've got.

**ENDING****AB p. 67, t.1**

- Get Ps to open their ABs on page 67. Ask them to prepare their pencils of different colours.
- Explain to them that they should listen to what the speaker says and colour the food the appropriate colour.

- Play *AB Audio (track Unit-7\_p 67\_Les\_5\_task 1)* and get Ps to colour the pictures. Make pauses to make sure Ps have enough time for colouring.

**Script**

1. red apples                      4. brown cocoa  
 2. blue ice-cream                5. pink ham  
 3. yellow bananas                6. white and yellow eggs

**AB p. 67, t.2**

- Tell Ps that they are going to listen to another audio, but this time they will need their pens.
- Explain to them that they should listen to the speaker and put a tick or a cross depending on what the speaker says. Be attentive. You may write symbols (tick and cross) for Ps on the board.
- Play *AB Audio (track Unit-7\_p 67\_Les\_5\_task 2)* making pauses for Ps to have time for choosing the answer.

**Script**

1. Apples? – Yes, please.  
 2. Bananas? – No, thanks.  
 3. Cocoa? – No, thank you.  
 4. Ice-cream? – Yes, please.  
 5. Ham? – Yes, please.  
 6. Eggs? – No, thanks.

## LESSON 6

**OBJECTIVES:**

- to say, recognize and write the letters 'Qq', 'Rr', 'Ss', 'Tt'
- to recognize and say the sounds [kw], [r], [s], [t]
- to develop fine motor control

**VOCABULARY:**

queen, snake

**STRUCTURE:**

'Every letter makes a sound', 'The 'Qq'/'Rr'/'Ss'/'Tt' says [kw]/[r]/[s]/[t]'

**MATERIALS:**

PB, AB, PB Audio, MP, ABC Practice Book, flashcards # 157-164, 89-110

**OUTCOMES:**

By the end of the lesson Ps will be able to identify the letters 'Qq', 'Rr', 'Ss', 'Tt' and their phonics.

## WARM-UP

- Give letter's friends flashcards to individual Ps around the class. Give the corresponding letters (A-P) flashcards to different Ps.
- Ask the Ps with letters flashcards to stand up one at a time and say the sound a letter make.
- The Ps with letter's friends flashcards listen. If the sound corresponds with the initial sound of the letter's friend, they stand up, show the card to the class and say the name of the letter's friend.

## PRESENTATION

- Introduce new words and revise the previous ones: *queen, rabbit, snake* and *turtle* with the *flashcards # 157, 159, 161, 163* following the procedure from the previous lessons.
- Work with introducing a letter (Qq, Rr, Ss, Tt) and its phonic with **each letter separately** following the procedures of the previous lessons (e.g. Unit 7 lesson 3). For this use the **following scheme**.

- 1) Learn each new phonic following the familiar procedures from e.g. Unit 7 lesson 3.
- 2) Drill: [kw] *queen*, [kw] *Quintella*. Encourage Ps to drill with you changing the speed.
- 3) Learn letter names listening and repeating Smiling Sam's letter presentations.  
Use *PB Audio (track Unit-7-Les\_6-1, track Unit-7-Les\_6-3, track Unit-7-Les\_6-5, track Unit-7-Les\_6-7)* and letter *flashcards # 158, 160, 162, 164* as in procedure in Lesson 3 of this unit.

or

Use *MP Unit-6-Letters\_and\_Sounds-Qq (Rr, Ss, Tt)*.

- 4) Tell children to find all the letters that are learnt on *ABC poster (# 35)* in the alphabet. Repeat all the letters of the alphabet from 'A' pointing to and naming each letter till the target letter.

## PRACTICE

- 5) Use letter formation procedures as in lesson 3 presented. Follow them for each letter.
- 6) Use *ABC Practice Book* for your Ps to practise tracing over the target letter. Follow the familiar procedures.
- 7) Sing a phonic song each time following the familiar procedures and using *PB Audio (track*

*Unit-7-Les\_6-2, Unit-7-Les\_6-4, Unit-7-Les\_6-6, Unit-7-Les\_6-8)*

or

Play *MP Unit-7-Letters\_and\_Sounds-Phonic\_Song-5 (6,7,8)*

### Doing physical exercises

- Ask Ps to make a circle and sit on their legs.
- Tell them repeat the movements after you.
- Say any short physical exercise chant. For example,

*Stand up, sit down (3 times),  
Hands down.  
Sit down, stand up (3 times)  
Hands up.  
Hands to the sides –  
Bend left, bend right ((3 times)  
Hands up, hands down.  
Go to your desks  
And sit down.*

## ENDING

### AB pp.68-69

- Draw Ps' attention to task 3 on page 68 and explain them what they should do.
- Draw Ps' attention to task 5 on page 69 and tell them to find and circle letter 'Ss'.

## OPTIONAL ACTIVITY

- AB p.68-69, t.1, 2, 4, 6

# LESSON 7 Story Time

Script

## OBJECTIVES:

- to introduce new vocabulary
- to practise the food vocabulary
- to practise letters 'Aa'-'Tt'
- to practise alternative questions
- to develop Ps' listening skills

## VOCABULARY:

dad, mum, breakfast

## STRUCTURE:

Let's have breakfast. Jam and butter? – Just butter, please; I don't know.

## MATERIALS:

PB, PB Audio, AB, MP, flashcards # 89-112, poster # 29, scissors, envelopes.

## OUTCOMES:

By the end of the lesson Ps will be able to follow and understand the order of the story.

## WARM-UP

- Review the capital forms of letters 'a' – 't'. Write the lower case letters on the board. Call Ps to the front to write the corresponding capital letters.
- Ask Ps to say the letter name and sound of each letter.

## PRESENTATION

### MP. Unit 7. Story

#### PB p.89, t.1

- Play *MP (Unit 7-Story)*.
- Get Ps to watch the story twice. (In case you don't have the MP, you may use the *poster # 29* and Play *PB Audio (track Unit-7-Les\_7-1 St.time)*).

**Liz:** Good morning. Mum! Good morning, Dad!

**Dad:** Good morning, Liz! How are you?

**Liz:** I'm hungry.

**Mum:** Let's have breakfast.

**Mum:** Cocoa or tea?

**Liz:** Cocoa, please.

**Mum:** Toast or bread?

**Liz:** Toast, please.

**Mum:** Jam and butter?

**Liz:** Just butter, please.

**Mum:** Where is the butter?

**Liz:** I don't know.

**Tim:** It's here.

**Mum:** Oh Tim! Look at you!

- Play the MP/audio again making pauses for Ps to repeat each line.

