



ENGLISH with Smiling Sam 2

ПОУРОЧНІ РОЗРОБКИ для вчителя у 2 класі НУШ

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ПОУРОЧНИЙ ПЛАН РОЗПОДІЛУ МАТЕРІАЛУ

ДРУГИЙ

год.	Розділ (тема)	Урок НМК	МОВЛЕННЕВИЙ МАТЕРІАЛ		
	Змістова лінія		Мовленнєвий зразок	Лексика	Фонікси
54	Unit 5 How Many Legs? <u>Екологічна безпека та сталий розвиток:</u> виявляє ціннісне ставлення до природи	1	In the jungle there are ...	animals, jungle, hear, tall, big, fat, small, long, angry, thirsty, a giraffe, a hippo, a crocodile, an ear, stripes, a leg, a tail	
55		2	I'm ... I've got ...	mouth, teeth, short, dangerous, body, neck	
56		3	It has got ... They have got ...	thanks, tooth, foot, feet, goose, geese	th [θ] three, tooth ee [i:] tree, teeth
57		4		head, eyes, fingers, hand, arm, toes, one, two	
58		5	How many ... have you got?	shoulders, knees	
59		6			g [dʒ] giraffe ph [i] elephant ou [aʊ] mouth ow [aʊ] brown
60		7	How many ... can you see? I can see ... Has it got a ...? Yes, it has./No, it hasn't. Can it ...? Yes, it can./No, it cannot.		
61	Story Time	8	What other animals live in Africa? I'm scared. We must be careful.	coconut, careful	
62	Into your Portfolio	9	Its name is ...		
63		10			
64	Revision	11	What animal is it?		
65		12			
66	Unit 6 Doing Things <u>Громадянська відповідальність:</u> виявляє відповідальне ставлення до своїх обов'язків. <u>Підприємливість та фінансова грамотність:</u> виявляє ініціативу у плануванні робочого дня та тижня.	1	It's late. Wash your/my face. Clean your/my teeth. Put on your/my clothes. This is the way I wash my face.	bed, bathroom, face, clothes, schoolbag, silly	
67		2	Wake up. Get up. Have lunch. I have to catch the bus!	catch, bus, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday	
68		3	No school!	meat, please, my, your	ea [i:] teacher ng [ŋ] pudding
69		4	I'm playing with a dog.	bat	
70		5	She is looking at photos.	sleep, to make faces	
71		6	I love you.	love	alk [ɔ:k] talk all [ɔ:l] ball o [ʌ] monkey
72		7	Is he/she fishing? - Yes, he/she is./ No, he/she isn't. You're kidding!	to fish	

НМК "English with Smiling Sam 2"

СЕМЕСТР

PB – Pupil's Book
t. – task
AB – Activity Book
HPB - Handwriting Practice Book

ВПРАВИ ТА ЗАВДАННЯ					
Рецептивні		Інтеракційні	Продуктивні		Пісні та римівки
сприймання на слух	зорове сприймання	усна взаємодія	усне продукування	писемне продукування	
PB t.1-4 - pp.62-63			PB t.1-3,5 - pp.62-63	PB t.6 - p.63 AB t.1 - p.52 HPB pp. 15-16	In the jungle there are animals.
PB t.1,2 - p.64	AB t.2 - p.53		PB t.2,3,5 - p.64	PB t.4 - p.64 AB t.1,2 - p.53	
PB t.1,2,4 - p.65 AB t.1 - p.54	PB t.2,4,5 - p.65		PB t.1 - p.65	PB t.3 - p.65 AB t.1,2 - p.54	
PB t.1,3 - p.66	PB t.3 - p.66 AB t.1,2 - p.55		PB t.1,2 - p.66	PB t.4,5 - p.66 AB t.1,2 - p.55 HPB pp. 16-17	
PB t.1,2,5 - p.67	AB t.1 - p.56	PB t.6 - p.67	PB t.1-3,5 - p.67	PB t.4 - p.67 AB t.2 - p.56 HPB pp. 17-18	Head and shoulders, knees and toes... How many fingers have you got?
PB t.1,4 - p.68	PB t.2,4,5 - p.68 AB t.2 - p.57			PB t.3 - p.68 AB t.1,2 - p.57 HPB pp. 18-19	
	AB t.1,2 - p.58	PB t.1,2 - p.69		AB t.1 - p.58	
PB t.1 - p.70	PB t.1,2 - p.70	PB t.4 - p.70	PB t.3 - p.70 AB t.1 - p.59	AB t.1 - p.59	
PB t.1 - p.71 AB t.1 - p.60	PB t.2 - p.71		PB t.1,4,6 - p.71	PB t.3,5,7 - p.71	
PB t.1 - p.72	PB t.2 - p.72 AB t.1 - p.61	PB t.3,4 - pp.72-73		PB t.3 - p.72 AB t.2 - p.61	
PB t.1,2,4,5 - pp.74-75	AB t.1,2 - p.62		PB t.3-5 - pp.74-75	AB t.1,2 - p.62	This is the way I wash my face.
PB t.1-3 - p.76	AB t.1,2 - p.63		PB t.1,3,4 - p.76	AB t.1,2 - p.63	Monday morning. Wake up... get up!
PB t.1,2,4 - p.77 AB t.1 - p.64	PB t.2,4,5 - p.77 AB t.1,2 - p.64		PB t.1 - p.77	PB t.3,6 - p.77 AB t.2 - p.64 HPB pp. 19-21	
PB t.1 - p.78 AB t.2 - p.65			PB t.1-3 - p.78	AB t.1 - p.65	I'm playing with a dog.
PB t.1 - p.79 AB t.1 - p.66	PB t.2 - p.79	PB t.3 - p.79	PB t.1 - p.79		
PB t.1,2,4 - p.80	PB t.2,4,5 - p.80 AB t.2 - p.67		PB t.1 - p.80	PB t.3 - p.80 AB t.1,2 - p.67 HPB pp. 21-22	
PB t.1,2 - p.81	AB t.1,2 - p.68	PB t.4 - p.81	PB t.2,3 - p.81	AB t.1,2 - p.68	Is dad fishing?

год.	Розділ (тема)	Урок НМК	МОВЛЕННЕВИЙ МАТЕРІАЛ		
	Змістова лінія		Мовленнєвий зразок	Лексика	Фонікси
73	Story Time	8	What are you doing? Let me see. Who is this? What's your dad doing here? Wow, that looks good! We call it the African dream.	river, pool, sundae, to call, dream	
74	Into Your Portfolio	9	Make your bed. Drink some tea. Brush your teeth. Time for school. I am making my bed.	quickly, picture book, to comment	
75		10			
76	Revision	11	I'm here. Come here! It's lunch time! Dad is talking over the phone.	phone	
77		12			
78	Unit 7 Do You Like Carrots?	1	Can I have some lemonade? Here you are.	chicken, lemonade, sweets, fruit, salad, chips, soup, rice	
79	<u>Здоров'я і безпека:</u> розрізняє здорову і шкідливу їжу. <u>Підприємливість та фінансова грамотність:</u> Складає просте меню з корисних продуктів.	2	We have a picnic in the garden.	pear, strawberry, cherry, picnic	
80		3	I like ... but I don't like ...	desserts, drinks	ch [tʃ] chicken
81		4	Three tomatoes, please. Sorry, no cucumbers.	vegetables, carrot, cucumber, mushroom, tomato, pepper, potato	
82		5	Bananas for dinner, before going to sleep. They are so sweet!	breakfast, lunch, dinner, sweet, munch	
83		6	When do you get up? What do you like? What does he/she like for breakfast/lunch/dinner? I am having ... for breakfast/lunch/dinner.	when, what, where	wh [w] white ir, er, ur [ɜ:] bird, her, surname
84		7	He/She likes ... Does he/she like ...? Yes, he/she is./No, he/she isn't.	jelly	
85		Story Time	8	He's buying a mango.	shop, to buy, mango, lemon, vanilla ice-cream, to shine, to mix
86	Into Your Portfolio	9		plate	
87		10			
88	Revision	11		table, shopping game, king, prince, princess	
89		12			
90	Unit 8 Seasons and Clothes	1	It's cold. It's hot. It is raining. It is snowing. When is your birthday? It's in ...	cold, hot, rain, snow, spring, summer, autumn, winter, bright	
91	<u>Підприємливість та фінансова грамотність:</u> Обирає одяг відповідно до сезону. <u>Екологічна безпека та сталий розвиток:</u> цінює та бережливо ставиться до природи.	2	It is sunny. And so can you! Watch TV. Stay at home. Make a snowman.	sea, to watch, TV, to stay, to skate, to ski, snowman	
92		3	Good night. Sleep tight. In the morning light. What season do you like? I can fly a kite. I have holidays in summer. I can go with my mum.	night, eighteen, right, light, tight, season, holidays, with	ght [ɪt] eight
93		4	It's Tuesday. In six days she is going on holiday. Tracy is packing her suitcase. What is she putting in her suitcase?	to count, holiday, to pack, suitcase, jacket, sandals, bikini, jeans, T-shirt, mask, trainers, her, his, cap, shorts	

ВПРАВИ ТА ЗАВДАННЯ					
Рецептивні		Інтеракційні	Продуктивні		Пісні та римівки
сприймання на слух	зорове сприймання	усна взаємодія	усне продукування	писемне продукування	
PB t.1,2 - p.82	PB t.3 - p.82	PB t.5 - p.82	PB t.2-4 - p.82	AB t.2 - p.69	
PB t.1 - p.83			PB t.1,4 - p.83	PB t.2,3 - p.83 AB t.1 - p.70	Morning chant.
PB t.1 - p.84	PB t.6 - p.85 AB t.2 - p.71	PB t.4,5 - pp.84-85		PB t.2,3 - p.84 AB t.1 - p.71 HPB pp. 22-23	
PB t.1-3,5 - pp.86-87	AB t.1 - p.72	PB t.4 - p.86	PB t.2,3,5 - pp.86-87	PB t.6 - p.87 AB t.1 - p.72 HPB pp. 23-24	Chicken, chips, soup and eggs.
PB t.1,3 - p.88 AB t.1 - p.73	AB t.2 - p.73	PB t.4 - p.88	PB t.1-3 - p.88	PB t.5 - p.88 AB t.2 - p.73 HPB p.24	In the garden.
PB t.1,3 - p.89	PB t.1-4 - p.89			PB t.5 - p.89 AB t.1,2 - p.74 HPB pp.24-25	
PB t.1-3 - p.90	AB t.1 - p.75	PB t.4 - p.90	PB t.1-3 - p.90	AB t.1,2 - p.75	Apples and bananas.
PB t.1-3 - p.91 AB t.1 - p.76			PB t.1,3,5 - p.91	PB t.4 - p.91	Bananas for breakfast, bananas for lunch.
PB t.1-3 - p.92	PB t.2-4 - p.92 AB t.2 - p.77		PB t.4 - p.92	AB t.1,2 - p.77 HPB pp.25-26	
PB t.1,2 - p.93		PB t.4,5 - p.93	PB t.1,3,6 - p.93	PB t.6 - p.93 AB t.1 - p.78 HPB pp.26-27	Jelly is yummy.
PB t.1,2,5 - pp.94-95	PB t.2 - p.94	PB t.4 - p.94	PB t.3,5 - pp.94-95	AB t.1 - p.79	African dream.
	AB t.1 - p.80	PB t.2 - p.96	PB t.3 - p.96	PB t.1 - p.96 AB t.1 - p.80	
PB t.6 - p.99	PB t.7 - p.99	PB t.3 - p.97	PB t.1,4,5,6,7 - pp.97-99	PB t.1,2 - p.97 AB t.1 - p.81	
PB t.1-3 - p.100	AB t.1 - p.82	PB t.5 - p.100	PB t.1-4 - p.100	AB t.1-3 - p.82	Spring is green.
PB t.1,3 - p.101 AB t.2 - p.83	PB t.1,2 - p.101 AB t.1 - p.83		PB t.3-5 - p.101	PB t.5 - p.101 AB t.1 - p.83	It is sunny..
PB t.1-3 - p.102	PB t.2-5 - p.102 AB t.2 - p.84		PB t.5 - p.102	AB t.1,2 - p.84 HPB p.27	
PB t.1-5 - pp.103-104 AB t.2 - p.85	PB t.1 - p.103		PB t.2,4,6 - pp.103-104	PB t.7 - p.104 AB t.1 - p.85 HPB pp.27-28	

год.	Розділ (тема)	Урок НМК	МОВЛЕННЄВИЙ МАТЕРІАЛ		
	Змістова лінія		Мовленнєвий зразок	Лексика	Фонікси
94		5	What are you wearing today? I am wearing ...	trousers, socks, sweater, dress, shoes, boots, scarf, hat, to wear	
95		6	What is he/she wearing? Where are her socks?	shirt, skirt, coat, raincoat	ir, [ɜ:] shirt oa [oʊ] coat ear, air, ere [eə] bear, hair, where
96		7	Are you wearing ...? Yes, I am./No, I'm not.		
97	Story Time	8	I'm checking the tyres. Off we go!	to check, tyres, to look for, key	
98	Into Your Portfolio	9		gloves, pants	
99		10			
100	Revision	11		jogging suit, favourite	
101		12			
102 - 105	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 - p.105		PB t.4 - p.105	PB t.1-3 - p.105	AB t.1,2 - p.86	What are you wearing today?
PB t.1,2,4 - p.106	PB t.2,3,5 - p.106 AB t.2 - p.87			AB t.1 - p.87 HPB pp.28-29	
PB t.1 - p.107	PB t.2 - p.107 AB t.1,2 - p.88	PB t.3 - p.107		AB t.1,2 - p.88	
PB t.1,2 - p.108	PB t.2 - p.108	PB t.4 - p.108	PB t.3 - p.108	AB t.1 - p.89	
PB t.1,2 - p.109	AB t.1 - p.90		PB t.1,2,4,6 - p.109	PB t.3,5 - p.109	Move to the left!
PB t.1,2 - p.110	PB t.8 - p.111	PB t.5,7 - pp.110-111	PB t.3,6,8 - pp.110-111	PB t.2,4,5 - p.110	
Резервні уроки					

UNIT 5 HOW MANY LEGS?

LESSON 1

OBJECTIVES:

- to introduce and practise new vocabulary
- to introduce the structure 'In the jungle there are ...'
- to introduce some parts of the body

VOCABULARY:

animals, jungle, hear, tall, big, fat, small, long, angry, a giraffe, a hippo, a crocodile, an ear, stripes, a leg, a tail

STRUCTURE:

In the jungle there are ...

MATERIALS:

PB, PB Audio, AB, MP, pencils of different colours or crayons, cup with the name sticks (see Starter-Lesson 4), flashcards # 63-65

OUTCOMES:

By the end of the lesson Ps will be able to identify some parts of the body and animals. They will be able to use the new words and structures in sentences.

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 between each other (stretched arm length).
- 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 'miaow.' and so forth.

PRESENTATION

PB p. 62, t.1

- Get Ps to open their PBs on pages 62-63.
- Hold up your PB and point to exercise 1.
- Ask Ps to say what they see in the pictures.
- Encourage them to name animals they know.
- Explain to Ps that they are going to listen to an audio and learn some new words.
- Play *PB Audio (track Unit-5-Les_1-1)*.

- While listening to the audio, point to each animal according to what the speaker says.

A hippo, a zebra, a giraffe, an elephant, a snake, a monkey, a parrot, a lion, a crocodile.

Script

- Tell Ps that they are going to listen to the audio one more time, but this time they should follow the speaker and point to the pictures in exercise 1.
- Play the audio again and get Ps to listen and point.
- Play the audio again making pauses and get Ps to repeat each phrase.
- Ask several volunteers to name each animal on pages 62-63.

PRACTICE

- Take *flashcards # 63-65* and start showing them to Ps one by one. Name each flashcard and encourage Ps to repeat the new words after you several times.

PB p. 62, t.2

- Explain to Ps that they are going to listen to an audio and guess the animal.
- Play *PB Audio (track Unit-5-Les_1-2)* making pauses and get Ps to guess animals.

Animal sounds: elephant, lion, parrot, monkey, snake.

Script

PB p. 63, t.3

- Explain to Ps that they are going to listen to an audio and sing a song.
- Play *PB Audio (track Unit-5-Les_1-3)*

OR

Play *MP (Unit-5-Songs_and_Chants-1)*

*Ref.:
In the jungle, there are animals
In the jungle, can you see?
In the jungle, there are animals
In the jungle, can you hear?*

*Look, an elephant! It's big!
Look, a giraffe! It's tall!
Look, a hippo! It's fat!
Look, a monkey! It's small!*

Ref.:

*Listen, a snake! It's long!
Listen, a lion! It's angry!
Listen, a zebra! It's thirsty!
Listen, a crocodile! It's hungry!*

Ref.:

Script

- Play the audio again and get Ps to sing along.
- AB p. 52, t.1**
- Ask Ps to open their ABs on page 52.
 - Explain to Ps that they should match the words to the pictures and then colour them.
 - Let Ps do the exercise on their own.
 - Walk around the classroom and check whether Ps need help.
 - Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to name each animal.
 - Let Ps take their pencils of different colours or crayons and colour the pictures.

PB p. 63, t.4

- Get Ps to open their PBs on page 63.
- Pay their attention to two word clouds in exercise 4.
- Point to the elephant and zebra. Tell Ps that they are going to listen to an audio about them.
- Play *PB Audio (track Unit-5-Les 1-4)*.
- While listening to the audio, hold up your PB and point to the text in the word clouds according to what the speaker says. Do it twice.

Script

<i>I'm Ella the Elephant.</i>	<i>I'm Zeb the Zebra.</i>
<i>I'm big.</i>	<i>I'm black and white.</i>
<i>I'm grey.</i>	<i>I've got stripes.</i>
<i>I've got big ears.</i>	<i>I've got four legs.</i>
<i>I've got a long nose.</i>	<i>I've got a tail.</i>

- Point to the elephant's ear and say, 'ear'. Get Ps to repeat the word after you several times.
- Repeat the procedure with the words 'nose', 'leg', 'tail' and 'stripes'.
- Explain to Ps the meaning of the words 'tall', 'big', 'small', 'fat', 'long' and 'angry'.

PB p.63, t.5

- Explain to Ps that they are going to point to the word clouds and say them.
- Play *PB Audio (track Unit-5-Les 1-4)* making pauses for Ps to repeat each phrase.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to say the word clouds.

ENDING

PB p.63, t.6

- Get Ps to open their PBs on page 63.
- Hold up your PB and point to exercise 6.
- Explain to Ps that they are going to copy the animal names into their exercise books.

- Get Ps to open their exercise books and start writing.
- Walk around the classroom and check whether Ps need help.

HPB pp.15-16

- Ask Ps to open their HPBs on pages 15-16.
- Explain to Ps that they are going to trace and write some words.
- Ask Ps to start tracing with the word 'a giraffe' and finish with the word 'a lion'.

LESSON 2

OBJECTIVES:

- to introduce and practise new vocabulary
- to introduce and practise the structures 'I'm dangerous/tall...', 'I've got a big mouth'
- to practise the vocabulary of parts of the body

VOCABULARY:

mouth, teeth, short, dangerous, body, neck

STRUCTURE:

I'm dangerous. I've got a big mouth.

MATERIALS:

PB, AB, PB Audio, flashcards # 63-65, flashcards of some animals (see below), cup with the name sticks (see Starter-Lesson 4), pencils of different colours or crayons, sheets of paper

OUTCOMES:

By the end of the lesson Ps will be able to use new structures and vocabulary in sentences. They will also be able to use the contractions 'I'm' and 'I've'.

WARM-UP

The Mime Game

- Before the lesson, prepare flashcards of such animals as zebra, elephant, snake, monkey, parrot and lion.
- Take the prepared flashcards and *flashcards # 63-65* and start showing them to Ps. Encourage Ps to name each animal.
- Get Ps to sit in a circle. Tell them that they are going to play a game.
- Put all the flashcards on a desk face down.
- Ask a volunteer to come to the desk and pick up a flashcard, look at it, but do not show it to others.

- The P has to mime the animal he/she saw in the flashcard and others should guess it.
- Let Ps come one by one and pick up flashcards one by one and play the Mime Game.

PRESENTATION

PB p. 64, t.1

- Get Ps to open their PBs on page 64.
- Pay their attention to the word clouds in exercise 1.
- Point to the crocodile, snake and giraffe.
- Tell Ps that they are going to listen to an audio about them.
- Play *PB Audio (track Unit-5-Les_2-1)*.
- While listening to the audio, hold up your PB and point to the text in the word clouds according to what the speaker says.

Script

*I'm Croc the Crocodile.
I'm green.
I've got a big mouth and big teeth.
I've got four short legs and a long tail.
I'm dangerous.*

*I'm Siss the Snake.
I'm orange and red.
I've got a long body.
I've got no legs.
I'm very dangerous.*

*I'm Gira the Giraffe.
I'm yellow and brown.
I've got four legs.
I've got a long neck.
I'm tall.*

- Point to the crocodile's mouth and say, 'mouth'. Get Ps to repeat the word after you several times.
- Repeat the procedure with the words 'teeth', 'body' and 'neck'.
- Explain to Ps the meaning of the words 'short' and 'dangerous'.

PRACTICE

PB p.64, t.2

- Tell Ps that they are going to listen to the audio again, but this time they should repeat each phrase.
- Play *PB Audio (track Unit-5-Les_2-1)* making pauses for Ps to repeat each phrase.

- While listening to the audio, hold up your PB and point to the text in the word clouds according to what the speaker says.

PB p.64, t.3

- Explain to Ps that they are going to point to the word clouds and say them.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to say the word clouds in turn.