#### PB p. 89, t.1, 2

- Get Ps to open their PBs and prepare to listen to the audio and point to the appropriate picture. Play *PB Audio (track Unit-7-Les\_7-1 St.time)*.
- Play the audio again making pauses and encourage Ps to repeat each phrase. Do it twice.

## PRACTICE

#### AB p. 70, t.1

- Get Ps to open their ABs on page 70 and prepare their pens.
- Ask them to number the pictures in the right order.
- Ask several Ps to come to the 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 isn't right.

#### PB p. 89, t.4

- Tell Ps that they are going to become actors. Divide the class into the groups of four (mum, dad, Liz and Tim). Assign the roles and get them to act out the story.
- You can play the story *PB Audio (track Unit-7-Les\_7-1 St.time)* while Ps are acting, for guidance.
- Ps work in groups and act out the story using the pictures in PBs and the *poster # 29*.

- Ask several groups of volunteers to come to the front of the class and act out the story. Help Ps if needed.

### Making Mini-Flashcards

- Get Ps to open their ABs on page 93 and cut out the pictures with ABC friends. Ask them to put their new mini-flashcards into the new envelopes for ABC friends.

### Play the Guessing Game with Mini-Flashcards

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

## ENDING

### Food Name Game

- The class sits in a circle, and then someone starts the game by saying his/her name, and then the name of the food or drink that begins with the same sound as the first sound in their name (e.g., Katia the coffee). The next person in the circle repeats the procedure and so forth.
- If there is no food or drink that has the same sound as the first sound in P's name, he/she can use any suitable word he/she knows.

# LESSON 8 Revision

## OBJECTIVES:

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

## RECYCLED LANGUAGE:

food, drinks, letters 'Mm', 'Nn', 'Oo', 'Pp', 'Qq', 'Rr', 'Ss', 'Tt', phonics, structures 'Let's have ...', 'Smelling great!', 'I'm hungry', 'Yummy!', affirmative questions

## MATERIALS:

PB, PB Audio, AB, AB Audio, MP flashcards # 89-112.

## OUTCOMES:

By the end of the lesson Ps will be able to speak about food they would like to eat, they will identify letters 'Aa'-'Tt' and will be able to write and use them. Ps will be able to use the vocabulary of the unit in games.

## WARM-UP

### Tunnels

- Divide Ps into two teams.
- Children pair up and each pair chooses different food. They then stand opposite each other in two lines (similar to line dancing) and make a tunnel with their hands. You then call out the name of the food randomly. Once a pair's food has been called out, they run through the tunnel, then back round the outside of the tunnel and race back to their original places.

## PRESENTATION

### MP Unit 7 Game 1

- Play *MP (Unit-7-Games-1)*.
- Explain to Ps they should listen and point to the tick or cross depending on what the speaker says.
- Ask them to come one by one and click on the tick or cross according to what the speaker says.

*butter, cheese, coffee, toast, tea, banana, cocoa, jam, ice-cream, chocolate, banana, bread, milk.*

*Script*

### MP Unit 7 Game 2

- Explain to Ps that they should listen to the speaker and match the food with the kids.
- Ask them to come one by one and match.

*Liz: I've got toasts and jam.  
Vic: I've got an apple and cheese.  
Nick: I've got a sandwich and a banana.  
Ben: I've got bread and butter*

**Script**

## PRACTICE

**PB p. 90, t.1**

- Get Ps to open their PBs on page 90.
- Hold up your PB and explain to Ps that they are going to work in pairs.
- Draw their attention to the pictures, and ticks and crosses near them. Explain to them that they should ask his/her partner, e.g. 'Juice?' and the partner should answer according to the icon near the picture. If it's a tick then the answer should be, 'Yes, please', and if it's a cross 'No, thank you'.
- Let them start. You help them if needed.
- Hand out the *flashcards # 89-112* and ask Ps to make their own dialogues using the flashcards.
- Invite several volunteers to come to the front of the class and act them out.

**AB p.71, t.1**

- Get Ps to open their ABs on page 71 and prepare their pens or pencils.
- Explain to Ps that they are going to listen to the audio and they should circle the appropriate picture according to what the speaker says.

*1. Eggs and ham? – Just eggs, please.  
2. Juice or tea? – Tea, please.  
3. A toast or a sandwich? – A toast, please.  
4. Butter and cheese? – Just cheese, please.  
5. A cake or an ice-cream? – An ice-cream, please.  
6. An orange or an apple? – An apple, please.*

**Script**

**AB p.71, t.2**

- Play the audio again making pauses for Ps to repeat each line. Hold up your AB and point to the pictures according to the speaker.

## ENDING

**PB p. 91, t.2**

- Draw Ps' attention to the squares, and pictures and letters in them. Explain to Ps that they should match the appropriate letter to the picture.
- Ask Ps one by one to say the letter, e.g. P1 says, 'queen – letter 'Q'', P2 says, 'bear – letter 'B''.

## ABC Practice Book

- Get Ps open their ABC PB on pp.9-10 and trace over the letters in the second line of each letter block.

# UNIT 8 I CAN PLAY

## LESSON 1

### OBJECTIVES:

- to introduce new vocabulary
- to introduce and practise new structures 'I can ...'; 'We can ...'
- to practise reading skills

### VOCABULARY:

run, jump, hop, fly, swim, climb a tree, ride a bike

### STRUCTURE:

I can ...; We can ...

### MATERIALS:

PB, AB, PB Audio, MP, flashcards # 113-118, 120, poster # 30, pencils of different colours, sheets of paper

### OUTCOMES:

By the end of the lesson Ps will be able to point and name new words. They will be able to demonstrate the movements they are told to do. They will say what they can do. They will be able to blend the sounds and read CVC (consonant – vowel – consonant) words with short vowel 'a' [æ]

## WARM-UP

### Fishy Fishy Sharky Sharky

- Tell Ps that they are going to play a game. Make sure there is enough space in the classroom.
- You select a shark from the class. Everyone else must then line up at the other end of the class and you hand out the flashcards with letters to them. The shark decides who to call forward. Those chosen run to the opposite end of the class, past the shark who will try to catch them. If the shark catches them, they then become seaweed. As seaweed the children cannot move their feet but they can reach out with their arms and attempt to try to catch others in the

group. The game continues in the same way with anyone the shark or seaweed catches becoming seaweed.