AB p.53, t.1

- Ask Ps to open their ABs on page 53. Tell them to take their pens.
- Explain to Ps that they are going to unscramble words.
- Hold up your AB, point to the first picture and ask a P to name it (the word is 'leg').
- Then point to the mixed letters and ask the P to spell the word or ask him/her to come up to the blackboard and write it.
- Let Ps do the exercise on their own. You walk around the classroom and check whether Ps need your help.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to read the unscrambled words.

PB p.64, t.4

- Hold up your PB and point to the sections where the examples of contractions are written ('I am = I'm' and 'I have got = I've got').
- Explain to Ps the contraction rules using some examples in exercise 1.
- Explain to Ps that they are going to draw pictures of animals and then write some information about them according to the example.
- Tell Ps that they should choose the animal they like and write the description of it as if they are that animal.
- Hold up your PB, point to the example in exercise 4. Then point to a boy and his picture.
- Read the text in the word cloud aloud ('I'm ...') and tell Ps to use these structures to describe their animal.
- Hand out sheets of paper and let Ps start drawing and writing.
- Walk around the classroom and check whether Ps need your help.

PB p.64, t.5

- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to come to the front of the classroom, demonstrate their pictures and describe their animals.

ENDING

AB p.53, t.2

- Ask Ps to open their ABs on page 53.
- Hold up your AB and point to exercise 2.
- Tell Ps to prepare their pens, pencils of different colours or crayons.
- Explain to Ps that they are going to fill in the blank spaces in words to complete the text. After that, they should draw a picture according to the text.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the text in turn and fill in the blank lines (you can divide the text into parts and ask Ps to read the parts).
- Let Ps draw the pictures.

LESSON 3

OBJECTIVES:

- to introduce new phonics
- to practise the phonics Ps have learnt at previous lessons
- to practise reading
- to introduce and practise the structures 'It has got', 'They have got'

VOCABULARY:

thanks, tooth - teeth, foot - feet, goose - geese

STRUCTURE:

It has got. They have got.

MATERIALS:

PB, AB, PB Audio, AB Audio, flashcard # 66, flashcards-phonics # 1-22, cup with the name sticks (see Starter-Lesson 4)

OUTCOMES:

By the end of the lesson Ps will be able to identify the phonics 'th' and 'ee' in words. They will be able to pronounce and read them.

WARM-UP

What's Missing?

- Get Ps to sit in a circle. Put *flashcards-phonics # 11-20* on the floor. Tell Ps to remember the flashcards. Explain to them that they should close their eyes and you will remove one flashcard at a time and they should guess which flashcard is missing.

PRESENTATION

- Take *flashcards-phonics # 1-17* and put them on a desk face down.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to come up to the desk.
- Let Ps one by one take a flashcard, show it to others and read it aloud.

PB p.65, t.1

- Get Ps to open their PBs on page 65.
- Hold up your PB and point to exercise 1. Pay Ps' attention to two yellow squares with the phonics 'th' and 'ee' and the words that represent these phonics.
- Tell Ps that they are going to listen to an audio and follow each word according to the speaker.
- Play *PB Audio (track Unit-5-Les_3-1)*.
- While listening to the audio, hold up your PB and point to each phonics and word according to what the speaker says.

th [θ], three, mouth, tooth

Script

ee [i:], tree, tooth - teeth, foot - feet, a green tree

- Play the audio again and get Ps to point to the phonics and words in their PBs according to what the speaker says.
- Walk around the classroom and check whether Ps need help.
- Play the audio again making pauses for Ps to repeat each word.

PRACTICE

- Show the *flashcard # 66* and say 'tooth'. Get Ps to repeat the word after you several times.
- Hold up your PB and point to the irregular plural nouns that are depicted in exercise 1 and in exercise 4 (tooth - teeth, foot - feet, goose - geese).
- Explain to Ps that these words are exceptions and we form plural of these words differently. Point to each word and read them aloud. Get Ps to repeat each word after you several times.

PB p.65, t.2

- Hold up your PB and point to two sections with the words and phrases with the new phonics ('thanks, tooth ...'; 'three geese ...').
- Tell Ps that they are going to listen to an audio and read the words and phrases.
- Play *PB Audio (track Unit-5-Les_3-2)*.

- While listening to the audio, hold up your PB and point to each word according to what the speaker says.

thanks, tooth, three, mouth

Script

three geese, nine teeth, big feet, a green tree

- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the words and phrases in turn.

PB p.65, t.3

- Hold up your PB and point to exercise 3.
- Tell Ps that they should copy the words with the new phonics into their exercise books.
- Get Ps to open their exercise books and copy the words: 'three', 'mouth', 'tooth', 'tree', 'teeth', and 'feet'.

AB p.54, t.1

- Get Ps to open their ABs on page 54.
- Explain to Ps that they are going to listen to an audio, then read the words and circle the correct word and picture.
- Play *AB Audio (track Engl_2_kl-Робочий зошит-Unit5-Les3_Page54_Ex-1)* and let Ps circle the first line.
- Walk around the classroom and check whether Ps have understood the task.
- Play the audio again making pauses for Ps to circle the correct variants.

mouth, tooth, feet, teeth, geese.

Script

- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to come to the front of the classroom, hold up their ABs and read aloud the variants.

PB p.65, t.4,5

- Hold up your PB and point to the text in the green section (exercise 4).
- Tell Ps that they are going to listen to an audio and read the text.
- Play *PB Audio (track Unit-5-Les_3-4)*.
- While listening to the audio, hold up your PB and point to each word according to the speaker.

I can see a goose.

It is grey.

It has got a long neck.

It has got 2 legs.

These are geese.

They are black.

They have got long necks.

They can run and swim.

They can fly, too.

Script

- Play the audio again making pauses for Ps to repeat each line. Do it twice.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the text one by one (you can divide the text into parts and ask Ps to read the parts).

ENDING

AB p.54, t.2

- Tell Ps that they are going to look at the pictures and fill in the blank lines with letters to make words.
- Let Ps do the exercise on their own. You walk around the classroom and check whether Ps need help.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to read the words in turn.

LESSON 4

OBJECTIVES:

- to introduce new vocabulary
- to practise the structure 'I have got ...'
- to practise the vocabulary of parts of the body

VOCABULARY:

head, eyes, fingers, hand, arm, toes, one, two

STRUCTURE:

I have got one head.

MATERIALS:

PB, PB Audio, AB, HPB, flashcards # 67-69, 71-79, 81, cup with the name sticks (see Starter-Lesson 4), sheets of paper, pencils of different colours or crayons

OUTCOMES:

By the end of the lesson Ps will be able to identify some parts of the body and they will be able to use them in the structure 'I have got ...'. They will also be able to write numbers 'one' and 'two' in words.

WARM-UP

Broken Telephone

- Use the cup with the name sticks (see Starter-Lesson 4) to divide your class into two or three teams (depending on the number of Ps in the class).
- Ask your teams to form lines facing the blackboard.
- Come to each last P in the teams and whisper the words Ps have learnt at previous lessons.
- The task of each team is to pass this word by whispering from the last P in the line up to the first one.
- After the first P in the line has listened to the word, he/she should run to the blackboard and write it on the blackboard.
- The first team to do the task correctly wins the game.

PRESENTATION

PB p.66, t.1

- Take *flashcards* # 67-69, 71-79, 81 and start showing them to Ps one by one.
- Name each flashcard and encourage Ps to repeat each word after you. Do it several times.
- Tell Ps that they are going to listen to an audio.
- Play *PB Audio (track Unit-5-Les 4-1)*.

Look at the giraffe.

- | | | |
|----------|---------|---------|
| 1. head | 4. eyes | 7. tail |
| 2. nose | 5. body | 8. neck |
| 3. mouth | 6. legs | 9. ears |

Look at Tracy.

- | | | |
|---------|---------|------------|
| 1. head | 4. feet | 7. neck |
| 2. arm | 5. toes | 8. hand |
| 3. legs | 6. body | 9. fingers |

Script

- While listening to the audio, hold up your PB and point to each part of the bodies according to what the speaker says.
- Tell Ps to open their PBs on page 66.
- Play the audio again and get Ps to point to the parts of the body in their PBs.

PRACTICE

PB p.66, t.2

- Explain to Ps that they are going to point to each part of the body and name it.
- Get Ps to open their PBs on page 66.

- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps point to the parts of the body and name them one by one.

AB p.55, t.2

- Get Ps to open their ABs on page 55.
- Hold up your AB and point to exercise 2.
- Explain to Ps that they should write the corresponding part of the body in the blank lines to label the picture.
- Point to the words in the white squares and ask a volunteer to read the first word aloud ('arm').
- Let P match this word to the corresponding part of Tracy's body.
- Let Ps do the exercise on their own. You walk around the classroom and check whether Ps need help.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the words in turn pointing to the parts of the body.

PB p.66, t.3

- Get Ps to open their PBs on page 66.
- Hold up your PB and point to exercise 3.
- Tell Ps that they are going to listen to an audio and read four sentences.
- Point to numbers 'one' and 'two' that are written in words.
- Explain to Ps that these are the written forms of these numbers.
- Play *PB Audio (track Unit-5-Les 4-3)*.

*one
two*

*I have got one head.
I have got one nose.
I have got two hands.
I have got two legs.*

Script

- While listening to the audio, try to mime the sentences.
- For example, the first sentence is 'I have got one head'. So while listening to this sentence point first to yourself, then use your point finger to show number one and then point to your head and so on.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the sentences in turn.

PB p.66, t.4

- Tell Ps that they are going to copy the sentences they've just read into their exercise books.
- Get Ps to open their exercise books and write the sentences.

LESSON 5

- Walk around the classroom and check whether Ps need your help.

PB p.66, t.5

- Tell Ps that they are going to make their body poster.
- Hand out sheets of paper.
- Hold up your AB and point to exercise 2.
- Explain to Ps that they should draw themselves and label each part of their body.
- Let Ps take their pencils of different colours or crayons and draw their pictures
- Walk around the classroom and check whether Ps need help.

ENDING

AB p.55, t.1

- Get Ps to open their ABs on page 55.
- Hold up your AB and point to exercise 1.
- Explain to Ps that they should read the text, fill in the blank spaces in it and then draw a picture based on the text.
- Let Ps do the exercise on their own. You walk around the classroom and check whether Ps need help.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the text and demonstrate their pictures.

HPB pp.16-17

- Get Ps to open their HPBs on pages 16-17.
- Explain to Ps that they are going to trace and write some words.
- Ask Ps to start tracing from the words 'fingers and toes' and finish with the words 'body and tail.'

OBJECTIVES:

- to introduce new vocabulary
- to practise the vocabulary of parts of the body
- to practise the structure 'How many ... have you got?'

VOCABULARY:

shoulders, knees

STRUCTURE:

How many ... have you got?

MATERIALS:

PB, PB Audio, AB, HPB, flashcards # 67-81, cup with the name sticks (see Starter-Lesson 4), picture of a dog with an open mouth, paper packet or a box

OUTCOMES:

By the end of the lesson Ps will be able to count their parts of the body. They will also be able to ask the question 'How many ... have you got?'

WARM-UP

Feed the Dog

- Before the lesson, print a picture of a dog with an open mouth. Stick the dog to a paper packet or a box. Make a hole in the dog's mouth big enough to throw the flashcards through it.
- Tell Ps that they are going to play a game.
- Explain to them that they are going to feed the dog.
- Put the *flashcards # 67-69, 71-79, 81* in front of the dog.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come to the dog in turn.
- You name the flashcards one by one and Ps should find and throw them into the dog's mouth.

PRESENTATION

PB p.67, t.1

- Take *flashcards # 70, 80* and start showing them to Ps one by one.
- Name each flashcard and encourage Ps to repeat each word after you. Do it several times (while showing the flashcards, you may additionally point to your shoulder and your knee).
- Get Ps to open their PBs on page 67.

- Hold up your PB and point to exercise 1.
- Tell Ps that they are going to listen to an audio.
- Explain to Ps that while listening to the audio, they should point to their parts of the body according to what the speaker says.
- Play *PB Audio (track Unit-5-Les_5-1)*.
- While listening to the audio, point to your parts of the body according to what the speaker says. Encourage Ps to do the same.

Script

*Head and shoulders, knees and toes,
Knees and toes.*

*Head and shoulders, knees and toes,
Knees and toes.*

And eyes, and ears, and mouth, and nose.

*Head and shoulders, knees and toes,
Knees and toes.*

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

PRACTICE

PB p.67, t.2

- Explain to Ps that they are going to sing a song and point to their parts of the body.
- Play *PB Audio (track Unit-5-Les_5-2)* and get Ps to sing along.

OR

Play *MP (Unit-5-Songs_and_Chants-2)*.

- While singing the song, point to your parts of the body according to what the speaker says. Encourage Ps to do the same.

Script

*Head and shoulders, knees and toes,
Knees and toes.*

*Head and shoulders, knees and toes,
Knees and toes.*

And eyes, and ears, and mouth, and nose.

*Head and shoulders, knees and toes,
Knees and toes.*

PB p.67, t.3

- Explain to Ps that they are going to touch their parts of the body and name them.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to touch their parts of the body and name them one by one.

AB p.56, t.1

- Get Ps to open their ABs on page 56.
- Explain to Ps that they are going to find the words and circle them.
- Hold up your AB and point to the words that are written in the white squares.
- Explain to Ps that they should search for these words.
- Ask several Ps to read them aloud and while reading, point to the corresponding parts of their bodies.
- Point to the example ('arm').
- Let Ps do the exercise on their own.
- Walk around the classroom and check whether Ps need help.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to demonstrate words they've circled.

PB p.67, t.4

- Get Ps to open their exercise books and PBs on page 67.
- Hold up your PB and point to exercise 4.
- Tell Ps that they are going to read the sentences, choose the corresponding words and copy the sentences into their exercise books.
- Point to the first sentence and ask a P to read it aloud ('I've got one head / hand'). Let him/her choose the corresponding word ('head').
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the sentences one by one, choose the corresponding words and copy the sentences into their exercise books.

PB p.67, t.5

- Explain to Ps that they are going to sing a song.
- Play *PB Audio (track Unit-5-Les_5-5)* and get Ps to listen to the song.

OR

Play *MP (Unit-5-Songs_and_Chants-3)*.

- While listening to the audio, hold up your PB and point to the pictures in exercise 5.

Script

HOW MANY?

One, two, three, four, five,
Six, seven, eight, nine, ten.

How many, how many, how many,
How many, how many, how many,
How many fingers have you got?
How many fingers have you got?

One, two, three, four, five,
Six, seven, eight, nine, ten.

How many, how many, how many,
How many, how many, how many,
How many toes have you got?
How many toes have you got?

- Play the audio again and get Ps to sing along.
- Say the structure, e.g. 'How many fingers have you got?'
- Get Ps to repeat it after you several times.
- Then answer the question saying, 'I have got ten fingers.'
- Explain to Ps that we use this structure to find out the number of fingers, toes etc.

PB p.67, t.6

- Tell Ps that they are going to work in pairs asking and answering questions.
- Use the cup with the name sticks (see Starter-Lesson 4) to divide Ps into pairs.
- Get Ps to open their PBs on page 67.
- Hold up your PB and point to exercise 6.
- Point to the word clouds and read them aloud ('How many ... have you got?', 'I have got ...').
- Come to one of the Ps and ask him/her the question, e.g. 'How many legs have you got?'. Encourage him/her to answer the question saying, 'I have got two legs.'
- Then encourage the P to ask you the similar question, e.g. 'How many arms have you got?'. You answer it, 'I have got two arms.'
- Get Ps to make mini-dialogues on their own.
- Walk around the classroom and check whether Ps need your help.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several pairs to come to the front of the classroom and act out their dialogues.

AB p.56, t.2

- Get Ps to open their ABs on page 56.
- Explain to Ps that they are going to make sentences.
- Hold up your AB and point to exercise 2 and the first sentence.

- Point to the words that are written in the white squares.
- Ask a P to read them aloud. Let the P put these words in the right order to make a sentence.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to make sentences one by one and write them in the blank lines.

ENDING

HPB pp.17-18

- Get Ps to open their HPBs on pages 17-18.
- Explain to Ps that they are going to trace and write some sentences.
- Ask Ps to start tracing from the sentence 'I have got two shoulders.' and finish with the sentence 'I have got short fingers.'

LESSON 6

OBJECTIVES:

- to introduce new phonics
- to practise phonics that Ps have learnt previously
- to practise reading

VOCABULARY:

Gira

STRUCTURE:

This is Gira, the giraffe.

MATERIALS:

PB, AB, PB Audio, HPB, flashcards-phonics # 1-26, cup with the name sticks (see Starter-Lesson 4)

OUTCOMES:

By the end of the lesson Ps will be able to identify the phonics 'g', 'ph', 'ou' and 'ow' in words. They will be able to pronounce, read and write them.

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 the team 1-10.
- Explain to Ps that you are going to call out a number and a P with that number from each team should run up to the blackboard and write a word you shout

(name the words from *flashcards-phonics # 1-22* and show the corresponding flashcard).

- The team that writes the most right words wins the game.

PRESENTATION

- Take *flashcards-phonics # 1-22* and put them on a desk face down.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to come up to the desk.
- Let Ps one by one take a flashcard, show it to others and read it aloud.

PB p.68, t.1

- Get Ps to open their PBs on page 68.
- Hold up your PB and point to exercise 1. Pay Ps' attention to three yellow squares with the phonics ('g', 'ph', 'ou' and 'ow') and the words that represent these phonics.
- Take *flashcards-phonics # 23-26* and start showing them to Ps one by one. Name each flashcard and get Ps to repeat each word after you.
- Tell Ps that they are going to listen to an audio and follow each word according to the speaker.
- Play *PB Audio (track Unit-5-Les_6-1)*.
- While listening to the audio, hold up your PB and point to each phonics and word according to what the speaker says.

[dʒ] Gira, giraffe
a dangerous crocodile, orange
[f] elephant
photo, photographer, Phil, elephant
[aʊ] mouth, brown
brown, cow, mouth, mouse, house

Script

- Play the audio again and get Ps to point to the words in their PBs according to what the speaker says.
- Walk around the classroom and check whether Ps need help.

PRACTICE

PB p.68, t.2

- Hold up your PB and point to exercise 2.
- Tell Ps that they are going to read the words.
- Play *PB Audio (track Unit-5-Les_6-1)* making pauses for Ps to repeat each word.

Script

[dʒ] Gira, giraffe
a dangerous crocodile, orange
[f] elephant
photo, photographer, Phil, elephant
[aʊ] mouth, brown
brown, cow, mouth, mouse, house

- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the words in turn.

PB p.68, t.3

- Hold up your PB and point to exercise 3.
- Tell Ps that they should copy the words with the new phonics into their exercise books.
- Get Ps to open their exercise books and copy the words: 'Gira', 'giraffe', 'a dangerous crocodile', 'orange', 'elephant', 'photo', 'photographer', 'Phil', 'mouth', 'brown', 'cow', 'mouse' and 'house'.

PB p.68, t.4, 5

- Hold up your PB and point to the green section (exercise 4).
- Tell Ps that they are going to listen to an audio and read the text.
- Play *PB Audio (track Unit-5-Les_6-4)*.
- While listening to the audio, hold up your PB and point to each word according to what the speaker says.

ZOO PHOTOS

This is Gira, the giraffe. It is orange and brown.
Gira has got four long legs and a long neck. It likes green trees.
That is Phil, the elephant. It is very big. It has got big ears and a long nose. Phil has got four legs and one tail.

Script

- Play the audio again making pauses for Ps to repeat each line.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the text one by one (you can also divide the text into parts and ask Ps to read the parts).

AB p.57, t.1

- Get Ps to open their ABs on page 57.
- Explain to Ps that they are going to complete the words according to the pictures.
- Let Ps do the task on their own. You walk around the classroom and check whether Ps need help.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to name each word one by one.

ENDING

AB p.57, t.2

- Get Ps to open their ABs on page 57.
- Explain to Ps that they are going to fill in the sentences with the words written in the white squares.
- Pay Ps' attention to the picture in exercise 2. Explain to Ps that the text describes the picture.
- Hold up your AB and point to the first sentence. Ask a P to read it aloud ('This is Gira, the ...').
- Point to a giraffe in the picture to prompt the P.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read and fill in the sentences one by one.

HPB pp.18-19

- Ask Ps to open their HPBs on pages 18-19.
- Explain to Ps that they are going to trace and write some words and sentences.
- Ask Ps to start tracing with the word 'orange' and finish with the sentence 'A mouse is in a house.'

LESSON 7

OBJECTIVES:

- to introduce the structures 'How many ... can you see?'; 'I can see ...'; 'Can it ...?'; 'Yes, it can./No, it can't.'; 'Has it got ...?'; 'Yes, it has./No, it hasn't.'
- to review the structures 'Is it ...?'; 'Yes, it is./No, it isn't.'
- to practise speaking
- to practise the vocabulary of animals

STRUCTURE:

How many ... can you see?, I can see ... , Can it ...?, Yes, it can./No, it can't., Has it got ...?, Yes, it has./No, it hasn't.

MATERIALS:

PB, AB, flashcards # 67-81, cup with the name sticks (see Starter-Lesson 4), pencils of different colours or crayons

OUTCOMES:

By the end of the lesson Ps will be able to ask and answer questions about animals. They will also be able to use the new structures in sentences.

WARM-UP

Play with a Balloon

- Explain to Ps that they are going to play with a balloon.
- Throw the balloon into the middle of the class and everyone has to keep it from touching the ground.
- Tell a P to name an animal and toss the balloon to the other P, e.g. P1 tosses the balloon and says, 'a hippo', P2, who catches the balloon, tosses it and says, 'a giraffe' and so on.

PRESENTATION

What's Missing?

- Get Ps to sit in a circle.
- Put *flashcards # 67-81* on the floor. Tell Ps to remember the flashcards.
- Explain to Ps that they should close their eyes and you will remove one flashcard at a time and they should guess which part of the body is missing.

PRACTICE

PB p.69, t.1

- Get Ps to open their PBs on page 69.
- Pay their attention to the picture in exercise 1.
- Tell Ps that they are going to work in pairs and ask and answer questions.
- Hold up your PB, point to the word clouds and read them aloud ('How many ... can you see?'; 'I can see ...').
- Get Ps to repeat the phrases after you several times.
- Explain to Ps the meaning of these structures and tell Ps that they are going to use them while working in pairs.
- Come up to a P and ask him/her, e.g. 'How many elephants can you see?'. Let the P count the elephants in the picture on page 69 and answer the question saying, 'I can see two elephants.'
- Use the cup with the name sticks (see Starter-Lesson 4) to divide Ps into pairs.
- Let Ps work in pairs and ask and answer questions on their own.
- Use the cup with the name sticks (see Starter-Lesson 4) to invite several pairs to come to the front of the classroom and act out their dialogues in turn.

AB p.58, t.1

- Get Ps to open their ABs on page 58. Tell Ps to prepare their pens and pencils of different colours or crayons.
- Hold up your AB and point to exercise 1.

LESSON 8 Story Time

- Explain to Ps that they are going to count animals, write numbers in the blank squares and then colour the picture.
- Hold up your AB, point to the first word and read it aloud ('lions').
- Let Ps count all lions in the picture and call out the amount of them (three). Get Ps to write number three near the word 'lions'.
- Let Ps do the task on their own.
- Walk around the classroom and check whether Ps need help.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to say the amount of the animals.

PB p.69, t.2

- Get Ps to open their PBs on page 69.
- Pay their attention to the picture in exercise 1.
- Tell Ps that they are going to play a guessing game.
- Hold up your PB, point to the word clouds and read them aloud ('Has it got a tail?', 'Yes, it has.' ...).
- Explain to Ps that they are going to ask and answer similar questions in pairs to guess animals.
- For example, P1 thinks of an animal, P2 asks P1 some questions to guess the animal he/she thinks about and vice versa.
- P2 asks, 'Has it got a long nose?', P1 answers, 'Yes, it has.', P2 asks, 'Is it an elephant?', P1 says, 'Yes, it is' and vice versa.
- Use the cup with the name sticks (see Starter-Lesson 4) to divide Ps into pairs.
- Let Ps work in pairs and ask and answer questions on their own.
- Use the cup with the name sticks (see Starter-Lesson 4) to invite several pairs to come to the front of the classroom and act out their dialogues in turn.

ENDING

AB p.58, t.2

- Get Ps to open their ABs on page 58.
- Explain to Ps that they are going to find names of animals and circle them.
- Hold up your AB and point to the example ('lions').
- Let Ps do the exercise on their own.
- Walk around the classroom and check whether Ps need help.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to demonstrate words they've circled.

OBJECTIVES:

- to introduce new vocabulary
- to introduce the structures 'What other animals live in Africa?', 'We must be careful.'
- to practise the vocabulary of animals
- to develop Ps' listening and speaking skills

VOCABULARY:

coconut, careful

STRUCTURE:

What other animals live in Africa? We must be careful.

MATERIALS:

PB, PB Audio, AB, MP, flashcards # 50-59, flashcards of numbers 1-10, poster # 14, cup with the name sticks (see Starter-Lesson 4), long ball of twine/wool

OUTCOMES:

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

WARM-UP

- 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 it, the first P says a name of an animal and tosses the twine to someone else across the circle who holds on to the string and repeats.
- You then retrieve the string by reversing the path it took and each P says their word passing it to each other.

PRESENTATION

- Take *flashcards # 50-59* and flashcards of numbers 1-10 and start showing them to Ps one by one asking, e.g. 'Is it eleven?'
- Show, for example, the flashcard with number twelve and ask, 'Is it twenty?'
- Encourage Ps to answer, 'No, it isn't. It is twelve.'
- Hand out the flashcards and get Ps to have small dialogues.

PRACTICE

PB p.70, t.1,2

- Stick *poster # 14* to the blackboard.
- Point to it and remind Ps the story from the previous unit.
- Remind Ps that dad in this family has got a new job in Africa. Tell Ps that they are going to listen to the continuation of the story.
- Get Ps to listen to an audio.
- Play *PB Audio (track Unit-5-Les_8-1-Story Time)* and get Ps to listen.
- While listening to the audio, point to each picture and character on the poster according to the speaker.

OR

Play *MP (Unit-5-Story-1)*.

Script

Luke: Look Tracy! Coconuts and monkeys.
Tracy: Monkeys are funny. Are they dangerous?
Luke: I don't know. Maybe.
Tracy: What other animals live in Africa?
Luke: Let's see: parrots, crocodiles, zebras, elephants, lions, giraffes and snakes. A lot of snakes.
Tracy: I'm scared. Snakes are dangerous.
Luke: Yes, we must be careful.

- Get Ps to open their PBs on page 70.
- Tell Ps that they are going to listen to the audio again and repeat the dialogue.
- Play the audio again making pauses and get Ps to repeat each phrase. Do it twice.
- Hold up your PB and pay Ps' attention to the word clouds.
- Tell Ps that they are going to read the lines.
- Use the cup with the name sticks (see Starter-Lesson 4) to divide your class into pairs, according to the number of characters we have in the dialogue.
- Tell Ps that they are going to read the dialogue in roles.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask pairs to read the dialogue in turn.

PB p. 70, t.3

- Invite several Ps to come to *poster # 14* and say the dialogue in roles pointing to each character and picture. (You can also use the cup with the name sticks (see Starter-Lesson 4) to invite Ps to come up to the poster).

PB p.70, t.4

- Divide your class into pairs, according to the number of characters we have in the dialogue.
- Tell Ps that they are going to have a role play.
- Use the cup with the name sticks (see Starter-Lesson 4) to choose which part each P is going to play.
- Let Ps practise the dialogue on their own. Then ask several groups to come up to the front of the classroom and role play their dialogues.

ENDING

AB p.59, t.1

- Get Ps to open their ABs on page 59.
- Explain to Ps that they are going to number the pictures in the right order.
- Fold the poster and play *PB Audio (track Unit-5-Les_8-1-Story Time)*.
- Tell Ps to think and number the pictures in the sequence of the story.
- Walk around the classroom and check whether Ps have numbered the pictures correctly.
- Use the cup with the name sticks (see Starter-Lesson 4) to invite Ps to come up to the blackboard and say the right order of the story.

LESSON 9

Into Your Portfolio

OBJECTIVES:

- to introduce the structure 'Its name is ...'
- to practise the structures 'I've got ...'; 'It has got ...'
- to practise the vocabulary of parts of the body
- to develop Ps' motor skills and speaking skills

STRUCTURE:

Its name is ...

MATERIALS:

PB, AB, PB Audio, AB Audio, flashcards # 67-82, cup with the name sticks (see Starter-Lesson 4), pencils of different colours or crayons, sheets of paper, paper stickers

OUTCOMES:

By the end of the lesson Ps will be able to describe a monster.

WARM-UP

- Write words that Ps can read on the blackboard (use the vocabulary of parts of the body) and cover some letters with paper stickers.
- Explain to Ps that they should guess the letters to find out what the words are.
- Use the cup with the name sticks (see Starter-Lesson 4) to divide Ps into teams.
- Hand out sheets of paper and tell Ps to write the correct words on the sheets of paper.
- The team that first writes all the words correctly wins the game.

PRESENTATION

- Explain to Ps that this lesson and the next one are called 'Into Your Portfolio'.
- Tell Ps that the crafts they make during such lessons will be stored in the classroom.
- Take *flashcard # 82* and show it to Ps. Get Ps to repeat the word after you several times.
- Take *flashcards # 67-81* and start showing them to Ps one by one asking, e.g. 'Is it a leg?'.
- Show, for example, the flashcard of a tail and ask, 'Is it a neck?'.
- Encourage Ps to answer, 'No, it isn't. It is a tail.'

PRACTICE

PB p.71, t.1

- Get Ps to open their PBs on page 71.
- Pay their attention to the picture of monster in exercise 1.
- Point to it and tell Ps that they are going to listen to and sing a song about him.
- Play *PB Audio (track Unit-5-Les_9-10--IntoYourPortfolio)*.
- While listening to the audio, hold up your PB and point to the text of the song according to what the speaker says.

OR

Play *MP (Unit-5-Songs_and_Chants-4)*.

Monster Rap

*I've got six long fingers,
I've got nine short toes,
I've got three eyes,
I've got four ears
And just one green nose.*

Script

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

PB p.71, t.2

- Explain to Ps that they are going to read the 'Monster Rap'.
- Get Ps to open their PBs on page 71.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the text in turn (you can also ask Ps to read the text line by line pointing to their parts of the body according to the text).

PB p.71, t.3

- Tell Ps that they are going to draw a monster.
- Hand out sheets of paper and ask Ps to take their pencils of different colours or crayons and draw the monster the way they like.
- Walk around the classroom and check whether Ps need help.

PB p.71, t.4

- Tell Ps that they are going to demonstrate their monsters and tell some information about them using the structures as in the example.
- Hold up your PB and point to exercise 4. Read the example aloud pointing to it.
- Then point to the picture of a blue monster in exercise 4 and describe it using the text in the example, e.g. 'This is my monster. Its name is Ron. It has got four arms and six ears. It is very nice.'
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come up to the blackboard and describe their monsters in turn.

ENDING

AB p.60, t.1

- Get Ps to open their ABs on page 60.
- Explain to Ps that they are going to listen to an audio and draw a monster the speaker will talk about. Play *AB Audio (track Engl_2_kl-Робочий зошум-Unit5-Les9-10_Page60_Ex-1)* making pauses for Ps to draw their pictures.

Script

*This is my monster.
Its name is Green.
It has got a long body.
It has got six legs and three hands.
It has got two heads.
It has got one tail.
It has got three eyes and one red nose.
It is very funny.*

- Then use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to come up to the front of the classroom and demonstrate their drawings.

LESSON 10

Into Your Portfolio

OBJECTIVES:

- to practise the structures 'Its name is ...', 'It has got ...'
- to develop Ps' motor skills, speaking and writing skills

MATERIALS:

PB, cup with the name sticks (see Starter-Lesson 4), pictures of monsters that Ps have drawn at the previous lesson, football ball, empty toilet paper (or paper towel) rolls, coloured paper (or paint), eye stickers, ribbons, stickers, scissors, glue, permanent marker

OUTCOMES:

By the end of the lesson Ps will be able to describe an animal.

WARM-UP

Tunnels

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

PRESENTATION

PB p.71, t.4

- Remind Ps that this lesson is called 'Into Your Portfolio', the same as the previous one.
- Tell Ps that crafts they make during such lessons will be stored in the classroom.
- Remind Ps what they've drawn and made during the previous lesson.
- Get Ps to open their PBs on page 71.

- Hold up your PB and point to exercise 4.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to demonstrate monsters they've drawn at the previous lesson.
- Ask several Ps to say something about their pictures. Encourage Ps to use phrases, e.g. 'This is my monster. Its name is ... It has got ...'.

PRACTICE

PB p.71, t.5

- Get Ps to open their PBs on page 71.
- Pay their attention to exercise 5.
- Point to the instructions and tell Ps that they are going to make an animal.
- Ask Ps to take their empty toilet paper (or paper towel) rolls, coloured paper (or paint), eye stickers, scissors, glue, markers and so on.
- You can also tell Ps to bring some ribbons or stickers to decorate their crafts.
- Hold up your PB and point to the instructions that are illustrated with pictures and explain to Ps how to make an animal.
- Let Ps use their imagination and make their crafts the way they like.

PB p.71, t.6

- Tell Ps that they are going to demonstrate animals they've made and say something about them using structures, e.g. 'This is my lion/zebra... Its name is ... It has got ...'
- Hold up your PB, point to the picture of a lion in exercise 5 and describe it using the text, e.g. 'This is my lion. Its name is Ben. It has got four legs, two eyes, one tail, one nose and one mouth. It is very nice.'
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come up to the blackboard, demonstrate their animals and describe them in turn.

PB p.71, t.7

- Tell Ps that they should write the descriptions of their animals in their exercise books.
- Get Ps to open their exercise books and start writing.
- Walk around the classroom and check whether Ps need your help.

ENDING

Catch the Ball

- Before the lesson, write sentences, e.g. 'I have got 2 arms', 'I have got 1 head', etc. on the white parts of a

football ball using a permanent marker.

- Toss the ball to a P and ask him/her to read the sentence from the part of the ball where his/her right thumb is on.
- After the P has read the sentence, ask him/her to point to the part of the body he/she has read about.
- For example, the P has read the sentence, e.g. 'I have got 2 legs', so the P should point to his/her legs.
- Repeat the procedure with other Ps.

LESSON 11 Revision

OBJECTIVES:

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

RECYCLED LANGUAGE:

Animals, parts of the body, adjectives to describe animals, characters and people, phonics 'g', 'ee', 'th', 'ph', 'ou' and 'ow', structures 'in the jungle', 'It has got ...', 'They have got ...', 'How many ... have you got?', 'How many ... can you see?', 'I can see ...', 'Has it got ...?', 'Can it ...?'

MATERIALS:

PB, PB Audio, AB, MP, cup with the name sticks (see Starter-Lesson 4)

OUTCOMES:

By the end of the lesson Ps will be able to identify the vocabulary of parts of the body and animals. They will also be able to identify the learned phonics.

WARM-UP

MP Unit 5. Words, 1

- Explain to Ps that they are going to play a game.
- Tell Ps that they should find a match for each word on the interactive multimedia board.
- In this game you have 5 layouts, so you can divide your class into 5 teams and let each team one by one do the exercise.
- Play *MP (Unit-5-Words-1)*.
- Use the cup with the name sticks (see Starter-Lesson 4) to choose a team which will play the game first and so on.
- You can time each team and afterwards choose the winners or you can play this game for fun and revision.

PRESENTATION

MP Unit 5. Words, 2

- Explain to Ps that they are going to play a game in which they should click on monkey's parts of the body or things in the picture.
- Play *MP (Unit-5-Words-2)*.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come to the multimedia board one by one and click on monkey's parts of the body or things which the speaker is naming.

Script

Click on the ear.

Click on the nose.

Click on the leg.

Click on the tail.

Click on the mouth.

Click on the neck.

Click on the eye.

Click on the arm.

Click on the head.

Click on the tree.

Click on the jungle.

PRACTICE

PB p. 72, t.1

- Get Ps to open their PBs on page 72.
- Hold up your PB and point to the pictures of three monsters in exercise 1.
- Explain to Ps that they are going to listen to an audio and find Jessica's monster according to the audio.
- Play *PB Audio (track Unit-5-Les 11-12-Revision)* and get Ps to look at the pictures and search for the corresponding monster.

Script

Ms Lemmon: Is this your monster, Jessica?

Jessica: No, Ms Lemmon. My monster has got long hair, four blue eyes, one nose, a long neck, six arms and two short legs.

Ms Lemmon: Oh, now I know! This is your monster.

Jessica: Yes, that's my monster, Ms Lemmon.

Ms Lemmon: Well done, Jessica!

- Use the cup with the name sticks (see Starter-Lesson 4) to ask a P to hold up his/her PB and point to the correct monster.

AB p.61, t.1

- Get Ps to open their ABs on page 61.
- Hold up your AB and point to exercise 1.
- Explain to Ps that they are going to look at pictures and circle the corresponding words next to them.
- Hold up your AB and point to the first picture. Ask a P to name what is depicted in it (shoulders).

LESSON 12 Revision

- Ask the P to read two words next to the picture ('shoulders', 'legs') and choose the appropriate word ('shoulders').
- Let Ps do the exercise on their own.
- Walk around the classroom and check whether Ps need help.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to name each picture in turn.

AB p.61, t.2

- Hold up your AB and point to exercise 2.
- Explain to Ps that they are going to fill in the blank lines to finish the sentences.
- Point to the first sentence and read it aloud ('I've got one ...').
- Use the cup with the name sticks (see Starter-Lesson 4) to ask a P to say what single part of the body he/she has.
- Let Ps do the exercise on their own.
- Walk around the classroom and check whether Ps need help.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the sentences in turn.

MP Unit 5. Games, 1

- Explain to Ps that they are going to play a game in which they should listen to the speaker, then read the variants and choose the correct variant according to what the speaker says.
- Play *MP (Unit-5-Games-1)*.

three, tree, giraffe, photo, brown.

Script

- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come to the multimedia board one by one and choose the correct variants.

ENDING

MP Unit 5. Phonics and Reading, 1

- Explain to Ps that they are going to play a game in which they should move letters to the empty squares to make words that are depicted in the pictures.
- Play *MP (Unit-5-Phonics_and_Reading-1)*.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come to the multimedia board one by one and make words.

OBJECTIVES:

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

RECYCLED LANGUAGE:

Animals, parts of the body, adjectives to describe animals, characters and people, phonics 'g', 'ee', 'th', 'ph', 'ou' and 'ow', structures 'in the jungle', 'It has got ...', 'They have got ...', 'How many ... have you got?', 'How many ... can you see?', 'I can see ...', 'Has it got ...?', 'Can it ...?'

MATERIALS:

PB, MP, cup with the name sticks (see Starter-Lesson 4)

OUTCOMES:

By the end of the lesson Ps will be able to identify the vocabulary of parts of the body and animals. They will also be able to identify the learned phonics.

WARM-UP

MP Unit 5. Games, 2, Part 1

- Explain to Ps that they are going to play a game in which they should match the audio to the picture.
- Tell Ps that they are going to click on the audio signs and listen to the words, then click on the appropriate tick that corresponds to the picture.
- Play *MP (Unit-5-Games-2-Part_1)*.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come to the multimedia board one by one and do the exercise.

PRESENTATION

MP Unit 5. Phonics and Reading, 2

- Explain to Ps that they are going to play another game in which they should move the letters to the empty squares to make words that the speaker says.
- Play *MP (Unit-5-Phonics_and_Reading-2)*.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come to the multimedia board one by one and make words.

PRACTICE

PB p. 72, t.2

- Get Ps to open their PBs on page 72.
- Hold up your PB and point to exercise 2.
- Tell Ps that they are going to read the text.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the text in turn (you can ask Ps to read it line by line).
- Ask Ps to guess what animal the text describes (giraffe). Let Ps say it in chorus.

PB p. 72, t.3

- Hold up your PB and point to exercise 3.
- Tell Ps that they are going to write a similar text to that in exercise 2.
- Explain to Ps that they should choose an animal and write the description of it using some templates.
- Point to the templates in exercise 3 and read them aloud ('it is ... It has got ...').
- Get Ps to open their exercise books and write the descriptions of animals they've chosen.
- Use the cup with the name sticks (see Starter-Lesson 4) to divide Ps into pairs.
- Let Ps work in pairs, read their descriptions to each other and guess their animals.
- Walk around the classroom and check whether Ps need help.
- Ask several pairs to come to the front of the classroom and read their descriptions.

PB p. 73, t.4

- Hold up your PB and point to exercise 4.
- Tell Ps that they are going to ask and answer questions about the pictures on page 73.
- Point to the word clouds and read them aloud ('How many ... can you see?; I can see ...').
- Tell Ps that they should use these two structures to ask and answer questions in pairs.
- Then point to the words written in columns ('dangerous, big ...').
- Explain to Ps that they should use these words in their questions and answers.
- For example, P1 asks P2 the question 'How many dangerous animals can you see?'. P2 looks at the pictures on page 73 and counts dangerous animals. P2 answers P1's question saying, 'I can see three dangerous animals: a snake, a crocodile and a lion.'
- Then P2 can ask P1 the question 'How many long tails can you see?'. P1 looks at the pictures on page 73 and counts the pictures with long tails. P1

answers the question saying, 'I can see two long tails. They are the snake's tail and the monkey's tail.' and so on.

- Use the cup with the name sticks (see Starter-Lesson 4) to divide Ps into pairs.
- Let Ps work in pairs and ask and answer questions.
- Walk around the classroom and check whether Ps need help.
- Ask several pairs to come to the front of the classroom and act out their dialogues in turn.

ENDING

MP Unit 5. Games, 2, Part 2

- Explain to Ps that they are going to play a game in which they should finish sentences or dialogues.
- Tell Ps that they are going to listen to the speaker first.
- Then they should click on the audio signs and listen to the words or sentences and after that click on the appropriate tick to finish the sentence or dialogue.
- Play [*MP \(Unit-5-Games-2-Part-2\)*](#).
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come to the multimedia board one by one and do the exercise.

UNIT 6 DOING THINGS

LESSON 1

OBJECTIVES:

- to introduce and practise new vocabulary
- to develop Ps' abilities to follow commands
- to introduce and practise the structure 'This is the way I ...'

VOCABULARY:

Bed, bathroom, face, clothes, schoolbag, silly

STRUCTURE:

It's late; Wash your/my face; Clean your/my teeth; Put on your/my clothes; This is the way I ...

MATERIALS:

PB, AB, PB Audio, MP, poster # 15, flashcards # 83-85, 89-91, 93, pencils of different colours or crayons, cup with the name sticks (see Starter-Lesson 4), football ball, permanent marker

OUTCOMES:

By the end of the lesson Ps will be able to identify new vocabulary and commands. They will also be able to talk about their daily routine using the structure 'This is the way I ...'.