## PRESENTATION

- Stick the *poster # 30* to the board and ask Ps what children can do in the picture. Let them use their native language to explain.
- Say the phrase 'I can' and encourage Ps to repeat it several times. Draw their attention to the poster and say each phrase pointing to the appropriate child or bird in the picture.

### PB p. 92, t.1, 2

- Tell Ps that they are going to listen to the audio.
- Play *PB Audio (track Unit-8-Les\_1-1)* and point to each character in the poster according to the speaker. Do it twice.

|                           |                            |               |
|---------------------------|----------------------------|---------------|
| <i>I can fly!</i>         | <i>I can climb a tree!</i> | <b>Script</b> |
| <i>I can ride a bike!</i> | <i>We can run!</i>         |               |
| <i>We can swim!</i>       | <i>I can hop!</i>          |               |
| <i>I can jump!</i>        |                            |               |

- Take *flashcards # 113-118, 120* and start showing them to Ps one by one and naming them.
- Create movements for each flashcard and practise them while demonstrating the cards, e.g. show the *flashcard # 18*, say, 'I can jump' and jump, then show the *flashcard # 120*, say, 'I can fly' and make movements with your hands as if they are wings and so forth.
- Encourage Ps to repeat the phrase and movements after you. Do it twice.

## PRACTICE

### PB p. 93, t.3

- Hand out sheets of paper and explain to Ps that they should draw what they can do. Give them two minutes.
- Ask several volunteers to come to the front of the class and show their drawings. Encourage Ps to tell one by one what they can do. Help Ps if needed.

### PB p. 93, t.4

- Tell Ps that they are going to listen to an audio and draw their attention to Task 4.
- Remind them about the letter 'Aa'. Ask Ps what sound it makes. Write the letter on the board.
- Tell Ps that they are going to learn how to read in English.

- Play *PB Audio (track Unit-8-Les\_1-4)* and get Ps to point to the words in PB.

|            |            |            |               |
|------------|------------|------------|---------------|
| <i>can</i> | <i>has</i> | <i>Dan</i> | <b>Script</b> |
| <i>cat</i> | <i>Pam</i> | <i>jam</i> |               |
| <i>ant</i> | <i>Sam</i> |            |               |
| <i>and</i> | <i>Ann</i> |            |               |

- Play the audio again making pauses for Ps to repeat. Do it twice.
- Ask volunteers to try to read the words without the audio. Help if needed.

## MP Unit 8 Reading 1

### PB p. 93, t.5

- Get Ps to watch the screen. Play *MP (Unit-8-Reading-1)*.
- Play MP again making pauses for Ps to repeat.
- Draw their attention to Task 5 in their PBs. Tell them that they are going to read the words.
- Play *PB Audio (track Unit-8-Les\_1-5)* and get your Ps to point to the words in their PBs with their index finger.

|            |            |               |                         |
|------------|------------|---------------|-------------------------|
| <i>ant</i> | <i>jam</i> | <b>Script</b> |                         |
| <i>cat</i> | <i>Dan</i> |               | <i>a cat and a jam</i>  |
| <i>and</i> | <i>Pam</i> |               | <i>Sam and Pam</i>      |
| <i>can</i> | <i>Ann</i> |               | <i>an ant and a cat</i> |
| <i>has</i> | <i>Sam</i> |               |                         |
|            |            |               |                         |

- Play the audio again making pauses for Ps to repeat.
- Ask volunteers to try to read the words without the audio. Help if needed.

## ENDING

### AB p.72, t.1

- Get Ps to open their ABs on page 72 and ask them to prepare their pencils and crayons.
- Tell them to colour the pictures.
- Ask several Ps to name each picture using the phrase, 'He/She/They can ...'



# LESSON 2

## OBJECTIVES:

- to introduce new vocabulary
- to practise structures 'I can', 'We can'
- to introduce and practise structures 'I can't ...'; 'He/She can ...'; 'He/She can't ...'

## VOCABULARY:

play football, draw, sing

## STRUCTURE:

He/She can ...; He/She can't ...

## MATERIALS:

PB, AB, PB Audio, AB Audio, MP, flashcards # 113-122

## OUTCOMES:

By the end of the lesson Ps will be able to point and name new words. They will be able to show the movements of the words. They will say what somebody can or can't do.

## WARM-UP

- Review the letters. Tell Ps to write the letters they hear.
- Say, ' f, g, h, l, n, p, q, r, s, t ' pausing between each letter.
- Write all the letters on the board and ask Ps to check themselves.
- Call a P and name any letter from the line of letters on the board. Say a P that he/she should circle the letter you named. Repeat with other letters and Ps.

## PRESENTATION

- Take *flashcards # 113-118, 120*, face them down and ask Ps to come, take a flashcard, show it to others and name it using the phrase, 'I/we can ...'

**PB p. 94, t.1**

- Tell Ps that they are going to listen to the audio. Draw their attention to the ticks and crosses near the pictures in Task 1. Hold up your PB and point to the pictures.
- Explain to them that if there is a tick near the picture it means the child can do something, and if there is a cross then he/she can't.
- Play the *PB Audio (track Unit-8-Les\_2-1)* and get Ps to listen and point to the pictures in their PBs with their index finger.

*She can draw.  
She can run.  
She can't swim.*

*She can't hop.  
She can't ride a bike.  
She can't play football.*

Script

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

## PRACTICE

**AB p.73, t.1**

- Get Ps to open their ABs on page 73.
- Tell them that they are going to listen to the audio and put a tick or a cross into the empty squares according to what the speaker says.
- Play *AB Audio (track Unit-8\_p 73\_Les\_2\_task1)* making pauses for Ps to put a tick or a cross.

*Hello, I'm Max. I am six. I can run and I can jump. I can't swim, but I can play football. I can't fly, but I can climb a tree. I can't sing, but I can draw. And I can ride a bike. Hooray!*

Script

**PB p. 94, t.2**

- Draw Ps' attention to the next task.
- Tell Ps to make similar sentences according to the pictures.
- Ask several Ps to come to the front of the class and holding their PBs tell what children can or can't do.

**PB p. 94, t.3**

- Put the *flashcards # 113-122* on a desk face down.
- Ask Ps to come up to the desk one by one and pick up two flashcards and say whether he/she can or can't do the activities that are shown in the flashcards.
- You may mix the flashcards after each P to confuse them.