WARM-UP

Catch the Ball

- Before the lesson, write some commands that Ps can read (e.g. Open your eyes; Take your bag, etc.) on the white parts of a football ball using a permanent marker.
- Toss the ball to a P and ask him/her to read the word or sentence from the part of the ball where his/her right thumb is on.
- You can ask Ps to toss the ball to each other standing in a circle.

PRESENTATION

- Take *flashcards # 89-91, 93* and start showing them to Ps one by one.
- Name each flashcard and get Ps to repeat each phrase after you several times.
- Explain to Ps the meaning of these phrases. Then,

tell Ps the difference between 'go to school' and 'run to school' (when you're late).

PB p. 74, t.1

- Stick *poster # 15* to the board and pay Ps' attention to it.
- Ask Ps what they see in the pictures. Encourage Ps to speak.
- Point to a child on the poster and say that this is a pupil who is late for school. Explain to Ps the meaning of the word 'late'. Kindly remind Ps that they shouldn't be late for school.
- Point to *poster # 15* and tell Ps that they are going to listen to an audio and find out about a pupil's morning.
- Play *PB Audio (track Unit-6-Les_1-1)*.
- While listening to the audio, point to each picture on *poster # 15* according to the speaker.

Script

<i>You're in bed.</i>	
<i>Open your eyes.</i>	<i>Put on your clothes.</i>
<i>Oh, no! It's late.</i>	<i>Take your schoolbag.</i>
<i>Run to the bathroom.</i>	<i>Run to school.</i>
<i>Wash your face.</i>	<i>Stop. Open your bag.</i>
<i>Clean your teeth.</i>	<i>No books. Silly you!</i>

- Get Ps to open their PBs on page 74.
- Hold up your PB and point to the pictures in exercise 1.
- Explain to Ps that you are going to play the audio again and they should point to each picture according to the speaker in their PBs.
- Use the cup with the name sticks (see Starter-Lesson 4) to invite a P to come up to *poster # 15* and do the same thing.
- Play the audio again (*PB Audio (track Unit-6-Les_1-1)*) and let the P who is standing next to the poster point to the pictures on the poster and the rest of the Ps point to them in their PBs.
- Explain to Ps the meaning of the word 'silly'.

PRACTICE

PB p. 74, t.2

- Tell Ps that they are going to listen to the audio again, but this time they should mime each line.
- Play *PB Audio (track Unit-6-Les_1-1)* and mime to the audio together with Ps.
- You can also ask several volunteers to come up to *poster # 15* and mime to the audio.

PB p. 74, t.3

- Get Ps to open their PBs on page 74.

- Hold up your PB and point to the pictures of the exercise.
- Tell Ps that you will randomly name each picture so they should listen to you and repeat each line after you several times.
- Encourage Ps to mime what they say.

PB p. 75, t.4

- Hold up your PB and point to exercise 4.
- Explain to Ps that they are going to learn some new words.
- Play *PB Audio (track Unit-6-Les_1-4)* and show *flashcards # 83-85* according to the speaker.

Script

Bathroom, face, clothes.

- Play the audio again, making pauses for Ps to repeat each word. Do it several times.

AB p. 62, t.1

- Ask Ps to open their ABs on page 62 and take their pens.
- Hold up your AB and point to the words in white squares. Read them aloud. While reading, point to each word accordingly.
- Explain to Ps that they should write the appropriate word in the empty line next to the picture.
- Let Ps do the task on their own. Walk around the classroom and check whether Ps need help.

PB p.75, t.5

- Get Ps to open their PBs on page 75.
- Tell Ps that they are going to listen to an audio and sing a song.
- Hold up your PB and point to exercise 5.
- Play *PB Audio (track Unit-6-Les_1-5)* and point to the pictures in exercise 5 according to what the speaker says.

OR

Play *MP (Unit-6-Songs and Chants-1)*.

Script

*This is the way I wash my face,
Wash my face, wash my face.
This is the way I wash my face
Every day in the morning.*

*This is the way I clean my teeth,
Clean my teeth, clean my teeth,
This is the way I clean my teeth
Every day in the morning.*

*This is the way I put on my clothes,
Put on my clothes, put on my clothes.
This is the way I put on my clothes
Every day in the morning.*

*This is the way I go to school,
I go to school, I go to school.
This is the way I go to school
Every day in the morning.*

- Play the audio again, making pauses for Ps to sing along.

ENDING

AB p.62, t.2

- Get Ps to open their ABs on page 62. Tell Ps to prepare their pens and pencils of different colours or crayons.
- Hold up your AB and point to exercise 2.
- Explain to Ps that they are going to complete the sentences according to the pictures and then colour the pictures.
- Explain to Ps that each sentence describes a picture next to it.
- Let Ps do the task on their own. Walk around the classroom and check whether Ps need help.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the sentences in turn.
- Let Ps take their pencils of different colours or crayons and colour the pictures.

LESSON 2

OBJECTIVES:

- to review the structure 'It's ... o'clock'
- to introduce the days of the week
- to introduce the structures 'Wake up', 'Get up', 'Have lunch', 'I have to catch the bus!'

VOCABULARY:

Catch, bus, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

STRUCTURE:

Wake up; Get up; Have lunch; I have to catch the bus!

MATERIALS:

PB, AB, PB Audio, MP, flashcards # 87, 88, 95, 98, cup with the name sticks (see Starter-Lesson 4), paper stickers, hula hoop, sheets of paper

OUTCOMES:

By the end of the lesson Ps will be able to identify the days of the week. They will also be able to use the new words and structures in sentences.

WARM-UP

- Before the lesson, write numbers from 1 to 12 on paper stickers and stick those stickers to a hula hoop imitating the clock.
- Tell Ps that they are going to play a game.
- Take the hula hoop and tell Ps to imagine that it is a clock, and your arms are the arrows of this 'clock'.
- Take the hula hoop so that the numbers face Ps and put, for example, your left hand on the hula hoop near number four and put your right hand near number twelve. Ask Ps, 'What's the time, please?'
- Let Ps answer the question in chorus ('It's four o'clock').
- Repeat the procedure several times but with different time.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask a P to come up to the front of the classroom.
- Give him/her the hula hoop and ask the P to show the time using his/her hands. Let Ps say the time in chorus.
- You can invite as many Ps as you want to show the time in turn.

PRESENTATION

- Take *flashcards # 87, 88, 95, 98* and start showing them to Ps one by one.
- Name each flashcard and encourage Ps to repeat each phrase after you several times.
- Explain the meaning of these phrases to Ps. Tell them that they go to bed when it's late. Then they wake up in the morning, and so forth.

PB p. 76, t.1

- Get Ps to open their PBs on page 76.
- Hold up your PB and point to exercise 1.
- Ask Ps what they see in the pictures. Encourage them to speak.
- Explain to Ps that they are going to listen to an audio and learn some new words.
- Play *PB Audio (track Unit-6-Les_2-1)*.
- While listening to the audio, point to each picture according to the speaker.

Script

Wake up, get up, catch the bus, have lunch.

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

PRACTICE

AB p. 63, t.1

- Get Ps to open their ABs on page 63.
- Pay Ps' attention to the pictures in exercise 1. Explain to Ps that they are going to complete the lines according to the pictures.
- Tell Ps to take their pens and start writing. Come up to each P and check whether he or she needs help.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to name each phrase one by one.

PB p. 76, t.2

- Get Ps to open their PBs on page 76.
- Hold up your PB and point to exercise 2.
- Explain to Ps that they are going to listen to an audio and learn some new words.
- Play *PB Audio (track Unit-6-Les_2-2)*.
- While listening to the audio, hold up your PB and point to each 'day' according to the speaker. Do it twice.

Script

*Monday, Tuesday, Wednesday,
Thursday, Friday, Saturday, Sunday.*

- Ask Ps whether they know what these words mean. Explain to Ps that there are seven days of the week.
- Tell Ps that they are going to listen to the audio again, but this time they should point to each 'day' in their PBs according to the speaker.
- Play the audio again and let Ps listen and point.
- Walk around the classroom and check whether Ps need your help.

PB p. 76, t.3

- Tell Ps that they are going to listen to an audio and sing a song.
- Hold up your PB and point to the pictures of clocks and days of the week.
- Play *PB Audio (track Unit-6-Les_2-3)* and point to the pictures according to the speaker.

OR

Play *MP (Unit-6-Songs and Chants-2)*.

Script

<i>Monday morning</i>	<i>Thursday morning</i>
<i>Wake up... get up!</i>	<i>Wake up... get up!</i>
<i>Seven o'clock</i>	<i>Ten o'clock</i>
<i>It's seven o'clock</i>	<i>It's ten o'clock</i>
<i>I have to catch the bus!</i>	<i>I have to catch the bus!</i>
<i>Tuesday morning</i>	<i>Wake up... get up!</i>
<i>Wake up... get up!</i>	
<i>Eight o'clock</i>	
<i>It's eight o'clock</i>	<i>Friday morning</i>
<i>I have to catch the bus!</i>	<i>Wake up... get up!</i>
	<i>Eleven o'clock</i>
<i>Wake up... get up!</i>	<i>It's eleven o'clock</i>
	<i>I have to catch the bus!</i>
<i>Wednesday morning</i>	<i>Saturday morning</i>
<i>Wake up... get up!</i>	<i>Wake up... get up!</i>
<i>Nine o'clock</i>	<i>No school today</i>
<i>It's nine o'clock</i>	<i>I'm going to play</i>
<i>I have to catch the bus!</i>	<i>I'm going to play</i>
	<i>... until Sunday!</i>

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

PB p. 76, t.4

- Hold up your PB and point to the pictures of the days of the week and clocks on page 76.
- Explain to Ps that they are going to point to the pictures and try to describe them.
- Ask a volunteer to come up to the front of the classroom.
- Point to the first picture and ask him/her, 'What is this?' Let him/her answer, 'It's Monday'. Then ask,

'What's the time, please?' and he/she should answer, 'It's seven o'clock'.

- Use the cup with the name sticks (see Starter-Lesson 4) to divide Ps into pairs.
- Get Ps to work in pairs asking and answering questions.
- Walk around the classroom and check whether Ps need your help.

ENDING

AB p. 63, t.2

- Get Ps to open their ABs on page 63. Tell Ps to prepare their pens.
- Hold up your AB and point to exercise 2.
- Explain to Ps that they are going to find seven words, circle them and write them in the blank spaces.
- Hold up your AB and point to the example ('Friday').
- Let Ps do the task on their own.
- Walk around the classroom and check whether Ps need help.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to name each word they've found.

LESSON 3

OBJECTIVES:

- to introduce new phonics
- to practise the phonics Ps have learnt previously
- to practise reading
- to introduce and practise pronouns 'my' and 'your'

VOCABULARY:

Meat, please, my, your.

STRUCTURE:

No school!

MATERIALS:

PB, AB, PB Audio, AB Audio, HPB, flashcards-phonics # 1-28, flashcards # 96, cup with the name sticks (see Starter-Lesson 4)

OUTCOMES:

By the end of the lesson Ps will be able to identify the phonics 'ea' and 'ng' in words. They will be able to pronounce and read them. They will also be able to differentiate between and use the pronouns 'my' and 'your'.

WARM-UP

What's Missing?

- Get Ps to sit in a circle. Put *flashcards-phonics # 17-26* on the floor. Tell Ps to remember the flashcards. Explain to them that they should close their eyes and you will remove one flashcard at a time and they should guess which flashcard is missing.

PRESENTATION

- Take *flashcards-phonics # 1-26* and put them on a desk face down.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to come up to the desk.
- Let Ps one by one take a flashcard, show it to others and read it aloud.

PB p. 77, t.1

- Get Ps to open their PBs on page 77.
- Hold up your PB and point to exercise 1. Pay Ps' attention to two yellow squares with the phonics 'ea' and 'ng' and the words that represent the phonics.
- Take *flashcards-phonics # 27-28* and start showing them to Ps one by one. Name each flashcard and get Ps to repeat each word after you several times.
- Explain to Ps the meaning of the word 'swing' (use *flashcard # 96*).
- Tell Ps that they are going to listen to an audio and follow each word according to the speaker.
- Play *PB Audio (track Unit-6-Les_3-1)*.
- While listening to the audio, hold up your PB and point to each phonics and word according to what the speaker says.

ea [i:], teacher, eat
ng [ŋ], pudding, swing

Script

- Play the audio again and get Ps to point to the phonics and words in their PBs according to what the speaker says.
- Walk around the classroom and check whether Ps need help.
- Play the audio again, making pauses for Ps to repeat each word.

PRACTICE

PB p. 77, t.2

- Hold up your PB and point to two sections with the words with new phonics ('read, clean ...', 'long, song ...').

- Tell Ps that they are going to listen to an audio and read the words.
- Play *PB Audio (track Unit-6-Les_3-2)*.
- While listening to the audio, hold up your PB and point to each word according to what the speaker says.

Read, clean, tea, please, eat, meat,
teacher, speak;
long, song, sing, pudding, swing, English, morning,
evening.

Script

- Then explain to Ps the meaning of the words 'please' and 'meat'.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the words and phrases in turn.

PB p. 77, t.3

- Hold up your PB and point to exercise 3.
- Tell Ps that they should copy the words with new phonics into their exercise books.
- Get Ps to open their exercise books and copy the words.
- Walk around the classroom and check whether Ps are writing correctly.

AB p. 64, t.1

- Get Ps to open their ABs on page 64.
- Explain to them that they are going to listen to an audio, then read the words and circle the correct word and picture.
- Play *AB Audio (track Engl_2_kl-Робочий зошит-Unit6-Les3_Page64_Ex-1)* and let Ps circle the first line.
- Walk around the classroom and check whether Ps have understood the task.
- Play the audio, making pauses for Ps to circle the correct variants.

Meat, tea, eat, read, teacher, sing,
morning, pudding.

Script

- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come up to the front of the classroom and read their variants aloud.

PB p. 77, t.4,5

- Hold up your PB and point to the sections where the pronouns are written ('I - my', 'you - your').
- Explain to Ps the difference between 'my' and 'your'.
- For example, take your pen and say 'my pen'. Come up to a P and ask him/her to take his/her pen. Point

to it and say, 'your pen'. Show Ps some more examples making the appropriate gesture.

- Hold up your PB and point to the text in the green section (exercise 4).
- Tell Ps that they are going to listen to an audio and read the text.
- Play *PB Audio (track Unit-6-Les_3-4)*.
- While listening to the audio, hold up your PB and point to each word according to the speaker.

Script

*I – my, you – your.
It is Sunday today. No school!
Wake up! Sing your morning song. Get up! Clean your teeth. Eat your pudding. Drink your tea. Read your book. Swim in the pool. It's cool. Hooray!*

- Play the audio again, making pauses for Ps to repeat each line. Do it twice.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the text one by one (you can divide the text into parts and ask Ps to read the parts).

PB p. 77, t.6

- Get Ps to open their PBs on page 77 and ask them to take their pens.
- Hold up your PB and point to two columns in exercise 6.
- Tell Ps that they should copy them into their exercise books. Explain to them that they are going to fill in the empty spaces with the pronouns 'my' or 'your'.
- Get Ps to open their exercise books and copy the words.
- Walk around the classroom and check whether they are writing correctly.

ENDING

AB p. 64, t.2

- Get Ps to open their ABs on page 64. Tell Ps to prepare their pens.
- Hold up your AB and point to exercise 2.
- Explain to Ps that they are going to fill in the sentences with the pronouns 'my' or 'your'.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the sentences aloud one by one and fill in the blank spaces.
- Walk around the classroom and check whether Ps are writing the pronouns correctly.

HPB pp. 19-21

- Ask Ps to open their HPBs on pages 19-21.

- Explain to Ps that they are going to trace and write some words and phrases.
- Ask Ps to start tracing with the phrase 'my tea' and finish with the sentence 'I sing and swing'.

LESSON 4

OBJECTIVES:

- to introduce and practise new vocabulary
- to introduce and practise the structure 'I'm playing with a dog'

VOCABULARY:

Bat.

STRUCTURE:

I'm playing with a dog.

MATERIALS:

PB, AB, PB Audio, AB Audio, MP, flashcards # 99, 100, flashcards of some animals, cup with the name sticks (see Starter-Lesson 4), pencils of different colours or crayons.

OUTCOMES:

By the end of the lesson Ps will be able to identify new vocabulary. They will also be able to talk about their own actions in progress.

WARM-UP

The Mime Game

- Before the lesson, prepare flashcards of such animals as dog, cat, parrot, bear, snake and fish.
- Take the prepared flashcards and *flashcard # 99* and start showing them to Ps. Encourage Ps to name each flashcard.
- Take *flashcard # 100* and show it to Ps. Say, 'bat'. Get Ps to repeat the word after you several times.
- Explain to Ps that a bat is a small animal with two wings. It's like a mouse that can fly.
- Get Ps to sit in a circle. Tell them that they are going to play a game.
- Put all the flashcards on a desk face down.
- Ask a volunteer to come up to the desk and pick up a flashcard, look at it, but do not show it to others.
- The P has to mime the animal he/she saw in the flashcard and others should guess it.
- Encourage Ps to ask, 'Is it a ...?' and answer 'Yes, it is' or 'No, it isn't'.
- Let Ps come up one by one and pick up flashcards one by one and play the Mime Game.

PRESENTATION

PB p. 78, t.1

- Get Ps to open their PBs on page 78.
- Hold up your PB and pay Ps' attention to the pictures of a boy and animals in exercise 1.
- Point to them and tell Ps that they are going to listen to an audio and sing a song.
- Play *PB Audio (track Unit-6-Les_4-1)*.
- While listening to the audio, hold up your PB and point to each line according to the speaker.

OR

Play *MP (Unit-6-Songs and Chants-3)*

Script	
<i>I'm playing with a dog,</i>	<i>I'm sitting on the chair.</i>
<i>I'm jumping like a frog.</i>	<i>I'm hissing like a snake.</i>
<i>I'm walking like a cat,</i>	<i>I'm cutting a big cake.</i>
<i>I'm flying like a bat.</i>	<i>I'm swimming like a fish,</i>
<i>I'm swinging like a parrot,</i>	<i>I'm speaking English.</i>
<i>I'm eating a carrot.</i>	
<i>I'm sleeping like a bear,</i>	

- Tell Ps that they are going to listen to the audio again, but this time they should sing the song.
- Play the audio again and get Ps to sing along. Do it twice.

PRACTICE

- Hold up your PB and pay Ps' attention to the lines between the first two pictures. Read the line 'I'm playing with a dog' aloud. Encourage Ps to repeat it after you several times.
- Explain to Ps that we say e.g. 'I'm playing' to talk about the action we're doing at the moment of speaking.
- Point to yourself and say, 'I'm singing'. Pretend to be singing into an imaginary microphone.
- Remind Ps that 'I'm' is the short form of 'I am'.
- Show Ps some more examples. Make a gesture when giving an example.
- Get Ps to repeat each phrase after you several times.

PB p. 78, t.2

- Hold up your PB and pay Ps' attention to the pictures in exercise 1.
- Tell Ps that they are going to have a role play.
- Show Ps where there is the first picture and show the direction up to the last picture.
- Demonstrate how Ps should point and name the actions depicted.

- Ask several volunteers to come up to the front of the class with their PBs, point to the pictures and say the lines.
- Let Ps do the task in pairs. P1 says the line. P2 acts it out. They take turns after every three lines.
- Walk around the classroom and check whether Ps need help.

AB p. 65, t.1

- Ask Ps to open their ABs on page 65.
- Hold up your AB and point to the verbs on the left ('play', 'swim', 'read', etc.) Read them aloud.
- Write the ending '-ing' on the board. Tell Ps that they are going to add these three letters to each verb to make some new words and phrases.
- Holding your AB, point to the first line ('play - playing', 'I am playing') and read it aloud.
- Point to the next line ('swim - swimming', 'I am') and ask a P to read it aloud. Point to the ending '-ing' on the board to prompt the P.
- If a P says correctly, point to the empty line and get Ps to write this word there.
- Continue with the next sentences. Write the words 'swimming' and then 'getting up' on the board.
- Walk around the classroom and check whether Ps are writing correctly.

PB p. 78, t.3

- Hold up your PB and point to the pictures and the lines that are written there.
- Ask several volunteers to come up to the front of the classroom.
- You read the lines one by one and ask Ps to mime them. Get the class to repeat each phrase after you.

ENDING

AB p. 65, t.2

- Get Ps to open their ABs on page 65. Tell Ps to prepare their pencils of different colours or crayons.
- Explain to Ps that they are going to listen to an audio and draw themselves according to what the speaker says.
- Play *AB Audio (track Engl_2 kl-Робочий зошит-Unit6-Les4_Page65_Ex-2)*, making pauses for Ps to draw their pictures.

Number 1:

It is Sunday. I am playing with my dog. I am running.

Number 2:

*It is Monday. I am at school.
I am reading a book.*

Script

WARM-UP

The Broken Telephone

- Use the cup with the name sticks (see Starter-Lesson 4) to divide your class into two or three teams (depending on the size of the class).
- Ask your teams to form lines facing the board.
- Come up to each last P in the teams and whisper the structure, e.g. 'I'm flying like a bat' that Ps have learnt previously.
- The task of each team is to pass the structure by whispering from the last P in the line up to the first one.
- After the first P in the line has listened to the structure, he/she should run to the board and write it on the board.
- The first team to do the task correctly wins the game.

PRESENTATION

- Take *flashcards # 86, 92, 94* and start showing them to Ps one by one.
- Name each flashcard and get Ps to repeat each phrase after you several times.
- Explain to Ps the meaning of these phrases. You may also mime each one.