## ENDING

**MP Unit 8 Songs and Rhymes 1**

**PB p. 94, t.4**

- Tell Ps that they are going to listen to a song.
- Play *MP (Unit-8-Songs\_and\_Rhymes-1)* and get Ps to watch the screen. or Play *PB Audio (track Unit-8-Les\_2-4)* and draw Ps' attention to the picture. Hold up your PB and point to each character according to the speaker.

### Script

*I can swim but cannot run.  
I can swim but cannot jump.  
I can swim but cannot hop.  
I can jump but cannot stop!*

- Play the audio again making pauses for Ps to repeat.
- Play the audio one more time and try to sing and 'dance' the song. Make movements according to the speaker, e.g. 'I can swim.' – you show movements with your arms as if you swim; '... but cannot run' – you show movement as if you run on the spot and so forth.

## LESSON 3

### OBJECTIVES:

- to say, recognize and write the letters 'Uu', 'Vv', 'Ww', 'Xx'
- to recognize and say the sounds [ʌ], [v], [w], [ks]
- to develop fine motor control

### VOCABULARY:

umbrella, violet, wolf, wig, ox

### STRUCTURE:

'Every letter makes a sound', 'The 'Uu'/'Vv'/'Ww'/'Xx' says [ʌ]/[v]/[w]/[ks]'

### MATERIALS:

PB, AB, PB Audio, MP, ABC Practice Book, flashcards # 165-172

### OUTCOMES:

By the end of the lesson Ps will be able to identify the letters 'Uu', 'Vv', 'Ww', 'Xx' and their phonics.

### WARM-UP

- Give letter's friends flashcards to individual Ps around the class. Give the corresponding letters flashcards to different Ps.
- Ask the Ps with letters flashcards to stand up one at a time and say the sound a letter make.
- The Ps with letter's friends flashcards listen. If the sound corresponds with the initial sound of the letter's friend, they stand up, show the card to the class and say the name of the letter's friend.

### PRESENTATION

- Introduce new words and revise the previous ones:

uncle, Vicky, wolf and ox with the *flashcards # 165, 167, 169, 171* following the familiar procedures of the previous lessons.

- Work with introducing a letter (Uu, Vv, Ww, Xx) and its phonic with **each letter separately** following the procedures of the previous lessons (e.g. Unit 7 lesson 3). For this **use the following scheme**.

1) Learn each new phonic following the familiar procedures from e.g. Unit 7 lesson 3.

2) Drill: [ʌ] *uncle*, [ʌ] *Upton*, [ʌ] *umbrella*.

Encourage Ps to drill with you changing the speed.

3) Learn letter names listening and repeating Smiling Sam's letter presentations.

Use *PB Audio (track Unit-8-Les\_3-1, track Unit-8-Les\_3-3, track Unit-8-Les\_3-5, track Unit-8-Les\_8-7)* and letter flashcards.

or

Use *MP Unit-8-Letters\_and\_Sounds-Uu (Vv, Ww, Xx)*.

4) Tell Ps to find all the letters that are learnt on *ABC poster (# 35)* in the alphabet. Repeat all the letters of the alphabet from 'A' pointing to and naming each letter till the target letter.

### PRACTICE

5) Use letter formation procedures as in Unit 7 Lesson 3 presented.

6) Use *ABC Practice Book* for your Ps to practise tracing over the target letter. Follow the familiar procedures.

7) Sing a phonic song for every letter following the familiar procedures and using *PB Audio (track Unit-8-Les\_3-2, Unit-8-Les\_3-4, Unit-8-Les\_3-6, Unit-8-Les\_3-8)* for each letter separately.

or

Play *MP Unit-8-Letters\_and\_Sounds-Phonic\_Song-1 (2,3,4)*

### Movement Game

- Get Ps to stand in a circle. Make sure there is enough space (stretch arm length) between each other.
- Explain to Ps that they are going to play a game.
- Tell them that you will call out a command, e.g. 'You can hop.' and Ps should do the movement, in this case they should hop and so on.

## ENDING

### AB p.75

- Draw Ps' attention to task 5 on page 75 and explain them what to do.

## OPTIONAL ACTIVITY

- AB p.75, t.3, 4

# LESSON 4

### OBJECTIVES:

- to introduce new vocabulary
- to practise structures 'I can ...', 'We can ...', 'I can't ...', 'He/She can ...', 'He/She can't ...'
- to introduce and practise structures 'Can you ...?', 'Yes, I can./ No, I can't.'
- to practise reading and writing skills

### STRUCTURE:

Can you ...? – Yes, I can/ No, I can't

### MATERIALS:

PB, AB, PB Audio, MP, flashcards # 113-122, # 41-50, envelope, scissors

### OUTCOMES:

By the end of the lesson Ps will be able to ask and answer the questions using the phrase 'Can you ...?', 'Yes, I can./ No, I can't.' They will be able to blend the sounds and read CVC words with short vowel 'u' [ʌ].

## WARM-UP

### Pretend to Be an Animal

- Tell Ps that they are going to play a game.
- Get Ps to stand up and make sure there is enough space (stretched arm length) between each other.
- Tell Ps as soon as you say, e.g. 'You can climb a tree,' they should pretend to be an animal that can climb a tree. They can also make noises their animal can make.
- For example, you say, 'You can jump' and P1 can pretend to be a rabbit but P2 can pretend to be a cat and say 'meow..' and so forth.

## PRESENTATION

### PB p.97, t.1

- Get Ps to open their PBs on page 97 and draw their attention to the pictures in Task 1. Tell them that they are going to listen to the conversation of two children. Ask them to point to the pictures according to the speaker. Hold up your PB and point.
- Play *PB Audio (track Unit-8-Les\_4-1)*.

### Script

Can you swim? - No, I can't.  
Can you ride a bike? - Yes, I can.  
Can you play football? - Yes, I can.  
Can you climb a tree? - Yes, I can.  
Can you sing? - No, I can't.

- Play the audio again making pauses for Ps to repeat. Do it twice.

## PRACTICE

### Making Mini-Flashcards

- Get Ps to open their ABs on page 93 and cut out the pictures from the section 'I Can Play!' Ask them to put their new mini-flashcards into the new envelopes for the Unit 'I Can Play'.