PB p. 79, t.1

- Get Ps to open their PBs on page 79.
- Hold up your PB and point to the pictures of a girl and a boy.
- Ask Ps what they see in the pictures. Encourage them to speak.
- Point to the pictures again and tell Ps that they are going to listen to an audio and find out what children are doing.
- Play *PB Audio (track Unit-6-Les_5-1)*.
- While listening to the audio, hold up your PB and point to each picture according to the speaker.

She is putting her clothes on.

She is making faces.

She is looking at photos.

He is eating.

He is sleeping.

He is cleaning his teeth.

Script

- Let Ps draw their pictures.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to come up to the front of the classroom and demonstrate their drawings.

Teacher Says

- Tell Ps that they are going to play a game.
- Explain to Ps that you are going to call out an action, e.g. 'Teacher says: I'm smiling.' You can make the move correctly but sometimes perform the wrong move, e.g. 'Teacher says: I'm running', but you're smiling.
- If the game is kept at a steady pace, Ps will find themselves incorrectly copying the teacher's movement instead of the verbal command.
- Encourage Ps to perform the move in accordance with the verbal command, not visual.
- You can also ask a volunteer to say some commands.

LESSON 5

OBJECTIVES:

- to introduce new vocabulary
- to introduce and practise the structure 'He/She is looking at photos'
- to practise the structures 'I'm a ...', 'You are a...,' and 'I'm playing with a dog'

VOCABULARY:

Sleep, to make faces.

STRUCTURE:

He/She is looking at photos.

MATERIALS:

PB, AB, PB Audio, AB Audio, flashcards # 86, 92, 94, cup with the name sticks (see Starter-Lesson 4), pencils of different colours or crayons

OUTCOMES:

By the end of the lesson Ps will be able to identify new vocabulary. They will also be able to talk about actions in progress.

need help.

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

PRACTICE

- Invite a pair of Ps to come up to the front of the class and mime that they are sleeping to others.
- Point to a boy and say, e.g. 'Oleh is sleeping' and 'He is sleeping'. Point to a girl and say, e.g. 'Anna is sleeping' and 'She is sleeping'.
- Explain to Ps that we say 'He is sleeping' to refer to a boy and 'She is sleeping' to refer to a girl.
- Remind Ps that we say, 'He/She is sleeping' to talk about the action happening now.

PB p. 79 t.2

- Hold up your PB and pay Ps' attention to the lines under the pictures. Read the line 'He is sleeping'. Let Ps repeat it after you several times.
- Explain to Ps that they are going to read six sentences and match them to the pictures.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to do the exercise in turn (you can also ask Ps to do the exercise on their own and then check their answers).

AB p. 66, t.1

- Get Ps to open their ABs on page 66. Tell Ps to prepare their pencils of different colours or crayons.
- Explain to Ps that they are going to listen to an audio and draw some pictures according to what the speaker says.
- Play *AB Audio (track Engl_2_kl-Робочий зошит-Unit6-Les5_Page66_Ex-1)*, making pauses for Ps to draw the pictures.

- 1. She is sleeping.*
2. He is looking at pictures.
3. She is eating.
4. He is cleaning his teeth.
5. He is putting on his clothes.
6. She is making faces.

Script

- Let Ps draw their pictures.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to come up to the front of the classroom and demonstrate their drawings.

ENDING

PB p. 79, t.3

- Tell Ps that they are going to play a game.

- Use the cup with the name sticks (see Starter-Lesson 4) to divide your class into pairs. (You can also divide the class into two groups and then rotate the groups).
- P1 plays the role of a magician. P1 calls out an animal, 'You are a ...'
- P2 listens to the magician and acts out the animal. P2 says, 'I'm a ... I am (doing what this animal can do)'. When speaking, P2 tries to mime what he/she is saying.
- Ps take turns after every three role-plays.
- Walk around the class and check whether Ps need help.
- Ask a few pairs to come up to the front of the class to reproduce the talk.

LESSON 6

OBJECTIVES:

- to introduce new phonics
- to practise phonics that Ps have learnt previously
- to practise reading

VOCABULARY:

Love.

STRUCTURE:

I love you.

MATERIALS:

PB, AB, PB Audio, HPB, flashcards-phonics # 1-31, cup with the name sticks (see Starter-Lesson 4)

OUTCOMES:

By the end of the lesson Ps will be able to identify the phonics 'alk', 'all' and 'o' in words. They will be able to pronounce, read and write them.

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 the team 1-10.
- Explain to Ps that you are going to call out a number and a P with that number from each team should run up to the board and write a word you shout (name the words from *flashcards-phonics # 1-28* and

show the corresponding flashcard).

- The team that writes the most of right words wins the game.

PRESENTATION

- Take *flashcards-phonics # 1-28* and put them on a desk face down.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to come up to the desk.
- Let Ps one by one take a flashcard, show it to others and read it aloud.

PB p. 80, t.1

- Get Ps to open their PBs on page 80.
- Hold up your PB and point to exercise 1. Pay Ps' attention to three yellow squares with the phonics ('alk', 'all' and 'o') and the words that represent the phonics.
- Take *flashcards-phonics # 29-31* and start showing them to Ps one by one. Name each flashcard and get Ps to repeat each word after you several times.
- Tell Ps that they are going to listen to an audio and follow each word according to the speaker.
- Play *PB Audio (track Unit-6-Les_6-1)*.
- While listening to the audio, hold up your PB and point to each phonics and word according to the speaker.

alk [ɔ:k] talk, walk
all [ɔ:l] ball
o [ɒ] monkey

Script

- Play the audio again and get Ps to point to the words in their PBs according to the speaker.
- Walk around the classroom and check whether Ps need help.
- Play the audio again, making pauses for Ps to repeat each word.

PRACTICE

PB p. 80, t.2

- Hold up your PB and point to two sections with the words with the new phonics ('small, tall ...', 'brother, mother ...').
- Tell Ps that they are going to listen to an audio and read the words.
- Play *PB Audio (track Unit-6-Les_6-2)*.
- While listening to the audio, hold up your PB and point to each word according to the speaker.

Talk, walk.

Ball, small, tall, ball.

Monkey, brother, mother, love, Monday, monkey.

Script

- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the words one by one.

PB p. 80, t.3

- Hold up your PB and point to exercise 3.
- Tell Ps that they should copy the words with the new phonics into their exercise books.
- Get Ps to open their exercise books and copy the words: 'talk', 'walk', 'ball', 'small', 'tall' and 'monkey', 'brother', 'mother', 'love', 'Monday'.

PB p. 80, t.4, 5

- Hold up your PB and point to the green section (exercise 4).
- Tell Ps that they are going to listen to an audio and read the text.
- Play *PB Audio (track Unit-6-Les_6-4)*.
- While listening to the audio, hold up your PB and point to each word according to what the speaker says.

It is Monday evening. Look, this is my family. My father is sitting. He is reading a book. My mother is talking on the phone. My brother is playing computer games. I am playing with my doll.

My doll is pretty. It can walk. Listen, it is speaking, "I love you. I love you."

Script

- Play the audio again, making pauses for Ps to repeat each line.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the text one by one (you can also divide the text into parts and ask Ps to read the parts).
- Explain to Ps that when we want to talk about our feelings we can use the structure 'I love you'.

AB p. 67, t.1

- Get Ps to open their ABs on page 67. Tell them to take their pens.
- Explain to Ps that they are going to complete the words according to the pictures.
- Let Ps do the task on their own. Walk around the classroom and check whether Ps need help.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to name each word one by one.

ENDING

AB p. 67, t.2

- Get Ps to open their ABs on page 67.
- Explain to Ps that they are going to complete the words in the text.
- Hold up your AB and point to the first sentence. Ask a P to read it aloud ('It is M _ nday morn_ _ _').
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read and fill in the sentences one by one.

HPB pp. 21-22

- Ask Ps to open their HPBs on page 21.
- Explain to Ps that they are going to trace and write some words and phrases.
- Ask Ps to start tracing with the word 'talk' and finish with the sentence 'This monkey has got a brother'.

LESSON 7

OBJECTIVES:

- to introduce the structures 'Is he/she fishing?', 'Yes, he/she is.' / 'No, he/she isn't.' and 'You're kidding!'
- to practise speaking

VOCABULARY:

To fish, phone.

STRUCTURE:

Is he/she fishing? - Yes, he/she is. / No, he/she isn't. You're kidding!

MATERIALS:

PB, AB, PB Audio, flashcards # 86-98, 101-104, cup with the name sticks (see Starter-Lesson 4)

OUTCOMES:

By the end of the lesson Ps will be able to ask and answer questions about actions in progress. They will also be able to use the new structures in sentences.

WARM-UP

What am I doing?

- Prepare *flashcards # 86-98, 101, 102*. Tape one flashcard on the back of each P.
- Then tell everyone to pretend they are at a party and ask each other questions to find out what everyone is doing.
- For example, P1 asks P2 the question, 'Am I sleeping?'

P2 looks at his/her flashcard and answers, 'Yes, you are. / No, you are not.' and so on.

- When someone guesses what he/she is doing, the flashcard gets taped to his/her front and he/she continues to chat with the party guests until everyone is wearing the flashcards on the front.

PRESENTATION

- Take *flashcards # 103, 104* and show them to Ps one by one. Get Ps to repeat each word after you several times.
- Take *flashcards # 86-98, 101, 102* and start showing them to Ps one by one asking Ps, e.g. 'Is he/she swinging?'
- Encourage Ps to answer, 'Yes, he/she is. / No, he/she isn't.'
- Hand out the flashcards and get Ps to have mini-dialogues on their own.
- Walk around the classroom and check whether Ps need help.

PB p. 81, t.1

- Get Ps to open their PBs on page 81.
- Hold up your PB and point to the picture in exercise 1 (family enjoying their leisure time).
- Ask Ps what they see in the picture. Encourage them to speak.
- Explain to Ps that they are going to listen to an audio and find out what everyone in the picture is doing.
- Play *PB Audio (track Unit-6-Les_7-1)*.
- While listening to the audio, hold up your PB and point to each character according to the speaker.

Script

- Is dad fishing?
- Yes, he is.
- Is mum swimming?
- Yes, she is.
- Is Jane talking?
- Yes, she is.
- Is Jim walking?
- Yes, he is.
- Is Ted reading?
- You're kidding! No, he isn't.
- Yes, he is!

- Tell Ps that they are going to listen to the audio again, but this time they should point to each character in their PBs according to the speaker.
- Play the audio again and let Ps listen and point.
- Walk around the classroom and check whether Ps need your help.

PRACTICE

PB p. 81, t.2

- Explain to Ps that they are going to listen to an audio and say the chant.
- Play *PB Audio (track Unit-6-Les_7-2)*.
- While listening to the audio, hold up your PB and point to each character according to the speaker.

Script

- Is dad fishing?
- Yes, he is.
- Is mum swimming?
- Yes, she is.
- Is Jane talking?
- Yes, she is.
- Is Jim walking?
- Yes, he is.
- Is Ted reading?
- You're kidding! No, he isn't.
- Yes, he is!

- Play the audio again, making pauses for Ps to repeat each line. Do it twice.
- Explain to Ps that we use the structure 'You're kidding' when someone is saying something that we think is a joke.

PB p. 81, t.3

- Tell Ps that they are going to listen to the audio again, but this time they should mime each line according to the speaker.
- Play the audio again (*PB Audio (track Unit-6-Les_7-2)*), making pauses for Ps to repeat and mime. Mime to the chant together with Ps.

AB p. 68, t.1

- Get Ps to open their ABs on page 68. Tell them to prepare their pens.
- Hold up your AB and point to exercise 1.
- Explain to Ps that they are going to complete the sentences with the words written in white squares.
- Holding your AB, point to the words in white squares. Read them aloud. While reading, point to each word accordingly.
- Then, point to the first sentence. Ask a volunteer to read it aloud. While he/she is reading, point to the first picture.
- Encourage Ps to finish the first sentence all together.
- Get Ps to do the exercise on their own.
- Then use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the sentences in turn.

PB p. 81, t.4

- Get Ps to open their PBs on page 81.
- Hold up your PB and point to exercise 4.
- Tell Ps that they are going to make their own dialogues similar to the dialogues they've heard during the lesson.
- Ask a volunteer to come up to the front of the class.
- Point to the first picture and ask the P, 'Is she swinging?' Encourage him/her to answer, 'Yes, she is'.
- Use the cup with the name sticks (see Starter-Lesson 4) to divide your class into pairs.
- Let Ps do the task on their own. Walk around the classroom and check whether Ps need help.

ENDING

AB p.68, t.2

- Ask Ps to open their ABs on page 68. Tell them to take their pens.
- Hold up your AB and point to the answers written in white squares. Read them aloud or ask a P to read them.
- Tell Ps that they should answer the questions with these structures.
- Hold up your AB and point to the first picture (a boy who is fishing). Ask Ps, 'Is he reading?'. Encourage Ps to answer in chorus ('No, he isn't').
- Let Ps do the exercise on their own.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to read the sentences aloud one by one.

LESSON 8

Story Time

PRACTICE

PB p. 82, t.1

OBJECTIVES:

- to introduce new vocabulary
- to introduce the structures 'What are you doing?', 'Let me see', 'Who is this?', 'What's your dad doing here?', 'Wow, that looks good!', 'We call it the African dream.'
- to practise the structures 'I/He/She/It am/is sleeping'
- to develop Ps' listening and speaking skills

VOCABULARY:

River, pool, sundae, to call, dream.

STRUCTURE:

What are you doing? Let me see. Who is this? What's your dad doing here? Wow, that looks good! We call it "The African dream."

MATERIALS:

PB, PB Audio, AB, MP, poster # 16, flashcards # 92, 94, 97, 101, cup with the name sticks (see Starter-Lesson 4), balloon

OUTCOMES:

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

WARM-UP

Play with a Balloon

- Explain to Ps that they are going to play with a balloon. Throw the balloon into the middle of the group and everyone has to keep it from touching the floor.
- Tell Ps to name daily activities and toss the balloon to each other, e.g. P1 tosses the balloon and says, 'look at photos', P2, who catches the balloon tosses it and says, 'read' and so on.

PRESENTATION

- Take *flashcards # 92, 94, 97, 101* and start showing them to Ps one by one asking Ps, e.g. 'Is he/she making faces?'
- Encourage Ps to answer, 'Yes, he/she is. / No, he/she isn't.'

- Stick *poster # 16* to the board.
- Point to it and remind Ps the story from the previous unit.
- Remind Ps that Luke and Tracy have learnt what animals live in Africa. Tell Ps that they are going to listen to the continuation of this story.
- Play *PB Audio (track Unit-6-Les_8-1-Story Time)* and get Ps to listen.
- While listening to the audio, point to each picture and character on the poster according to the speaker. Do it twice.

OR

Play *MP (Unit-6-Story-1)*.

Script

- Tracy:** What are you doing, mum?
Mum: I'm looking at the photos from Africa.
Monica: Let me see.
Tracy: Look. My brother is looking at the monkeys.
Monica: Who is this?
Tracy: This is Toby and his parrot Lulu. Lulu is sitting on Toby's head.
Monica: What's your dad doing here?
Tracy: He is reading a story about Boobah and Booboo.
Mum: And Tracy is making faces.
Monica: You are funny! Wow! A crocodile.
Tracy: Yes, it is sleeping in the river.
Monica: And your mum is swimming in that river?
Tracy: No, no, she isn't. She is swimming in the pool.
Monica: Wow, that looks good!
Tracy: Toby is eating a sundae. Yummy. We call it "The African dream." Mummy, can we make it?
Mum: Yes, of course.

- Ask Ps whether they've heard some new words in the audio. Let them name those words (river, pool, sundae, to call, dream). Explain the meaning of new words to Ps.
- Get Ps to open their PBs on page 82.
- Tell them that they are going to listen to the audio again and follow the story pointing to the pictures on page 82.
- Play *PB Audio (track Unit-6-Les_8-1-Story Time)*.
- Walk around the classroom and check whether Ps need your help.

PB p. 82, t.2

- Play the audio again making pauses and get Ps to

repeat each phrase. Do it twice.

PB p. 82, t.3

- Hold up your PB and point to the word clouds on page 82.
- Tell Ps that they are going to read them and answer the questions.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask a P to read the first line aloud ('What are you doing, mum?').
- Encourage him/her to answer, 'She is ...'
- Let Ps read the word clouds one by one.
- Encourage them to answer the questions using the structures 'It's ...', 'Yes, ... is' and 'He/She is ...'

PB p. 82, t.4

- Invite several Ps to come up to *poster # 16* and repeat the lines in roles pointing to each character. (You can also use the cup with the name sticks (see Starter-Lesson 4) to invite Ps to come up to *poster # 16* and tell the story).

PB p. 82, t.5

- Divide your class into groups of three according to the number of characters we have in the story.
- Tell Ps that they are going to have a role play.
- Use the cup with the name sticks (see Starter-Lesson 4) to choose which part each P is going to play.
- Let Ps practise the story on their own. Then ask several groups to come up to the front of the classroom and act out the story.

ENDING

AB p. 69, t.1

- Get Ps to open their ABs on page 69.
- Explain to Ps that they are going to number the pictures in the right order.
- Fold the poster and play *PB Audio (track Unit-6-Les_8-1-Story Time)*.
- Tell Ps to think and number the pictures in the sequence of the story.
- Walk around the classroom and check whether Ps have numbered the pictures correctly.
- Use the cup with the name sticks (see Starter-Lesson 4) to invite Ps to come up to the board and say the right order.

LESSON 9

Into Your Portfolio

OBJECTIVES:

- to introduce new vocabulary
- to practise the structures Ps have learnt previously
- to develop Ps' motor skills

VOCABULARY:

Quickly, picture book, to comment.

STRUCTURE:

Make your bed. Drink some tea. Brush your teeth. Time for school. I am making my bed.

MATERIALS:

PB, AB, PB Audio, MP, flashcards # 36, 39-46, 83-106, cup with the name sticks (see Starter-Lesson 4), pencils of different colours or crayons, sheets of paper, paper stickers, picture of a dog with an open mouth, paper packet or a box.

OUTCOMES:

By the end of the lesson Ps will be able to identify new words. They will also be able to think of their morning routine in sequence.

WARM-UP

- Write words that Ps can read on the board (use the language of the unit) and cover some letters with paper stickers.
- Explain to Ps that they should guess the letters to find out what the words are.
- Use the cup with the name sticks (see Starter-Lesson 4) to divide Ps into teams.
- Hand out sheets of paper and tell Ps to write the correct words down on paper.
- The team that first writes all the words correctly wins the game.

PRESENTATION

- Explain to Ps that this lesson and the next one are called 'Into Your Portfolio'.
- Tell Ps that crafts they make during such lessons will be stored in the classroom.
- Take *flashcards # 105, 106* and show them to Ps one by one. Get Ps to repeat each word after you several times.

- Take *flashcards # 86-91, 93, 95, 97* and start showing them to Ps one by one asking, e.g. 'Is he/she waking up?'
- Encourage Ps to answer, 'Yes, he/she is. / No, he/she isn't.'

PRACTICE

PB p. 83, t.1

- Get Ps to open their PBs on page 83.
- Pay their attention to the pictures of a girl who is enjoying her morning.
- Tell Ps that they are going to listen to a 'Morning Chant' and then sing along to it.
- Play *PB Audio (track Unit-6-Les 9-10_1-IntoYourPortfolio)*.
- While listening to the audio, hold up your PB and point to each line according to the speaker.

OR

Play *MP (Unit-6-Songs and Chants-4)*.

Get up quickly,	Wash your face,	Script
Make your bed,	Brush your teeth,	
Drink some tea,	Time for school,	
Eat an egg,	Let's write and read!	

- Explain to Ps the meaning of the word 'quickly'.
- Play the audio again, making pauses for Ps to repeat each line.
- Play the audio again and get Ps to sing along.

PB p. 83, t.2

- Tell Ps that they are going to draw step by step what they do in the morning.
- Point to the pictures of a girl's morning. Explain to Ps that she gets up first, then makes her bed and so on.
- Encourage Ps to draw each stage of their morning on a separate sheet of paper. There should be at least 8 of them.
- Hand out sheets of paper and ask Ps to take their pencils of different colours and crayons and start drawing.
- Walk around the classroom and check whether Ps need help.

AB p. 70, t.1

- Get Ps to open their ABs on page 70.
- Hold up your AB and point to exercise 1.
- Tell Ps that they are going to make sentences based on the pictures they have. Then, they are going to write down how they are at noon (use *flashcards # 36, 39-46*).

- Holding your AB, point to the phrases in the white squares. Read them aloud. While reading, point to each word accordingly.
- Then, ask a P to read the example 'She is getting up' aloud.
- Encourage him/her to try and choose a phrase to make the second sentence. Point to the second picture to prompt the P.
- If he/she gives a correct answer, get Ps to write it down.
- When they are finished, point to the last picture (the sun). Tell Ps that they are going to write down how they are at noon there (use *flashcards # 36, 39-46*). Encourage Ps to use the structure 'I am ... at noon'.
- If Ps understand how to do the task, let them work on their own.
- Walk around the classroom and check whether Ps need help.
- After they have finished, use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the sentences in turn.

ENDING

Feed the Dog

- Before the lesson, print a picture of a dog with an open mouth. Stick the dog to a paper packet or a box. Make a hole in the dog's mouth big enough to throw the flashcards through it.
- Tell Ps that they are going to play a game.
- Explain to them that they are going to feed the dog.
- Put the *flashcards # 83-106* in front of the dog.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come to the dog in turn.
- Name the flashcards one by one and Ps should find and throw them into the dog's mouth.

LESSON 10

Into Your Portfolio

OBJECTIVES:

- to practise the structure 'I'm ...'
- to develop Ps' motor skills and speaking skills
- to practise following commands

MATERIALS:

PB, flashcards # 86-98, 101-106, cup with the name sticks (see Starter-Lesson 4), pictures of what Ps do in the morning drawn at the previous lesson, scissors, glue, ribbons, stickers, football ball, permanent marker.

OUTCOMES:

By the end of the lesson Ps will be able to caption the pictures. They will also be able to make and comment on their picture books.

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.
- Use the cup with the name sticks (see Starter-Lesson 4) to select a shark from the class. Everyone else must then line up at the other end of the class.
- Hand out *flashcards # 86-98, 101-106* (depending on the size of the class) and tell Ps to hold them up.
- The shark decides who to call forward by naming Ps' flashcards.
- Those chosen by the shark should 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

- Remind Ps that this lesson is called 'Into Your Portfolio', the same as the previous one.
- Tell Ps that crafts they make during such lessons will be stored in the classroom.

- Tell Ps that they are going to make a picture book first, then demonstrate it and comment on their pictures.
- Remind Ps what they've drawn at the previous lesson.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to demonstrate their drawings.

PRACTICE

PB p. 83, t.3

- Get Ps to open their PBs on page 83.
- Hold up your PB and point to exercise 3.
- Ask Ps to take their drawings from the previous lesson, sheets of paper, pencils of different colours or crayons, scissors and glue.
- Tell Ps that they are going to make a picture book.
- Show Ps how to fold a sheet of paper, glue pictures to it on both sides and caption each picture using the structure 'I'm ...'
- You can also tell Ps to bring some ribbons or stickers to decorate their picture books.
- Let Ps use their imagination and create the picture book the way they like.

PB p. 83, t.4

- Tell Ps that they are going to demonstrate picture books they've made and say what they do in each picture using the structure 'I am ...'
- Hold up your PB, point to the picture in exercise 4 and start describing it, e.g. 'This is my picture book. It shows what I do in the morning. I'm getting up. I'm making my bed...'
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come up to the board, demonstrate their picture books and describe them in turn.

ENDING

Catch the Ball

- Before the lesson, write sentences, e.g. 'I'm flying', 'She's walking', etc. on the white parts of a football ball using a permanent marker.
- Toss the ball to a P and ask him/her to read the sentence from the part of the ball where his/her right thumb is on.
- After the P has read the sentence, ask him/her to mime it himself/herself ('I am ...'). If it says, e.g. 'He/She is swimming in the river', the P calls out, e.g.

'Swim in the river' and tosses the ball to a boy/girl. This pupil should mime the command, then read the sentence from the part of the ball where his/her right thumb is on and so forth.

LESSON 11 Revision

OBJECTIVES:

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

RECYCLED LANGUAGE:

Days of the week. Verbs of daily routine. Verbs to name actions at leisure time. Phonics 'o', 'ea', 'ng', 'all' and 'alk'. Pronouns 'my' and 'your'. Structures 'It is Friday today', 'Get up!', 'Is he/she fishing?', 'Yes, he/she is. / No, he/she isn't.', 'What are you doing?', 'I'm playing with ...', 'What is he/she doing?', 'He/She is making ...'

MATERIALS:

PB, PB Audio, AB, MP, cup with the name sticks (see Starter-Lesson 4).

OUTCOMES:

By the end of the lesson Ps will be able to differentiate between the verbs of daily routine and of leisure time. They will also be able to identify the learnt phonics and the days of the week.

WARM-UP

MP Unit 6. Words, 1

- Explain to Ps that they are going to play a game.
- Tell Ps that they should find a match to each word on the interactive multimedia board.
- In this game you have 4 layouts, so you can divide your class into 4 teams and let each team one by one do the exercise.

Play MP (Unit-6-Words-1).

- Use the cup with the name sticks (see Starter-Lesson 4) to choose a team to play the game first and so on.
- You can time each team and afterwards choose the winners or you can play this game for fun and revision.

PRESENTATION

MP Unit 6. Words, 2

- Explain to Ps that they are going to play a game in which they should click on things in the picture.
- Play *MP (Unit-6-Words-2)*.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come up to the multimedia board one by one and click on things that the speaker names.

Script

Click on the river.
Click on the phone.
Click on the bat.
Click on the children who swing.
Click on the boy's face.
Click on the snakes that hiss.
Click on the clothes.
Click on the bathroom.
Click on the park.

PRACTICE

PB p. 84, t.1

- Get Ps to open their PBs on page 84.
- Hold up your PB and point to the pictures of three children in exercise 1.
- Explain to Ps that they are going to listen to an audio and find the corresponding picture.
- Play *PB Audio (track Unit-6-Les_11-12-Revision)*. Get Ps to look at the pictures and search for the correct ones.

Script

IT'S LUNCH TIME!

Ms Lemmon: *What's the time? Two o'clock! Where are the children? Jessica...!*

Jessica: *I'm here, Ms Lemmon. Look at me! I'm swinging.*

Ms Lemmon: *Come here! It's lunch time! Luke...!*

Luke: *I'm here, Ms Lemmon! Look at me! I'm climbing a tree!*

Ms Lemmon: *Be careful and come here! Elliot...!*

Ms Lemmon, Jessica, Luke: *Elliot... Elliot!*

Greg: *Look! He is sleeping under the tree!*

Ms Lemmon: *Wake up, Elliot! It's lunch time!*

- Use the cup with the name sticks (see Starter-Lesson 4) to ask a P to hold up his/her PB and point to the correct picture.

PB p. 84, t.2

- Hold up your PB and point to the names ('Luke', 'Elliot' and 'Jessica') in exercise 2.
- Explain to Ps that they are going to copy the names into their exercise books. Then they should number each name '1', '2' or '3' according to the pictures.
- Get Ps to open their exercise books and start writing. Walk around the classroom and check whether Ps are writing correctly.

PB p. 84, t.3

- Hold up your PB and point to the days of the week in exercise 3.
- Tell Ps that they should copy the days of the week into their exercise books.
- Get Ps to open their exercise books and start writing. Walk around the classroom and check whether Ps are writing correctly.

AB p. 71, t.1

- Get Ps to open their ABs on page 71.
- Pay Ps' attention to the pictures in exercise 1. Explain to Ps that they are going to complete the words according to the pictures.
- Tell Ps to take their pens and start writing. Walk around the classroom and check whether Ps are writing correctly.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to name each word one by one.

MP Unit 6. Games, 1

- Explain to Ps that they are going to play a game in which they should listen to the speaker, then read the variants and choose the correct variant according to what the speaker says.
- Play *MP (Unit-6-Games-1)*.

Script

Tea, please, sing, morning, walk, mother

- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come up to the multimedia board one by one and choose the correct variants.

ENDING

MP Unit 6. Phonics and Reading, 1

- Explain to Ps that they are going to play a game in which they should move letters to the empty squares to make words that are depicted in the pictures.
- Play *MP (Unit-6-Phonics_and_Reading-1)*.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come up to the multimedia

board one by one and make words.

LESSON 12 Revision

OBJECTIVES:

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

RECYCLED LANGUAGE:

Days of the week. Verbs of daily routine. Verbs to name actions of leisure time. Phonics 'o', 'ea', 'ng', 'all' and 'alk'. Pronouns 'my' and 'your'. Structures 'It is Friday today', 'Get up!', 'Is he/she fishing?', 'Yes, he/she is. / No, he/she isn't.', 'What are you doing?', 'I'm playing with ...', 'What is he/she doing?', 'He/She is making ...'

MATERIALS:

PB, PB Audio, AB, MP, HPB, cup with the name sticks (see Starter-Lesson 4).

OUTCOMES:

By the end of the lesson Ps will be able to differentiate between the verbs of daily routine and of leisure time. They will also be able to identify the learnt phonics and the days of the week.

WARM-UP

MP Unit 6. Games, 2, Part 1

- Explain to Ps that they are going to play a game in which they should match the audio to the picture.
- Tell Ps that they are going to click on the audio signs and listen to the words, then click on the appropriate tick that corresponds to the picture.
- Play *MP (Unit-6-Games-2-Part_1)*.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come up to the multimedia board one by one and do the exercise.

PRESENTATION

MP Unit 6. Phonics and Reading, 2

- Explain to Ps that they are going to play another game in which they should move the letters to the empty squares to make words that the speaker says.
- Play *MP (Unit-6-Phonics_and_Reading-2)*.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come up to the multimedia board one by one and make words.

PRACTICE

PB p. 84, t.4

- Get Ps to open their PBs on page 84.
- Hold up your PB and point to exercise 4.
- Tell Ps that they are going to play a guessing game.
- Hold up your PB, point to the word clouds and read them aloud ('Is it Wednesday?', 'No, it isn't.')
- Explain to Ps that they are going to ask and answer similar questions in pairs to guess the days of the week.
- P1 thinks of a day, P2 asks P1 some questions to guess the day he/she thinks about and vice versa.
- P2 asks, 'Is it Wednesday?', P1 answers, 'No, it isn't.'; P1 asks, 'Is it Monday?', P2 says, 'Yes, it is.' and so on.
- Use the cup with the name sticks (see Starter-Lesson 4) to divide Ps into pairs.
- Let Ps work in pairs and ask and answer questions on their own.
- Use the cup with the name sticks (see Starter-Lesson 4) to invite several pairs to come up to the front of the classroom and act out their dialogues in turn.

PB p. 85, t.5

- Get Ps to open their PBs on page 85.
- Hold up your PB and point to exercise 5.
- Tell Ps that they are going to make their own dialogues.
- Ask a volunteer to come up to the front of the classroom.
- Ask him/her a question, for example, 'Is he talking on the phone?' and point to the picture in a blue circle on page 85.
- Encourage the P to answer your question saying, 'No, he isn't.' Then ask another question, 'Is he looking at photos?'. Let P answer it saying, 'Yes, he is.'
- Divide your class into pairs using the cup with the name sticks (see Starter-Lesson 4) and let Ps make similar dialogues on their own.
- Walk around the classroom and check whether Ps need your help.
- Ask several pairs to come up to the front of the classroom and role play their own dialogues.

PB p. 85, t.6

- Hold up your PB and point to exercise 6.
- Explain to Ps that they are going to read five sentences and match them to the photos.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to do the task in turn.

AB p. 71, t.2

- Get Ps to open their ABs on page 71.
- Hold up your AB and point to exercise 2.
- Explain to Ps that they are going to read four sentences and match them to the pictures.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to do the task in turn.

ENDING

MP Unit 6. Games, 2, Part 2

- Explain to Ps that they are going to play a game in which they should finish sentences or dialogues.
- Tell Ps that they are going to listen to the speaker first.
- Then they should click on the audio signs and listen to the words or sentences and after that click on the appropriate tick to finish the sentence or dialogue.
- Play *MP (Unit-6-Games-2-Part_2)*.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come up to the multimedia board one by one and do the exercise.

HPB pp. 22-23

- Ask Ps to open their HPBs on pages 22-23.
- Explain to Ps that they are going to trace and write some phrases.
- Ask Ps to start tracing with the sentence 'Is it Sunday?' and finish with the sentence 'Is it Saturday?'

UNIT 7

DO YOU LIKE CARROTS?

LESSON 1

OBJECTIVES:

- to introduce and practise new vocabulary
- to introduce the structures 'Can I have some lemonade?' and 'Here you are.'
- to review birthday vocabulary
- to practise the structures 'Do you like ...?', 'Yes, I do. / No, I don't.'

VOCABULARY:

Chicken, lemonade, sweets, fruit, salad, chips, soup, rice.

STRUCTURE:

Can I have some lemonade? Here you are.

MATERIALS:

PB, AB, PB Audio, MP, HPB, poster # 17, flashcards # 107-113, 125, cup with the name sticks (see Starter-Lesson 4), pencils of different colours or crayons.

OUTCOMES:

By the end of the lesson Ps will be able to identify food items. They will also be able to talk about their food preferences.

WARM-UP

Food Name Game

- Tell Ps that they are going to play a game. Get them to sit in a circle.
- Explain to Ps that they are going to say their name and then the name of food or drink that begins with the same sound as the first sound in their name (e.g. Tania the tea). 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.

PRESENTATION

PB p. 86, t.1

- Stick *poster # 17* to the board.
- Ask Ps what they see in the pictures. Encourage them to speak.

- Explain to Ps that they are going to listen to an audio about a birthday party.
- Play *PB Audio (track Unit-7-Les_1-1)*.
- While listening to the audio, point to each picture on *poster # 17* according to the speaker.

Script

Nick: Come to my birthday party, Ben.
Ben: A birthday party? How old are you?
Nick: I'm seven.
Children: Happy birthday! These are presents for you.
Nick: Thank you!
Mother: Do you like fruit salad?
Liz: Yes, I do!
Vic: Can I have some lemonade?
Ben: Here you are.

- Get Ps to open their PBs on page 86.
- Hold up your PB and point to the pictures in exercise 1.
- Explain to Ps that you are going to play the audio again and they should point to each picture according to the speaker in their PBs.
- Use the cup with the name sticks (see Starter-Lesson 4) to invite a P to come up to *poster # 17* and do the same thing.
- Play the audio again (*PB Audio (track Unit-7-Les_1-1)*).
- Let the P who is standing next to the poster point to the pictures on it and the rest of the Ps point to them in their PBs.

PRACTICE

PB p. 86, t.2

- Tell Ps that they are going to listen to the audio again but this time they should repeat each phrase.
- Play *PB Audio (track Unit-7-Les_1-1)* again, making pauses for Ps to repeat each phrase.
- While listening to the audio, point to each picture on *poster # 17* according to the speaker.

PB p. 86, t.3

- Take *flashcards # 107-111* and start showing them to Ps one by one.
- Name each flashcard and get Ps to repeat each word after you several times.
- Hold up your PB and point to exercise 3.
- Explain to Ps that they are going to listen to an audio and learn some new words.
- Play *PB Audio (track Unit-7-Les_1-3)* and show

flashcards # 107-111 according to the speaker.

*Chicken, lemonade, juice, sweets,
fruit, yogurt, sandwich, cake, pizza, salad.*

Script

- Play the audio again and get Ps to point to the words in their PBs according to the speaker.
- Walk around the classroom and check whether Ps need help.
- Play the audio again, making pauses for Ps to repeat each word. Do it several times.

PB p. 86, t.4

- Hold up your PB and point to exercise 4.
- Tell Ps that they are going to make their own dialogues.
- Ask a volunteer to come up to the front of the classroom.
- Point to the first picture and ask the P, 'Do you like chicken?' Encourage him/her to answer, 'Yes, I do.' / 'No, I don't.'
- Use the cup with the name sticks (see Starter-Lesson 4) to divide your class into pairs.
- Let Ps do the task on their own. Walk around the classroom and check whether Ps need help.

PB p. 87, t.5

- Take *flashcards # 112, 113, 125* and start showing them to Ps one by one.
- Name each flashcard and get Ps to repeat each word after you several times.
- Get Ps to open their PBs on page 87.
- Tell Ps that they are going to listen to an audio and sing a song.
- Hold up your PB and point to exercise 5.
- Play *PB Audio (track Unit-7-Les_1-5)*.
- While listening to the audio, hold up your PB and point to each line according to the speaker.

OR

Play *MP (Unit-7-Songs_and_Chants-1)*.

*Chicken, chips, soup and eggs.
Do you like fish?
Chicken, chips, soup and eggs.
I don't like fish.
Cheese and bread, rice and cake.
Do you like milk?
Cheese and bread, rice and cake.
Yes, I like milk!*

Script

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

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

PB p. 87, t.6

- Get Ps to open their PBs on page 87 and prepare their pens.
- Explain to Ps that they are going to answer the questions based on the pictures in exercise 6.
- Hold up your PB and point to the example. Read it aloud, 'Do you like sweets?'
- Then, point to two answers: 'Yes, I do.' and 'No, I don't.' Tell Ps that they should write the answers about themselves.
- Let Ps do the exercise on their own.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to stand up, hold up their PBs and read the questions and their answers aloud.

ENDING

AB p. 72, t.1

- Get Ps to open their ABs on page 72 and take their pens and pencils of different colours or crayons.
- Hold up your AB and point to the words in the box. Read them aloud. While reading, point to each word accordingly.
- Explain to Ps that they are going to complete the sentences according to the pictures and then colour the pictures.
- Point to the first sentence and read it aloud ('Number 1 is ...'). Point to 'bread' in the picture to prompt a P.
- Let Ps do the task on their own. Walk around the classroom and check whether Ps need help.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the sentences in turn.
- Let Ps take their pencils of different colours or crayons and colour the pictures.

HPB pp. 23-24

- Ask Ps to open their HPBs on pages 23-24.
- Explain to Ps that they are going to trace and write some phrases.
- Ask Ps to start tracing with the sentence 'Do you like milk?' and finish with the phrase 'No, I don't'.

LESSON 2

OBJECTIVES:

- to introduce and practise new vocabulary
- to introduce and practise articles 'a' and 'an'
- to practise the structures 'Can I have a(n) ...?'; 'Here you are' and 'Thank you'

VOCABULARY:

Pear, strawberry, cherry, picnic.

STRUCTURE:

We have a picnic in the garden.

MATERIALS:

PB, AB, PB Audio, AB Audio, MP, HPB, flashcards # 114-117, cup with the name sticks (see Starter-Lesson 4), pencils of different colours or crayons.

OUTCOMES:

By the end of the lesson Ps will be able to identify some fruit words. They will also be able to use and differentiate between the articles 'a' and 'an'.

WARM-UP

- Tell 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 what food he/she likes using the structure 'I like ...' and tosses the twine to someone else across the circle who holds on to the string and repeats.
- You then retrieve the string by reversing the path the string took and each P says their phrase passing it to another P.

PRESENTATION

PB p. 88, t.1

- Take *flashcards # 114-116* and start showing them to Ps one by one.
- Name each flashcard and get Ps to repeat each word after you several times.
- Get Ps to open their PBs on page 88.
- Hold up your PB and point to exercise 1.
- Tell Ps that they are going to listen to an audio and learn the names of some fruit.
- Play *PB Audio (track Unit-7-Les_2-1)* and show

flashcards # 114-116 according to the speaker.

Apple, banana, pear, strawberry, cherry, orange.

Script

- Play the audio again and get Ps to point to the words in their PBs according to the speaker.
- Walk around the classroom and check whether Ps need help.
- Play the audio again, making pauses for Ps to repeat each word. Do it several times.

PRACTICE

PB p. 88, t.2

- Explain to Ps that they are going to point to the words and say them.
- Play *PB Audio (track Unit-7-Les_2-1)*, making pauses for Ps to repeat each word.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to say the words.

PB p. 88, t.3

- Explain to Ps the meaning of the word 'picnic' (use *flashcard # 117*).
- Tell Ps that they are going to listen to an audio and sing a song.
- Hold up your PB and point to exercise 3.
- Play *PB Audio (track Unit-7-Les_2-3)*.
- While listening to the audio, hold up your PB and point to each line according to the speaker.

OR

Play *MP (Unit-7-Songs_and_Chants-2)*.

*In the garden, in the garden
We have a picnic in the garden.

I have apples, apples, apples.
I have pears, pears, pears.
You have cherries, cherries, cherries
And strawberries.*

Script

*In the garden, in the garden
We have a picnic in the garden.
In the garden, in the garden
We have a picnic in the garden.*

- Play the audio again, making pauses for Ps to repeat each line.
 - Play the audio again and get Ps to sing along.
- AB p. 73, t.1**
- Get Ps to open their ABs on page 73 and prepare their pencils of different colours or crayons.

- Explain to Ps that they are going to listen to an audio and draw some pictures according to what the speaker says.
- Play *AB Audio (track Engl_2_kl-Робочий зошит-Unit7-Les2_Page73_Ex-1)*, making pauses for Ps to draw the pictures.

Script		
1. Pear	4. Banana	
2. Orange	5. Chicken	7. Apple
3. Cherry	6. Fish	8. Strawberry

- Play the audio as many times as Ps will need.
- Point to white square 9 and tell Ps that they are going to draw their favourite food there.
- Give Ps several minutes to finish their drawings.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to come up to the front of the classroom and demonstrate their drawings.

PB p. 88, t.4

- Get Ps to open their PBs on page 88.
- Hold up your PB and point to the section where the examples of articles 'a' and 'an' are written.
- Explain to Ps the difference between 'a' and 'an'. Show Ps some more examples around the classroom.
- Tell Ps that they are going to work in pairs asking and answering questions.
- Use the cup with the name sticks (see Starter-Lesson 4) to divide Ps into pairs.
- Hold up your PB and point to exercise 4.
- Point to the word clouds and read them aloud ('Can I have a banana?', 'Here you are.' and 'Thank you.')
- Come to one of the Ps and ask him/her a question, e.g. 'Can I have a banana?'. Encourage him/her to answer the question saying, 'Here you are' Say, 'Thank you'. Make a gesture when giving an example.
- Then encourage the P to ask you a similar question, e.g. 'Can I have an apple?'. Answer it, 'Here you are.' He/She says, 'Thank you'.
- Get Ps to make mini-dialogues on their own.
- Walk around the classroom and check whether Ps need your help.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several pairs to come up to the front of the classroom and act out their dialogues.

PB p. 88, t.5

- Get Ps to open their PBs on page 88.
- Hold up your PB and point to exercise 3.
- Point to the first sentence ('This is a sandwich') and read it aloud.

- Tell Ps that they should copy the sentences with a proper article ('a' or 'an') into their exercise books.
- Get Ps to open their exercise books and do the exercise on their own.
- Walk around the classroom and check whether Ps are writing correctly.