### Play the Guessing Game with Mini-Flashcards

- Divide Ps into pairs. Explain to them that they are going to play the guessing game with their mini-flashcards.
- P1 pulls one card out of his/her envelope and asks a question, e.g. 'Can you fly?' P2 should answer using the phrase 'Yes, I can./ No, I can't.'
- Ps pull out the mini-flashcards one by one and ask and answer the questions.

### PB p.97, t.2

- Prepare *flashcards # 41-50*.
- Tell Ps that you are going to show them a flashcard of an animal and they should tell what this animal can do and what it can't do. For example, show Ps the *flashcard # 50 (a bird)* and get them to answer, 'It can fly and sing. It can't run and swim.' and so forth.
- Hand out the flashcards and let Ps work in pairs using the flashcards.

### PB p.97, t.3

- Draw Ps' attention to task 3 on page 97.
- Tell Ps that they are going to listen to the speaker, point to the letters and then read.
- Play *PB Audio (track Unit-8-Les\_4-3)*, hold up your PB

# LESSON 5

and point to the letters according to the speaker. Get Ps to do the same.

*up run fun jump* **Script**

- Play the audio again making pauses for Ps to repeat each word.
- Ask volunteers to try to read the words without the audio. Help if needed.

**PB p.97, t.4**

## MP Unit 8 Reading 2

- Draw Ps' attention to the next task. Play *MP (Unit-8-Reading-2)* and get Ps to watch the screen.

or

Play *PB Audio (track Unit-8-Les\_4-4)* and get Ps to point to the words with their index finger.

*up*  
*fun*  
*cat*  
*jam*  
*run*  
*jump*

*Run and jump!*  
*Jump and run!*  
*Ann can jump.*  
*Sam can run.*

**Script**

- Play MP again making pauses for Ps to repeat.
- Draw their attention to task 4 in their PBs. Tell them that they are going to read the words.
- Play *PB Audio (track Unit-8-Les\_4-4)* and get your Ps to point to the words in their PBs with their index finger.
- Play the audio again making pauses for Ps to repeat.
- Ask volunteers to try to read the words without the audio. Help if needed.

## ENDING

### ABC Practice Book

- Get Ps open their ABC PB on pp.11-12 and trace over the letters in the second line of each letter block.

**AB p.76, t.1**

- Get Ps to open their ABs on page 76.
- Tell them to take their pens and trace the words. Give them two minutes to do this.
- Draw their attention to the pictures below. Explain to them that they are going to read the questions and look at the appropriate picture to find out the answer.
- Ask several Ps to read and answer according to the picture.

### OBJECTIVES:

- to introduce new vocabulary
- to say, recognize and write the letters 'Yy', 'Zz'
- to recognize and say the sounds [j] and [z]
- to say the ABC

### VOCABULARY:

yak, zebra, zoo, ABC

### STRUCTURE:

'Every letter makes a sound', 'The 'Yy'/'Zz' says [j]/[z]'

### MATERIALS:

PB, AB, PB Audio, MP, ABC Practice Book, flashcards # 173-176, plasticine, poster # 35, pencil of different colours

### OUTCOMES:

By the end of the lesson Ps will be able to identify the letters 'Yy' and 'Zz' and their phonics. Ps will be able to sing the ABC song and blend the sounds to read CVC words with short vowel o [ɒ].

## WARM-UP

- Review the known letters of the alphabet. Write the alphabet in order in lower case letters on the board. Erase letters randomly.
- Call Ps to the front to write the missing letters.
- Say the alphabet as a class.

## PRESENTATION

- Introduce new words *yak* and *zebra* with the *flashcards # 173, 175* following the procedure from the previous lessons.
- Work with introducing a letter and its phonic with **each letter separately** following the procedures of the previous lessons (e.g. Unit 7 lesson 3). For this **use the following scheme**.
  - 1) Learn each new phonic following the familiar procedures from e.g. Unit 7 lesson 3.
  - 2) Drill: [j] *yak*, [z] *zebra*. Encourage Ps to drill with you changing the speed.
  - 3) Learn letter names listening and repeating Smiling Sam's letter presentations. Use *PB Audio (track Unit-8-Les\_5-1, track*

Unit-8-Les\_5-3) and letter flashcards as in familiar procedure in Unit 7 Lesson 3.

or

Use MP Unit-8-Letters\_and\_Sounds-Yy (Zz).

- 4) Tell children to find all the letters that are learnt on ABC poster (# 35) in the alphabet. Repeat all the letters of the alphabet from 'A' pointing to and naming each letter till the target one.

## PRACTICE

- 5) Use letter formation procedures as in Unit 7 Lesson 3 presented. Follow them for each letter.
- 6) Use ABC Practice Book for your Ps to practise tracing over the target letter. Follow the familiar procedures.
- 7) Sing a phonic song each time following the familiar procedures and using PB Audio (track Unit-8-Les\_5-2, Unit-8-Les\_5-4)

### MP Unit 8 Songs and Rhymes 2

**PB p.99, t.5**

- Tell Ps that they are going to listen to the ABC song.
- Play MP (Unit-8-Songs\_and\_Rhymes-2) and get Ps to watch the screen.

or

Play PB Audio (track Unit-8-Les\_5-5) and stick the poster # 35 to the board and point to each letter according to the speaker.

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

*Script*

- Play the audio again and get Ps to sing along. Do it twice.

**PB p.99, t.6**

- Draw Ps' attention to Task 6 on page 99.
- Tell Ps that they are going to listen to the speaker, point to the letters and then read.
- Play PB Audio (track Unit-8-Les\_5-6) and hold up your PB and point to the letters according to the speaker, get Ps to do the same.

ox                      got  
box                     Bob  
not                     Rob  
dog                     Tom

*Script*

- Play the audio again making pauses for Ps to repeat each word.
- Ask volunteers to try to read the words without the audio. Help if needed.

**PB p.99, t.7**

### MP Unit 8 Reading 3

- Draw Ps' attention to the next task. Play MP (Unit-8-Reading-3) and get Ps to watch the screen.

or

Play PB Audio (track Unit-8-Les\_5-7) and get Ps to point to the words with their index finger.

up                      ant  
ox                      Ron  
fun  
fox                     Sam cannot run.  
has                     Dan cannot  
hop                     jump.  
box                     Can Tom jump?