ENDING

AB p. 73, t.2

- Get Ps to open their ABs on page 73. Tell them to take their pens.
- Explain to Ps that they are going to read the sentences.
- Tell Ps that they should fill in the blank lines with the structures 'Yes, I do.' and 'No, I don't.'
- Hold up your AB and point to the first sentence. Read it aloud, 'Do you like cheese?'
- Then, point to two answers: 'Yes, I do.' and 'No, I don't.' Tell Ps that they should write the answers about themselves.
- Let Ps do the exercise on their own.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to stand up, hold up their ABs and read the sentences and their answers aloud.

HPB p. 24

- Ask Ps to open their HPBs on page 24.
- Explain to Ps that they are going to trace and write some words.
- Ask Ps to start tracing with the word 'an egg' and finish with the word 'a cherry'.

LESSON 3

OBJECTIVES:

- to introduce new phonics
- to practise the phonics Ps have learnt previously
- to practise reading
- to introduce the conjunction 'but'

VOCABULARY:

Desserts, drinks

STRUCTURE:

I like ... but I don't like ...

MATERIALS:

PB, AB, PB Audio, HPB, flashcards-phonics # 1-32, flashcards # 127, 128, cup with the name sticks (see Starter-Lesson 4), ball.

OUTCOMES:

By the end of the lesson Ps will be able to identify the phonic sound 'ch' in words. They will be able to pronounce and read it. They will also be able to identify the conjunction 'but'.

WARM-UP

Play the Phonics Game

- Before the lesson, stick *flashcards-phonics # 15-31* to the board or to the wall.
- Tell Ps that they are going to play a game.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask a P to come up to the board and give him/her a ball.
- Explain to Ps that you are going to name some phonics and the P should throw the ball to the flashcard with the corresponding phonics.
- For example, you say, 'g' [dʒ], so the P should throw the ball to *flashcard-phonics # 23* where the word 'giraffe' is written.

PRESENTATION

- Take *flashcards-phonics # 1-31* and put them on a desk face down.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to come up to the desk.
- Let Ps one by one take a flashcard, show it to others and read it aloud.

PB p. 89, t.1

- Get Ps to open their PBs on page 89.

- Hold up your PB and pay Ps' attention to a yellow square with a new phonic sound 'ch' and the word 'chicken' that represents it.
- Take *flashcard-phonics # 32* and show it to Ps. Name it and get Ps to repeat the word after you several times.
- Tell Ps that they are going to listen to an audio and follow each word according to the speaker.
- Play *PB Audio (track Unit-7-Les_3-1)*.
- While listening to the audio, hold up your PB and point to the phonics and each word according to the speaker.

Script

Ch [tʃ], chicken, chips, cherry, chair, teacher, cheese, lunch, sandwich

- Play the audio again and get Ps to point to the words in their PBs according to what the speaker says.
- Walk around the classroom and check whether Ps need help.

PRACTICE

PB p. 89, t.2

- Hold up your PB and point to the section with the words with a new phonic sound ('chips, cherry, chair ...').
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the words one by one.

AB p. 74, t.1

- Get Ps to open their ABs on page 74. Tell them to take their pens.
- Explain to Ps that they are going to complete the words according to the pictures.
- Let Ps do the task on their own. Walk around the classroom and check whether Ps need help.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to name each word one by one.

PB p. 89, t.3

- Get Ps to open their PBs on page 89.
- Hold up your PB and point to two word clouds (exercise 3).
- Take *flashcards # 127, 128* and start showing them to Ps one by one. Name each flashcard and get Ps to repeat each word after you several times. Make a gesture when showing *flashcard # 128* ('look at the menu').
- Tell Ps that they are going to listen to an audio and read about what children are seeing on the menu.
- Play *PB Audio (track Unit-7-Les_3-3)*.
- While listening to the audio, hold up your PB and

point to the text in the word clouds according to the speaker.

Script

*I'm hungry. I am looking at the menu.
I like chicken and rice. I like carrots, too. I don't
like fish or eggs. I like cheesecakes. I like hot
chocolate but I don't like milk.*

*I like fish and eggs. I don't like carrots. I like ice-
cream but I don't like cheesecakes. I like lemonade
but I don't like hot chocolate.*

- Play the audio again, making pauses for Ps to repeat each line. Do it twice.
- Point to the sentence in blue 'I like hot chocolate but I don't like milk'. Read it aloud.
- Pay Ps' attention to the word 'but'. Show them some more examples of it.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the text in the word clouds one by one (you can divide the text into parts and ask Ps to read them).

PB p. 89, t.4

- Hold up your PB and point to the 'Kid's Menu' (exercise 4).
- Tell Ps that they are going to read and find out what food, desserts and drinks children may like.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the words one by one.

PB p. 89, t.5

- Hold up your PB and point to exercise 5.
- Tell Ps that they are going to copy the sentences and complete them with a list of food, desserts and drinks they like and don't like.
- Encourage Ps to consult 'Kid's Menu' (exercise 4).
- Get Ps to open their exercise books and do the exercise on their own.
- Walk around the classroom and check whether Ps are writing correctly.

ENDING

AB p. 74, t.2

- Get Ps to open their ABs on page 74. Tell Ps to prepare their pens.
- Hold up your AB and point to exercise 2.
- Explain to Ps that they are going to complete the sentences with the words from the box.
- Let Ps do the exercise on their own.
- Walk around the classroom and check whether Ps are writing correctly.

HPB pp. 24-25

- Ask Ps to open their HPBs on pages 24-25.
- Explain to Ps that they are going to trace and write some words and phrases.
- Ask Ps to start tracing with the word 'lunch' and finish with the sentence 'Teacher's chair is red'.

LESSON 4

OBJECTIVES:

- to introduce and practise new vocabulary
- to review numbers
- to introduce and practise the structures 'Three tomatoes, please.' and 'Sorry, no cucumbers.'

VOCABULARY:

Vegetables, carrot, cucumber, mushroom, tomato, pepper, potato.

STRUCTURE:

Three tomatoes, please. Sorry, no cucumbers.

MATERIALS:

PB, AB, PB Audio, MP, poster # 18, flashcards # 107-116, 118-125, 127, cup with the name sticks (see Starter-Lesson 4).

OUTCOMES:

By the end of the lesson Ps will be able to identify new vocabulary. They will also be able to talk about food shopping, incl. a shopping list.

WARM-UP

Guess the Mime

- Take *flashcards* # 107-116, 125, 127 and start showing them to Ps one by one. Encourage Ps to name each flashcard.
- Get Ps to sit in a circle. Ask a volunteer to come up to the centre of the circle. The P has to mime eating/drinking what is depicted on one of the flashcards you've showed recently (or you can put *flashcards* # 107-116, 125, 127 on the floor face down and ask a P to take one flashcard randomly and mime it to others).
- Encourage Ps to guess the mime, asking 'Is it (a(n)) ...?' and answering 'Yes, it is.' or 'No, it isn't.'

PRESENTATION

- Take *flashcards # 118-124* and start showing them to Ps one by one.
- Name each flashcard and get Ps to repeat each word after you several times.
- Get Ps to open their PBs on page 90.
- Hold up your PB and point to exercise 1.
- Tell Ps that they are going to learn the names of some vegetables.
- Play *PB Audio (track Unit-7-Les_4-1)* and show *flashcards # 118-124* according to the speaker.

*Carrot, cucumber, mushroom, tomato,
pepper, potato.*

Script

- Play the audio again and get Ps to point to the words in their PBs according to the speaker.
- Walk around the classroom and check whether Ps need help.
- Play the audio again, making pauses for Ps to repeat each word. Do it several times.

PRACTICE

PB p. 90, t.2

- Tell Ps that they are going to listen to an audio and sing a song.
- Hold up your PB and point to the pictures in exercise 2.
- Play *PB Audio (track Unit-7-Les_4-2)*.
- While listening to the audio, hold up your PB and point to each picture according to the speaker.

OR

Play *MP (Unit-7-Songs_and_Chants-3)*.

*Apples and bananas,
Apples and bananas.
Pears and strawberries,
Pears and strawberries.
I like oranges.
I like oranges.
I don't like cherries.

Cucumbers and carrots,
Cucumbers and carrots.
Mushrooms, tomatoes,
Mushrooms, tomatoes.

I like peppers.
I like peppers.
I don't like potatoes.*

Script

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

AB p. 75, t.1

- Get Ps to open their ABs on page 75. Tell them to prepare their pens.
- Hold up your AB and point to exercise 1.
- Explain to Ps that they are going to find the names of some vegetables, circle them and write them in the blank spaces.
- Let Ps do the task on their own.
- Walk around the classroom and check whether Ps need help.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to name each word they've found.

PB p. 90, t.3

- Stick *poster # 18* to the board and pay Ps' attention to it.
- Tell Ps that they are going to listen to an audio about Liz doing food shopping.
- Play *PB Audio (track Unit-7-Les_4-3)* and point to each character on poster # 18 according to the speaker.

Liz: *Can I have three tomatoes, please?*
Shop Assistant: *Yes, here you are.
Three tomatoes, please.*
Liz: *Thank you.*
Liz: *Can I have 2 cucumbers?*
Shop Assistant: *Sorry, no cucumbers.*

Script

- Get Ps to open their PBs on page 90.
- Hold up your PB and point to the pictures in exercise 3.
- Explain to Ps that you are going to play the audio again and they should point to each picture according to the speaker in their PBs.
- Use the cup with the name sticks (see Starter-Lesson 4) to invite a P to come up to *poster # 18* and do the same thing.
- Play the audio again *PB Audio (track Unit-7-Les_4-3)*.
- Let the P who is standing next to the poster point to the pictures on it and the rest of the Ps point to them in their PBs.
- Play the audio again, making pauses for Ps to repeat each line. Do it twice.

PB p. 90, t.4

- Tell Ps that they are going to say the dialogue,

- pointing to the characters.
- Ask a volunteer to come up to *poster # 18* and try to say the dialogue, pointing to the characters accordingly.
- Ask other Ps to follow the dialogue in their PBs.
- Then use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come up to *poster # 18* and say the dialogue in pairs.

ENDING

AB p. 75, t.2

- Before you start doing the exercise, ask Ps to count to 15.
- In chorus, count to 15.
- Get Ps to open their ABs on page 75. Tell them to prepare their pens.
- Hold up your AB and point to exercise 2.
- Explain to Ps that they should count the things in the picture. Then they should write the appropriate quantity and name down in the empty line under the picture.
- Point to the first picture (ten bananas) and ask Ps, 'How many bananas can you see?' Let Ps count and answer in chorus, 'ten bananas'. If Ps give you a correct answer, get them to write down 'ten bananas'.
- If Ps understand how to do the exercise, let them do it on their own.
- Walk around the classroom and check whether Ps need help.

LESSON 5

OBJECTIVES:

- to introduce and practise new vocabulary
- to review food vocabulary

VOCABULARY:

Breakfast, lunch, dinner, sweet, munch.

STRUCTURE:

Bananas for dinner, before going to sleep.
They are so sweet!

MATERIALS:

PB, AB, PB Audio, AB Audio, MP, cup with the name sticks (see Starter-Lesson 4), ball, sheets of paper, pencils of different colours or crayons.

OUTCOMES:

By the end of the lesson Ps will be able to identify and talk about meals at mealtimes.

WARM-UP

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 tosses a ball to P2 and asks, 'Do you like ham?'; P2 answers, 'No, I don't.' and tosses the ball to P3 and so forth. Tell Ps to remember different questions they've learnt before.
- Play the game together with Ps and ask questions if Ps run out of ideas.

PRESENTATION

- Ask Ps how many times a day they eat. Remind Ps that they usually eat at least three times a day: in the morning (before school), at noon (when in school) and in the evening (after school).
- Name each mealtime ('breakfast', 'lunch', 'dinner') and get Ps to repeat each word after you several times.

PB p. 91, t.1

- Get Ps to open their PBs on page 91.
- Explain to Ps that they are going to listen to an audio and say the chant of a monkey who eats one fruit all day long.
- Hold up your PB and point to the picture in exercise 1.
- Play *PB Audio (track Unit-7-Les_5-1)*.
- While listening to the audio, hold up your PB and point to each line according to the speaker.

OR

Play *MP (Unit-7-Songs and Chants-4)*.

Script

*Bananas for breakfast,
Bananas for lunch.
I like banana!
Munch, munch, munch!*

*Bananas for dinner,
Before going to sleep.
I like bananas!
They are so sweet!*

- Play the audio again, making pauses for Ps to repeat each line. Do it twice.
- Encourage Ps to mime to the line 'Munch, munch, munch!' Show Ps how to do so.
- Explain to Ps the meaning of the word 'sweet'. Give Ps some more examples.

PRACTICE

PB p. 91, t.2, 3

- Hold up your PB and point to three green sections where some meals are depicted (exercise 2).
- Tell Ps that they are going to listen to an audio and find out what a child likes to eat.
- Play *PB Audio (track Unit-7-Les_5-2)*.
- While listening to the audio, hold up your PB and point to each meal according to the speaker.

*I eat toasts and yogurt for breakfast.
I eat an apple, too. I drink juice for breakfast.
I eat soup and sandwich for lunch. I eat chicken,
too. I like fruit salad for lunch.
I eat potatoes, tomatoes and cucumbers for dinner.
I like a cake, too. I drink tea for dinner.*

Script

- Play the audio again and get Ps to point to each picture in their PBs according to the speaker.
- Walk around the classroom and check whether Ps need help.
- Play the audio again, making pauses for Ps to repeat each line.

PB p. 91, t.4

- Hold up your PB and point to the picture of a girl demonstrating her meals.
- Tell Ps that they are going to draw what they eat and drink for breakfast, lunch and dinner.
- Hand out sheets of paper and ask Ps to take their pencils of different colours and crayons and start drawing.
- Give Ps several minutes to finish their drawings.
- Walk around the classroom or check whether Ps need help.

PB p. 91, t.5

- Tell Ps that they are going to demonstrate their food and say what they eat and drink as in the example.
- Hold up your PB and point to the word cloud ('I eat ... for breakfast'). Read it aloud, pointing to each line.
- Then point to each meal in the picture (exercise 4) and start describing it, e.g. 'I eat eggs and cheese for breakfast. I drink milk for breakfast.' and so on.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come up to the board and describe their meals in turn.

ENDING

AB p. 76, t.1

- Get Ps to open their ABs on page 76 and prepare their pencils of different colours or crayons.
- Explain to Ps that they are going to listen to an audio and draw three pictures according to what the speaker says.
- Play *AB Audio (track Engl_2_kl-Робочий зошит-Unit7-Les5_Page76_Ex-1)*, making pauses for Ps to draw the pictures.

*1. I eat eggs and ham for breakfast.
2. I eat soup, chips and chicken for lunch.
3. I eat fish and salad for dinner.*

Script

- Play the audio as many times as Ps will need.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to come up to the front of the classroom and demonstrate their drawings.

LESSON 6

OBJECTIVES:

- to introduce new phonics
- to introduce wh-questions
- to practise phonics that Ps have learnt previously
- to practise reading

VOCABULARY:

When, what, where.

STRUCTURE:

When do you get up? What do you like? What does he/she like for breakfast/lunch/dinner? I am having ... for breakfast/lunch/dinner.

MATERIALS:

PB, AB, PB Audio, HPB, flashcards-phonics # 1-34, flashcard # 126, cup with the name sticks (see Starter-Lesson 4).

OUTCOMES:

By the end of the lesson Ps will be able to identify the phonics 'wh', 'ir', 'er' and 'ur' in words. They will be able to pronounce, read and write them. They will also be able to identify wh-questions.

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 the team 1-10.
- Explain to Ps that you are going to call out a number and a P with that number from each team should run up to the board and write a word you shout (name the words from *flashcards-phonics # 1-32* and show the corresponding flashcard).
- The team that writes the most of right words wins the game.

PRESENTATION

- Take *flashcards-phonics # 1-32* and put them on a desk face down.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to come up to the desk.
- Let Ps one by one take a flashcard, show it to others and read it aloud.

PB p. 92, t.1

- Get Ps to open their PBs on page 92.
- Hold up your PB and point to exercise 1. Pay Ps' attention to two yellow squares with the phonics ('wh' and 'ir', 'er', 'ur') and to the words that represent the phonics.
- Take *flashcards-phonics # 33, 34* and start showing them to Ps one by one. Name each flashcard and get Ps to repeat each word after you several times.
- Tell Ps that they are going to listen to an audio and follow each word according to the speaker.
- Play *PB Audio (track Unit-7-Les_6-1)*.
- While listening to the audio, hold up your PB and point to each phonics and word according to the speaker.

Wh [w] white
Ir [ɜ:] girl, bird

Script

- Play the audio again and get Ps to point to the words in their PBs according to the speaker.
- Walk around the classroom and check whether Ps need help.

PRACTICE

PB p. 92, t.2

- Hold up your PB and point to two sections with the words with new phonics and wh-questions.
- In turn, read each of three wh-questions aloud. Ask Ps to guess the meaning of the words 'what', 'where' and 'when' there.
- Show them some more examples of wh-questions.
- Tell Ps that they are going to listen to an audio and read the words and phrases.
- Play *PB Audio (track Unit-7-Les_6-2)*.
- While listening to the audio, hold up your PB and point to each word and phrase according to the speaker.

What, where, when

When do you get up?

What do you like?

Where is your house?

Bird, girl, her, surname

Script

- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the words and phrases one by one.

AB p. 77, t.1

- Get Ps to open their ABs on page 77. Tell them to take their pens.
- Explain to Ps that they are going to complete the words according to the pictures.
- Let Ps do the task on their own. Walk around the classroom and check whether Ps need help.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to name each word one by one.

PB p. 92, t.3

- Get Ps to open their PBs on page 92.
- Hold up your PB and point to the word cloud ('Hello. My name is ...').
- Take *flashcard # 126* and show it to Ps. Name it and get Ps to repeat the phrase after you several times.
- Tell Ps that they are going to listen to an audio and find out what Max is having for lunch.
- Play *PB Audio (track Unit-7-Les_6-3)*.
- While listening to the audio, hold up your PB and point to each line in the word cloud according to the speaker.

Script

Hello. My name is Max. My surname is White. I am Tim's friend. It's lunchtime and I am having fish and chips for lunch. But I don't like fish. I like chicken. In the morning I like milk and a sandwich. I don't like eggs in the morning. For dinner I like rice and tomatoes. I like tea and a cake for dinner, too.

- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the text in the word cloud one by one (you can divide the text into parts and ask Ps to read them).

PB p. 92, t.4

- Before doing the exercise, ask Ps, 'When do we have breakfast/lunch/dinner?' Encourage them to answer with the structures 'in the morning', 'at noon', 'in the evening'.
- Hold up your PB and point to three questions under the picture of Max.
- Tell Ps that they are going to read and answer the questions about Max.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask a P to read the first one aloud ('What does Max like for breakfast?')
- Encourage him/her to search for the answer in the word cloud and answer, 'He likes milk and a sandwich for breakfast.'
- Let Ps read and answer the questions one by one.

ENDING

AB p.80, t.2

- Get Ps to open their ABs on page 77. Tell them to take their pens.
- Explain to Ps that they are going to complete the words and then answer the questions.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask a P to read the first question aloud ('_ _ at do you like for dinner?').
- If a P says correctly, let him/her give the answer about himself/herself. Get the rest of the Ps to complete the word and answer the question about themselves.
- If Ps understand how to do the exercise, let them do it on their own.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to stand up, hold up their ABs and read the questions and their answers aloud.

HPB pp. 25-26

- Ask Ps to open their HPBs on pages 25-26.
- Explain to Ps that they are going to trace and write some words and phrases.
- Ask Ps to start tracing with the word 'white' and finish with the sentence 'Where is this bird?'.

LESSON 7

OBJECTIVES:

- to introduce and practise the structures 'Does he/she like ...?', 'Yes, he/she does. / No, he/she doesn't.'
- to practise speaking

VOCABULARY:

Jelly.

STRUCTURE:

He/She likes ... Does he/she like ...? Yes, he/she does. / No, he/she doesn't.

MATERIALS:

PB, AB, PB Audio, HPB, flashcards (see Warm-Up), cup with the name sticks (see Starter-Lesson 4), sheets of paper, scissors, pencils of different colours or crayons, stapler.

OUTCOMES:

By the end of the lesson Ps will be able to ask and answer questions about food preferences, using the structures 'He/She likes ...', 'Does he/she like ...?', 'Yes, he/she does. / No, he/she doesn't.'

WARM-UP

What's the Question?

- Tell Ps that they are going to play a game.
- Explain to Ps that they should make up a question and answer that question using a flashcard of an object or a person. For example, a team has a flashcard of two children having a picnic in the garden, so Ps can make a question, e.g. 'Where are they?'. The answer will be 'They are in the garden.'
- Divide Ps into teams according to the number of flashcards you have. You can give one flashcard to a team or you can give several flashcards to each team.
- Put the flashcards on the front desk face down.
- Ask your teams to come up and pick up one/a few flashcards.

- Give Ps several minutes to make up questions and answers.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask teams to come up to the front of the classroom, demonstrate their flashcards and say their questions and answers.

PRESENTATION

PB p. 93, t.1

- Get Ps to open their PBs on page 93.
- Hold up your PB and point to exercise 1.
- Tell Ps that they are going to listen to an audio about Willy's favourite food and say the chant.
- Play *PB Audio (track Unit-7-Les 7-1)*.
- While listening to the audio, hold up your PB and point to each line according to the speaker.

Script

*Jelly is yummy,
Jelly is sweet.
Willy likes yellow jelly to eat.*

*Jelly on potatoes,
Jelly on rice...
Willy likes jelly. It is very nice!*

- Play the audio again, making pauses for Ps to repeat each line. Do it twice.
- Explain to Ps the meaning of the word 'jelly'.