*Script*

- Play MP again making pauses for Ps to repeat.
- Draw their attention to Task 7 in their PBs. Tell them that they are going to read the words.
- Play PB Audio (track Unit-8-Les\_5-7) and get your Ps to point to the words in their PBs with their index finger.
- Play the audio again making pauses for Ps to repeat.
- Ask volunteers to try to read the words without the audio. Help if needed.

## ENDING

**AB p.78, t.4**

- Get Ps to take their pencils of different colours or crayons and colour the letters in ABC order.

## OPTIONAL ACTIVITY

- AB p.77, t.1, 2

# LESSON 6

## OBJECTIVES:

- to introduce new vocabulary
- to practise structures 'I am ...'
- to introduce and practise structures 'Let's go to ...'
- to practise reading and writing skills

## VOCABULARY:

happy, sad, go

## STRUCTURE:

I'm sad. He is not happy. Let's go to the Zoo!

## MATERIALS:

PB, AB, PB Audio, AB Audio, MP, poster # 31, flashcard # 124, sheets of paper, pencils of different colours, flashcards # 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176

## OUTCOMES:

By the end of the lesson Ps will be able to ask the question 'How are you?' and tell whether they are sad or happy. They will be able to blend the sounds and read CVC words with short vowel 'i' [i].

## WARM-UP

- Hand out the flashcards # 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176. If you have more Ps, you can make copies of some letters.
- Explain to Ps that you are going to play the ABC song and Ps should stand up when they hear their letter.
- Play MP (Unit-8-Songs\_and\_Rhymes-2) first and let Ps watch the screen and stand up in the alphabetical order. Then Play PB Audio (track Unit-8-Les\_5-5) instead of MP (Unit-8-Songs\_and\_Rhymes-2).

## PRESENTATION

### MP Unit 8 Songs and Rhymes 3 PB p. 100, t. 1

- Tell Ps that they are going to listen to a song.
- Play MP (Unit-8-Songs\_and\_Rhymes-3) and get Ps to watch the screen and listen. or Play PB Audio (track Unit-8-Les\_6-1).

## Script

|                       |                       |
|-----------------------|-----------------------|
| How are you?(3 times) | How are you?(3 times) |
| I'm not fine.         | I'm not fine.         |
| I'm not OK.           | I'm not OK.           |
| I am tired.           | I am sad.             |
| Go away!              | Go away!              |
|                       | OK.                   |

- Play MP again making pauses for Ps to repeat each line.

### PB p. 100, t. 2, 3

- Tell Ps that they are going to listen to the conversation of two kids. Get them to look at the poster # 31 and Play PB Audio (track Unit-8-Les\_6-2). Point to each character according to the speaker.

## Script

|       |                           |
|-------|---------------------------|
| Vic:  | How are you today?        |
| Nick: | I am happy! How are you?  |
| Vic:  | I am not happy. I am sad. |
| Nick: | Let's go to the Zoo!      |

- Play the audio again making pauses for Ps to repeat each line.
- Explain to Ps the meaning of word 'the Zoo'.

## PRACTICE

- Point to Nick in the poster and say, 'Nick is happy', then point to Vick and say, 'Vick is sad'.
- Draw a happy face emoji on the board and say, 'happy', get Ps to repeat after you. Then draw a sad face emoji and say, 'sad' and get Ps to repeat. (You may show emotions on your face as well).
- Repeat the words several times pointing to the appropriate emoji. Get Ps to repeat after you.

### PB p. 100, t. 4

- Tell Ps that they are going to act out the dialogue.
- Hand out two sheets of paper to each P and ask Ps to take their pencils of different colours.
- Ask them to draw a happy face emoji on one sheet of paper and a sad face emoji on another.
- Assign roles and Play PB Audio (track Unit-8-Les\_6-2) and get Ps to act out the dialogue using their emojis. Ask them to show emotions as well.
- Ask several volunteers to come to the front of the class and act out the dialogue. Help if needed.

### AB p. 79, t. 1

- Get Ps to open their ABs on page 79.
- Ask them to prepare their pencils. Tell that they are going to listen to the audio. Explain to Ps that they



should listen to the speaker and draw happy or sad faces according to what the speaker says.

- Play *AB Audio (track Unit-8\_p 79\_Les\_6\_task\_1)*

1. *Liz has got a present. It's a big teddy bear.  
Liz is happy.*
2. *Nick hasn't got a bike. He can't ride a bike.  
Nick is sad.*
3. *Ben isn't happy. He is hungry.*

**Script**

### PB p. 100, t. 5

- Get Ps to open their PBs on page 100 and draw their attention to task 5. Tell Ps that they are going to listen to the audio and then blend the sounds and read the words.
- Play *PB Audio (track Unit-8-Les\_6-5)* and get Ps to point to words.

|            |            |            |
|------------|------------|------------|
| <i>it</i>  | <i>six</i> | <i>pig</i> |
| <i>sit</i> | <i>big</i> | <i>Liz</i> |

**Script**

- Play audio again making pauses for Ps to repeat each word.
- Ask volunteers to try to read the words without the audio. Help if needed.

### PB p. 100, t. 6

#### MP Unit 8 Reading 4

- Draw Ps' attention to the next task. Play *MP (Unit-8-Reading-4)* and get Ps to watch the screen. or Play *PB Audio (track Unit-8-Les\_6-6)* and get Ps to point to the words with their index finger.

|             |                      |
|-------------|----------------------|
| <i>ox</i>   | <i>pink pig</i>      |
| <i>fun</i>  | <i>six pigs</i>      |
| <i>swim</i> | <i>big cat</i>       |
| <i>has</i>  | <i>Tim can swim.</i> |
| <i>hop</i>  | <i>Can Jim sit?</i>  |
| <i>ant</i>  |                      |
| <i>jump</i> |                      |

**Script**

- Play MP again making pauses for Ps to repeat.
- Draw their attention to Task 6 in their PBs. Tell them that they are going to read the words.
- Play *PB Audio (track Unit-8-Les\_6-6)* and get your Ps to point to the words in their PBs with their index finger.
- Play the audio again making pauses for Ps to repeat.
- Ask volunteers to try to read the words without the audio. Help if needed.

## ENDING

### AB p.79, t.2

- Get Ps to open their ABs on page 79. Explain to them that they should join the letters and then trace them.
- Ask several volunteers to read the words.

## LESSON 7

### OBJECTIVES:

- to introduce new vocabulary
- to practise structures 'I can...'
- to introduce and practise structures 'I can see ...'
- to practise reading and writing skills

### VOCABULARY:

they, see, rhino, bee

### STRUCTURE:

I can see ... ; They are small.

### MATERIALS:

PB, AB, PB Audio, MP, poster # 32, pencils of different colours, flashcards # 127, 135, 137, 141, 143, 145, 147, 149, 151, 153, 161, 163, 169, 171, 173, 175

### OUTCOMES:

By the end of the lesson Ps will be able to say what animals they can see in the Zoo. They will be able to blend the sounds and read CVC words with short vowel 'e' [e].

## WARM-UP

### The Mime Game

- Get Ps to sit in a circle. Tell them that they are going to play a game.
- Put the *flashcards # 127, 135, 137, 141, 143, 145, 147, 149, 151, 153, 161, 163, 169, 171, 173, 175* on a desk face down. Ask a P to come and pick up a flashcard with the picture hidden for others. The P has to mime this animal and the others should guess what it is.
- Let Ps come one by one, pick a flashcard and play the Mime Game.

## PRESENTATION

- Ask Ps where we can see those animals they have just mimed. Encourage Ps to say, 'In the Zoo'

## MP Unit 8 Songs and Rhymes 4

### PB p. 101, t.1

- Tell Ps that they are going to watch the video and listen to a song about the Zoo.
- Play *MP (Unit-8-Songs\_and\_Rhymes-4)* and get Ps to watch the screen and listen.

or

Play *PB Audio (track Unit-8-Les\_7-1)* and point to each animal in the *poster # 32* according to the speaker.

*I can see a fox in the Zoo.  
I can see a rhino: it is blue.  
I can see a monkey in the tree.  
I can see a black and yellow bee.  
Can you see a dolphin? It can swim.  
Can you see a birdie? It can sing.*  
Chorus:  
*A tiger, big lion  
And small kangaroo...  
We can see them all  
In the Zoo!*

Script

- Explain to Ps the meaning of the phrase 'I can see ...'
- Play the audio again making pauses for Ps to repeat.
- Play one more time and get Ps to sing along.

## PRACTICE

### PB p. 101, t.2, 3

- Tell Ps that they are going to listen to the conversation of Vick and Nick in the Zoo.
- Play *PB Audio (track Unit-8-Les\_7-2)* and point to each character in the *poster # 32*.

*Vic: I can see five monkeys. They are small.  
Nick: I can see two elephants. They are big. Look!  
Vic: Wow! Thank you, Nick. I am happy!*

Script

- Play the audio again making pauses for Ps to repeat. Do it twice.
- Ask volunteers to come up to the poster and point to animals and say, 'I can see ...'

### AB p.80, t.1

- Get Ps to open their ABs on page 80 and ask them to colour the animals.
- Ask Ps to name the animals one by one using the phrase 'I can see a big/small ...'

### AB p.81, t.3

- Finger count with Ps 1 to10 and 10 to 1.
- Draw Ps' attention to Task 3.

- Hold up your AB and explain to Ps that they should look at the line of animals, point to them and name them one by one. Then they should draw the animal that should be the next one according to the previous order.
- For example, 'a rhino, a bee, a rhino, a bee, a rhino, a bee ... a rhino' and so forth.
- Ask a P to name the first line and let Ps draw the last animal. Then ask another one to name the second line and so forth.

### PB p. 101, t.4

- Get Ps to open their PBs on page 100 and draw their attention to task 4. Tell Ps that they are going to listen to the audio and then blend the sounds and read the words.
- Play *PB Audio (track Unit-8-Les\_7-4)* and get Ps to point to words.

*ten Fred Ted  
red Ben pet*

Script

- Play audio again making pauses for Ps to repeat each word.
- Ask volunteers to try to read the words without the audio. Help if needed.

### PB p. 101, t. 5

## MP Unit 8 Reading 5

- Draw Ps' attention to the next task. Play *MP (Unit-8-Reading-5)* and get Ps to watch the screen. or Play *PB Audio (track Unit-8-Les\_7-5)* and get Ps to point to the words with their index finger.

*ten pets Frog can jump  
red hen It can swim.  
Can it run?*

Script

- Play MP again making pauses for Ps to repeat.
- Draw their attention to task 5 in their PBs. Tell them that they are going to read the words.
- Play *PB Audio (track Unit-8-Les\_7-5)* and get your Ps to point to the words in their PBs with their index finger.
- Play the audio again making pauses for Ps to repeat.
- Ask volunteers to try to read the words without the audio. Help if needed.

## ENDING

### AB p.80, t.2

- Get Ps to open their ABs on page 80 and ask them to take their pens.

- Tell them to trace the names and then to match each name with the appropriate child.

## LESSON 8 Story Time

### OBJECTIVES:

- to introduce new vocabulary
- to practise the structure 'I can ...'; 'This is ...'; 'Look! I have got ...'
- to practise animals vocabulary
- to develop Ps' listening skills

### VOCABULARY:

chimp, swing

### STRUCTURE:

This is my ABC Zoo. I have got many animals in it.

### MATERIALS:

PB, PB Audio, AB, MP, posters # 33, 34, toy animals, flashcards # 127, 135, 137, 141, 143, 145, 147, 149, 151, 153, 161, 163, 169, 171, 173, 175

### OUTCOMES:

By the end of the lesson Ps will be able to follow and understand the order of the story.

### WARM-UP

#### The Zoo

- Tell Ps that they are going to play a game.
- Put the flashcards # 127, 135, 137, 141, 143, 145, 147, 149, 151, 153, 161, 163, 169, 171, 173, 175 on a desk face down.
- Get Ps to sit in a circle. Ask a volunteer to come up to the desk and pick up a flashcard, show it to others and say what this animal can do. Then ask another P to do the same procedure and so forth.

### PRESENTATION

#### MP. Unit 8. Story

- Play MP (Unit 8-Story).
- Get Ps to watch the story twice. (In case you don't have the MP, you may use the posters # 33, 34 and Play PB Audio (track Unit-8-Les\_8-1 St.time).

### Script

**Upton:** Good morning, my Queen.

**Queen:** Good morning, Upton. Who is this?

**Upton:** This is Vicky. She is my friend.

**Queen:** Hello, Vicky. What is this?

**Vicky:** This is my doll.

**Queen:** You have got a nice doll!

**Queen:** Look! This is my ABC Zoo. I have got many animals in it.

- Play the MP/audio again making pauses for Ps to repeat each line.

#### AB p. 82, t.1

- Get Ps to open their ABs on page 82 and prepare their pens.
- Ask them to number the pictures in the right order.
- Ask several Ps to come to the 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 isn't right.

### PRACTICE

#### PB p. 102-103, t. 1, 2

- Get Ps to open their PBs and prepare to listen to the audio and point to the appropriate picture. Play PB Audio (track Unit-8-Les\_8-1 St.time).
- Play the audio again making pauses and encourage Ps to repeat each phrase. Do it twice.

#### PB p. 103, t.3

- Tell Ps that they are going to become actors and actresses. Divide the class into groups of three (Queen, Upton and Vicky). Assign the roles and get them to act out the story.
- You can play the story PB Audio (track Unit-8-Les\_8-1 St.time) while Ps are acting, for guidance.
- Ps work in groups and act out the story using the pictures in PBs and the posters # 33, 34.
- Ask several groups of volunteers to come to the front of the class and act out the story. Help Ps if needed.

#### MP. Unit 8. Songs and Rhymes 5

#### PB p. 103, t.5

- Tell Ps that they are going to watch a video and listen to a song.
- Play MP (Unit-8-Songs\_and\_Rhymes-5) and get Ps to watch the screen.

or

Play *PB Audio (track Unit-8-Les\_8-5 St.time)* and point to the picture in PB.

**Script**

*I'm a horse! I'm a horse!  
And I can jump, of course!  
Look at me! Look at me!*

*I'm a cat! I'm a cat!  
And I can climb like that!  
Look at me! Look at me!*

*I'm a fish! I'm a fish!  
And I can swim, splash splish!  
Look at me! Look at me!*

*I'm a chimp! I'm a chimp!  
And I can climb and swing!  
Look at me! Look at me!*

- Play the audio again making pauses for Ps to repeat each line. Do it twice.

### ENDING

#### Singing a Song

- Divide your class into 4 groups.
- Group 1 has to pretend to be a horse and sing the first paragraph of the song.
- Group 2 has to pretend to be a cat and sing the second paragraph of the song.
- Group 3 has to pretend to be a fish and sing the third paragraph of the song.
- Group 4 has to pretend to be a chimp and sing the fourth paragraph of the song.
- Play the audio one more time and get Ps to sing along.

#### ABC Review

- Review the entire alphabet. Ask Ps to say all the letters in order from Aa to Zz. Ask them to say the names and sounds of the letters.
- Write the letters on the board as the Ps say them.

## LESSON 9 Revision

### OBJECTIVES:

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

### RECYCLED LANGUAGE:

'I can/can't ...', 'Can you ...?', letters 'Uu'-'Zz', ABC song, Zoo animals

### MATERIALS:

PB, PB Audio, AB, MP, poster # 31

### OUTCOMES:

By the end of the lesson Ps will be able to speak about Zoo animals and pets. They will be able to ask and answer questions about their feelings, whether they are sad or happy. Ps will be able to use the vocabulary of the unit in games. They will be able to read CVC words with short vowels.

### WARM-UP

#### MP Unit 8 Presentation

- Tell Ps that they are going to revise the vocabulary of the unit.
- Play *MP (Unit-8-Presentation)* and get Ps to watch the screen and listen.
- Then turn off the volume and play MP one more time making pauses and asking Ps to name the picture using the phrase 'I can ...' or 'We can ...'

### PRESENTATION

#### MP Unit 8 Game 1

- Play *MP (Unit-8-Games-1)*.
- Explain to Ps they should listen and point to the right picture according to what the speaker says.
- Ask them to come one by one and click on the appropriate picture according to what the speaker says.

**Script**

*We can run.  
I can climb a tree.  
I can ride a bike.  
I can hop.  
She can't play football.  
I can jump.  
We can swim.  
I can fly.  
She can draw.*

## PRACTICE

### PB p. 104, t.1

- Get Ps to open their PBs on page 104.
- Hold up your PB and explain to Ps that they are going to listen to an audio and say the number of the picture according to what the speaker says.
- Play *PB Audio (track Unit-8-Les\_9-1 Rev)* making pauses and get Ps to listen.
- Ask Ps one by one to say the number of the picture.

Script

*I can see three bears.*  
*We can ride bikes.*  
*It can fly.*  
*She is happy.*  
*They can swim.*  
*He is sad.*  
*Let's go to the Zoo.*  
*He cannot climb the tree.*

- Hold up your PB and play the audio again pointing to the appropriate picture according to what the speaker says.
- Make pauses for Ps to repeat each line.

### PB p.104, t.2

- Draw Ps' attention to the next task.
- Hold up your PB and point to the words and name them. Then ask Ps to have a look at the animals and think what they can do.
- You say a word from the list and Ps make up sentences, e.g. you say, 'swim', P1 says, 'Monkey can't swim', then you say, 'jump' and P2 says 'Monkey can jump' and so forth.
- You move forward with the line and then switch the animal.

### PB p. 105, t.3, 4

- Stick the *poster # 31* to the board and ask Ps, 'How are you? Are you sad or happy?' Encourage Ps to answer using the phrase 'I am sad/happy.'
- Divide Ps into groups of four and pick a leader in each group and tell that the leaders should conduct a survey. They have to find out how their classmates feel, whether they are sad or happy.
- Use the instructions in Task 4 and help to make a list of Ps. Then ask the leaders to conduct the surveys inside the groups asking the classmates the question 'How are you today?' Let Ps answer saying, 'I am happy/sad.'
- Invite the leaders to the front of the class to demonstrate the results of the survey.

### PB p. 105, t. 5

- Get Ps to open their PBs on page 105 and draw their attention to Task 5. Tell Ps that they are going to blend the sounds and read the words.
- You may read the words first and get Ps to repeat after you.
- Then ask volunteers to try to read the words without your support, but help if needed.
- Draw Ps' attention to the next task. Tell them that they are going to read the sentences.
- You may read the sentences first and get your Ps to point to the words in their PBs with their index finger.
- Then ask volunteers to try to read the sentences without your support, but help if needed.

## ENDING

### AB p.83, t.1

- Get Ps to open their ABs on page 83.
- Explain to them that they should look at the pictures and think whether they can or can't do the activity that is pictured. Draw their attention to the empty circles near the pictures.
- If a P can do the activity, he/she draws a happy face emoji near the appropriate picture and if he/she can't do the activity then a sad face emoji.