PRACTICE

PB p. 93, t.2

- Hold up your PB and pay Ps' attention to the pictures in exercise 2. Point to them and tell Ps that they are going to listen to an audio about these children.
- Play *PB Audio (track Unit-7-Les 7-2)*.
- While listening to the audio, hold up your PB and point to each picture according to what the speaker says.

Script

*Does Tracy like hot chocolate? – Yes, she does.
Does Luke like hot chocolate? – No, he doesn't.
Does Liz like hot chocolate? – No, she doesn't.
Does Ben like pears? – No, he doesn't.
Does Vic like yogurt? – Yes, she does.
Does Nick like pears? – Yes, he does.*

- Tell Ps that they are going to listen to the audio again but this time they should point to each picture according to the speaker in their PBs.

- Play the audio again and get Ps to listen and point.
- Walk around the classroom and check whether Ps need help.

PB p. 93, t.3

- Hold up your PB and point to exercise 3.
- Tell Ps that they are going to look at the pictures and say what everyone depicted likes to eat or drink.
- Point to the word cloud ('Tracy likes hot chocolate') and read it aloud. Encourage Ps to repeat the phrase after you several times.
- Pay Ps' attention to the verb ending with '-s'. Explain to them that we add an '-s' ('-es') to the verb to say what he/she/it does.
- Remind Ps that we don't change the verb to say what I/we/you/they do.
- Point to yourself and say, e.g. 'I like tea.' Come up to a P and ask him/her, 'What do you like?' Then say, 'He/She likes ...' Give Ps some more examples.
- Explain to Ps that we use this structure to talk about likes and dislikes and routines.
- Point to the first character and name her (Tracy). Then trace the red line (from Tracy to 'hot chocolate'), point to 'hot chocolate' in the picture and say, 'Tracy likes hot chocolate'.
- Use the cup with the name sticks to ask several Ps to point to a character one by one and name him/her (from left to right: Tracy, Luke, Liz, Ben, Vic, Nick), then trace a line from the character to his/her food/drink and say, e.g. 'Luke likes strawberries'.

PB p. 93, t.4

- Hold up your PB and point to exercise 4.
- Tell Ps that they are going to make their own dialogues.
- Point to the first word cloud ('Does Tracy like yogurt?') and read it aloud. Then, point to the two possible answers 'Yes, she does.' and 'No, she doesn't.' and read them aloud. Get Ps to repeat each phrase after you several times.
- Tell Ps that we use 'does' to make questions about what he/she/it does.
- Remind Ps that we use 'do' to make questions about what I/we/you/they do.
- Come up to a P and ask him/her, e.g. 'Do you like lemonade?' Encourage him/her to answer, 'Yes, I do' or 'No, I don't'.
- Depending on his/her answer, ask the others, 'Does (P's name) like lemonade?'
- Encourage Ps to answer in chorus, 'Yes, he/she does' or 'No, he/she doesn't'.

- Repeat the procedure with the question 'Does he/she like lemonade?'
- Point out that 'n't' is the short form of 'not'.
- Ask a volunteer to come up to the front of the classroom.
- Ask him/her the question, 'Does Tracy like yogurt?' and point to the picture of Tracy in exercise 3.
- Encourage him/her to answer, 'No, she doesn't'. Then ask another question, 'Does she like hot chocolate?'. Let the P answer, 'Yes, she does'.
- Divide your class into pairs using the cup with the name sticks (see Starter-Lesson 4) and let Ps make similar dialogues on their own.
- Walk around the classroom and check whether Ps need your help.
- Ask several pairs to come up to the front of the classroom and role play their own dialogues.

PB p. 93, t.5

- Get Ps to open their PBs on page 93.
- Hold up your PB and point to exercise 5.
- Tell Ps that they are going to make cards with food and drinks they like.
- Hand out sheets of paper and ask Ps to take their pencils of different colours or crayons and scissors.
- Point to the instructions (numbers 1-4) and explain to Ps how to make cards and caption them.
- Give Ps several minutes to do this.
- Use the cup with the name sticks (see Starter-Lesson 4) to divide Ps into pairs.
- Tell Ps that they are going to do a survey to find out what their classmate likes.
- Explain to Ps that they should ask each other questions, 'What do you like for breakfast/lunch/dinner?' and answer them using the structure 'I like ... for breakfast/lunch/dinner'.
- For example, P1 asks, 'What do you like for breakfast?' P2 says, e.g. 'I like eggs and juice for breakfast' and hands out his/her breakfast cards and vice versa.
- Let Ps work in pairs. Walk around the classroom and check whether Ps need help.

PB p. 93, t.6

- Hold up your PB and point to the section number 5 of the instructions.
- Tell Ps that they should draw the appropriate emoji and write down '.. (name of the classmate with whom they work) likes' on a sheet of paper.
- After that, Ps should put all the correct cards in order (first breakfast cards, then lunch cards and finally dinner cards) and stick them to a sheet of

paper with a stapler (see number 6).

- Come up to each P and check whether he or she needs help.
- Hold up your PB and point to the word cloud ('Ann likes ... for breakfast. She likes ... for lunch. She likes ... for dinner'). Read it aloud.
- Tell Ps that they are going to look at the sheets with cards and say what their classmates like for breakfast, lunch and dinner.
- For example, ask a P to hold up his/her sheet with cards and say, e.g. 'Taras likes ham and a toast for breakfast'. Encourage the P to consult the breakfast cards and so on.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to take their sheets with cards and say what their classmates like using the structures '..(name) likes ... for breakfast. He/She likes ... for lunch. He/She likes ... for dinner.'

ENDING

AB p. 78, t.1

- Get Ps to open their ABs on page 78. Tell Ps to prepare their pens.
- Hold up your AB and point to exercise 1.
- Explain to Ps that they are going to fill in the sentences with 'do' or 'does'.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the sentences aloud one by one and fill in the blank spaces.
- Walk around the classroom and check whether Ps are writing correctly.

HPB pp. 26-27

- Ask Ps to open their HPBs on pages 26-27.
- Explain to Ps that they are going to trace and write some phrases.
- Ask Ps to start tracing with the sentence 'Max likes tea for breakfast' and finish with the sentence 'He likes milk for dinner'.

LESSON 8 Story Time

PRACTICE

OBJECTIVES:

- to introduce new vocabulary
- to practise the structure 'He's buying a mango'
- to practise food vocabulary
- to develop Ps' listening and speaking skills

VOCABULARY:

Shop, to buy, mango, lemon, vanilla ice-cream, to shine, to mix

STRUCTURE:

He's buying a mango.

MATERIALS:

PB, PB Audio, AB, MP, poster # 19, flashcards # 107-116, 118-127, cup with the name sticks (see Starter-Lesson 4), picture of a shop, picture of a mango.

OUTCOMES:

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

PB p. 94, t.1

- Stick *poster # 19* to the board.
- Point to it and ask Ps if they remember Luke. Remind Ps who Luke is.
- Tell Ps that they are going to find out what Luke is doing now.
- Play *PB Audio (track Unit-7-Les_8-1-Story Time)* and get Ps to listen.
- While listening to the audio, point to each picture and character on *poster # 19* according to the speaker. Do it twice.

OR

- Play *MP (Unit-7-Story-1)*.

Script

1. *Luke's going to the shop.*
2. *He's buying a mango, 2 bananas, 3 oranges, 3 lemons and a box of vanilla ice-cream.*
3. *Luke's going home.*
4. *He takes a banana.*
5. *He's eating the banana. Yummy!*
6. *He meets Pete, "Let's play football."*
7. *Luke's playing football.*
8. *The sun is shining. It's hot.*
9. *Oh, no! The ice-cream!*

- Explain to Ps the meaning of the word 'to shine'. Tell Ps when the sun is shining, it makes you feel hot. Make sure Ps have understood what happened at the end of the story.
- Get Ps to open their PBs on page 94.
- Tell Ps that they are going to listen to the audio again and follow the story pointing to pictures in their PBs.
- Play *PB Audio (track Unit-7-Les_8-1-Story Time)*.
- Walk around the classroom and check whether Ps need your help.

PB p. 94, t.2

- Hold up your PB and pay Ps' attention to the lines under or next to the pictures.
- Tell Ps that they are going to read the lines.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the lines one by one.

PB p. 94, t.3

- Invite several Ps to come up to *poster # 19* and repeat the lines one by one, pointing to each character and picture (you can also use the cup with the name sticks (see Starter-Lesson 4) to invite Ps to come up to *poster # 19* and tell the story).

WARM-UP

Musical Words

- Divide Ps into sections (you can use hula hoops or tape).
- Place *flashcards # 107-116, 118-127* into sections and tell Ps that they are going to play a game.
- Ask Ps to dance around the flashcards. Play some music. When the music stops, shout out a word and Ps have to find and stand in the section of that word.

PRESENTATION

- Before the lesson, print two pictures of a shop and a mango. Stick them to the board.
- Name each picture and get Ps to repeat each word after you several times.
- Explain to Ps that a shop is a place where you can buy food and other things.
- Ask Ps whether they know what mango is. Explain to Ps that mango is a fruit that grows in hot places like Africa. We can buy it here in Ukraine in some shops.
- Ask Ps whether they go to a shop on their own and what they buy there. Have a short conversation with Ps.

PB p. 95, t.4

- Divide your class into groups of two Ps in a group, according to the number of characters we have in the story. You can also appoint a narrator from the class.
- Tell Ps that they are going to have a role play.
- Use the cup with the name sticks (see Starter-Lesson 4) to choose which part each P is going to play.
- Let Ps practise the story on their own. Then ask several groups to come up to the front of the classroom and act out the story.

PB p. 95, t.5

- Get Ps to open their PBs on page 95.
- Tell Ps that they are going to listen to an audio and find out what "African dream" is.
- Hold up your PB and point to exercise 5.
- Play *PB Audio (track Unit-7-Les_8-5)*.
- While listening to the audio, hold up your PB and point to each line according to the speaker.

OR

Play *MP (Unit-7-Songs and Chants-5)*.

Script

*A mango, two bananas,
three oranges and lemons, too.*

I can make a sundae.

What about you?

Ref.:

African dream, African dream:

Lots of fruit, lots of ice-cream!

Mix the fruit, one, two, three.

It's very good, as you can see.

Ref.

- Play the audio again, making pauses for Ps to repeat each line.
- Say the line 'Mix the fruit, one, two, three' aloud. Make a gesture as if you mix the fruit.
- Tell Ps that they are going to sing a song.
- Play the audio again and get Ps to sing along.

ENDING

AB p. 79, t.1

- Get Ps to open their ABs on page 79.
- Explain to Ps that they are going to number the pictures in the right order.
- Fold the poster and play *PB Audio (track Unit-7-Les_8-1-Story Time)*.
- Tell Ps to think and number the pictures in the

sequence of the story.

- Walk around the classroom and check whether Ps have numbered the pictures correctly.
- Use the cup with the name sticks (see Starter-Lesson 4) to invite Ps to come up to the board and say the right order.

LESSON 9

Into Your Portfolio

OBJECTIVES:

- to practise food vocabulary
- to develop Ps' motor skills and writing skills

VOCABULARY:

Plate.

MATERIALS:

PB, AB, flashcards # 107-128, balloon, paper stickers, sheets of paper, pencils of different colours or crayons, scissors, glue.

OUTCOMES:

By the end of the lesson Ps will be able to make a food plate. They will also be able to sort out their likes and dislikes regarding food.

WARM-UP

Find and write the word

- Before the lesson, stick *flashcards # 107-128* to the walls in the classroom. Cover the words typed under each picture with paper stickers. Ps shouldn't see the written words.
- Tell Ps that they are going to play a game.
- Explain to Ps that they should walk around the classroom and look for the flashcards of food words they've learnt previously.
- Hand out sheets of paper and tell Ps to take their pens.
- Get Ps to go around the classroom and make a list of these words (you can also set time limits for this game).
- After Ps have finished the task (or when the time is up), ask Ps to name words on their lists (you can encourage Ps by giving them some small prizes, especially those Ps who found all flashcards and wrote the words correctly).

PRESENTATION

- Explain to Ps that this lesson and the next one are called 'Into Your Portfolio'.
- Tell Ps that the crafts they make during such lessons will be stored in the classroom.
- Take *flashcards # 107-116, 118-128* and start showing them to Ps one by one, asking, e.g. 'Is it a mushroom?'
- Show, for example, the flashcard of a pear and ask, 'Is it a mushroom?'
- Encourage Ps to answer, 'No, it isn't. It is a pear.'

PRACTICE

PB p. 96, t.1

- Get Ps to open their PBs on page 96.
- Tell Ps that they are going to make a plate and decorate it with cards, showing food they like and food they don't like.
- Hold up your PB and point to the instructions illustrated by the pictures. Explain to Ps how to make the plate and cards.
- Hand out sheets of paper and tell Ps to take their pencils of different colours or crayons, scissors and glue and start drawing.
- Let Ps use their imagination and make their crafts the way they like.
- Walk around the classroom and check whether Ps need help.

AB p. 80, t.1

- Get Ps to open their ABs on page 80.
- Tell Ps that they are going to look at the pictures and write down what they like and what they don't like in the corresponding column.
- Point to the happy emoji (column 1) and tell Ps to write down what they like there.
- Point to the sad emoji (column 2) and tell Ps to write down what they don't like there.
- If Ps understand how to do the exercise, let them do it on their own.
- After Ps have finished the task, use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read what they like and what they dislike one by one.

ENDING

Play with a Balloon

- Explain to Ps that they are going to play with a balloon. Throw the balloon into the middle of the group and everyone has to keep it from touching the floor.

- Tell Ps to name food or drinks and toss the balloon to each other, e.g. P1 tosses the balloon and says, 'banana', P2, who catches the balloon, tosses it and says, 'orange' and so on.

LESSON 10

Into Your Portfolio

OBJECTIVES:

- to practise the structures 'Do you like ...?'; 'Yes, I do. / No, I don't.'; 'He/She likes ...'; 'He/She doesn't like ...'
- to develop Ps' speaking skills

MATERIALS:

PB, flashcards # 107-116, 118-128, cup with the name sticks.

OUTCOMES:

By the end of the lesson Ps will be able to talk about food preferences, using previously learnt structures.

WARM-UP

Tunnels

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

PRESENTATION

- Remind Ps that this lesson is called 'Into Your Portfolio', the same as the previous one.
- Tell Ps that the crafts they make during such lessons will be stored in the classroom.
- Remind Ps what they've made at the previous lesson.
- Take *flashcards # 107-116, 118-128* and start showing them to Ps one by one, asking, e.g. 'Do you like fish?' Get a P to answer, 'Yes, I do. / No, I don't.'
- Hand out the flashcards and get Ps to have mini-dialogues with each other on their own.

- Walk around the classroom and check whether Ps need help.

PRACTICE

PB p. 96, t.2

- Get Ps to open their PBs on page 96.
- Hold up your PB and point to exercise 2.
- Tell Ps that they are going to make their own dialogues.
- Ask a volunteer to come up to the front of the classroom with his/her food plate.
- Have a look at the plate and ask the P, e.g. 'Do you like chicken?' Encourage him/her to answer, 'Yes, I do./ No, I don't.' Ask the P about several food items.
- Use the cup with the name sticks (see Starter-Lesson 4) to divide Ps into pairs.
- Let Ps do the task on their own. Walk around the classroom and check whether Ps need help.
- Use the cup with the name sticks (see Starter-Lesson 4) to invite several pairs to come up to the front of the classroom and act out their dialogues in turn.

PB p. 96, t.3

- Tell Ps that they are going to tell the class what food their partner likes/doesn't like.
- Hold up your PB and point to the word cloud ('She likes ice-cream and She doesn't like bananas'). Read it aloud, pointing to each line.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come up to the front of the class and describe what food their partner likes and dislikes.
- Encourage Ps to use the structures as it says in the word cloud.

ENDING

Guess the Letter

- Tell Ps that they are going to play a guessing game.
- Before playing game, get Ps to repeat the alphabet in chorus.
- Use the cup with the name sticks (see Starter-Lesson 4) to invite a P to come up to the front of the classroom.
- Put *flashcards # 107-116, 118-128* on a desk face down and ask the P to choose one. Tell him/her not to show the flashcard to Ps.
- Make sure the P standing next to you can spell the word correctly.
- Draw as many blank lines on the board as the

number of letters in the word. For example, draw eight lines for the word 'cucumber'.

- Tell the rest of the Ps to guess the word one by one by calling out letters.
- Encourage them to use the structure, e.g. 'Is it B?' The P who picked up the flashcard answers, 'Yes, it is.' or 'No, it isn't' and so on.
- After someone has guessed the correct letter, fill in the line on the board.
- You can invite someone who guessed the first word to draw what is depicted on that flashcard the way he/she likes. Then show the flashcard to the others.

LESSON 11 Revision

OBJECTIVES:

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

RECYCLED LANGUAGE:

Food. Drinks. Mealtimes. Food shopping. Table at a birthday party. Birthday greetings. Phonics 'ch', 'wh', and 'ir/er/ur'. Articles 'a' and 'an'. Structures 'It's lunchtime', 'Let's have ...', 'Can I have some ...?', 'Here you are', 'I like ... but I don't like...', 'Does he/she like ...?', 'Yes, he/she does. / No, he/she doesn't.', 'Three tomatoes, please', 'Sorry, no cucumbers.'

MATERIALS:

PB, MP, cup with the name sticks (see Starter-Lesson 4), pencils of different colours or crayons, sheets of paper.

OUTCOMES:

By the end of the lesson Ps will be able to do a survey and complete the table with its results. Ps will also be able to identify the learnt phonics, articles 'a' and 'an' and the conjunction 'but'.

WARM-UP

MP Unit 7. Words, 1

- Explain to Ps that they are going to play a game.
- Tell Ps that they should find a match to each word on the interactive multimedia board.
- In this game you have 4 layouts, so you can divide your class into 4 teams and let each team one by one do the exercise.
- Play *MP (Unit-7-Words-1)*.

- Use the cup with the name sticks (see Starter-Lesson 4) to choose a team to play the game first and so on.
- You can time each team and afterwards choose the winners or you can play this game for fun and revision.

PRESENTATION

MP Unit 7. Words, 2

- Tell Ps that they are going to play another game in which they should click on things in the picture.
- Play *MP (Unit-7-Words-2)*.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come up to the multimedia board one by one and click on things that the speaker names.

Script

<i>Click on the chicken.</i>	<i>Click on the cucumber.</i>
<i>Click on the lemonade.</i>	<i>Click on the mushroom.</i>
<i>Click on the pear.</i>	<i>Click on the potato.</i>
<i>Click on the strawberry.</i>	<i>Click on the salad.</i>
<i>Click on the cherry.</i>	<i>Click on the chips.</i>
<i>Click on the carrot.</i>	<i>Click on the fruit.</i>
<i>Click on the tomato.</i>	<i>Click on the vegetables.</i>

PRACTICE

PB p. 97, t.1

- Before you start doing the exercise, get Ps to remind the parts of the face.
- Point to your face and say, 'face'. Then point to your eyes, ears, nose and mouth and say, 'eyes' and so on.
- Encourage Ps to point to the respective parts of their faces and repeat each word after you.
- Tell Ps that they are going to draw two faces.
- Explain to Ps that Face 1 should be made of fruit and Face 2 should be made of vegetables.
- Hand out sheets of paper and ask Ps to take their pencils of different colours or crayons and start drawing.
- Let Ps use their imagination and make pictures the way they like.
- Give Ps several minutes for drawing. Walk around the classroom and check whether Ps need help.
- Get Ps to open their PBs on page 97.
- Tell Ps that they are going to describe the faces they've drawn.
- Hold up your PB and point to the two word clouds ('The eyes are oranges' and 'The nose is a carrot') in exercise 1. Read them aloud, pointing to each line.

- Then point to each fruit in the picture and start describing it, e.g. 'The ears are cherries. The eyes are oranges. The nose is a pear. The mouth is a banana.'
- Repeat the procedure for the vegetable face.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come up to the board and describe their fruit and vegetable faces in turn.

PB p. 97, t.2

- Hold up your PB and point to the table in exercise 2. Explain to Ps the meaning of the word 'table' for this purpose.
- Tell Ps that they are going to copy the table into their exercise books.
- Explain to them that they are going to fill in the table only with the words in bold ('name', 'cucumbers', 'carrots', 'orange') and the emoji.
- Get Ps to open their exercise books, take their pens, pencils and rulers and copy the table.
- Walk around the classroom and check whether Ps need help.

PB p. 97, t.3

- Hold up your PB and point to the table in exercise 2.
- Pay Ps' attention to the names and ticks.
- Explain to Ps that they are going to do a survey of group members and complete the table.
- Use the cup with the name sticks (see Starter-Lesson 4) to divide Ps into groups of 3-4 Ps in a group (depending on the class size).
- Get Ps to take their exercise books and work in groups, asking each other the question, 'Do you like ...?' and answering it, using the structure 'Yes, I do./ No, I don't.'
- For example, P1 asks P2, e.g. 'Do you like cucumbers?' P2 answers, e.g. 'No, I don't', so P1 writes P2's name in the column 'Name' and ticks the P2's answer in the column 'cucumbers' under the appropriate emoji and so on.
- Let Ps work in groups. Walk around the classroom and check whether Ps need help.

PB p. 97, t.4

- Tell Ps that they are going to tell the class what their mates like and don't like.
- Hold up your PB and point to the word cloud ('Ben likes cucumbers. But Ann doesn't like cucumbers') in exercise 4. Read it aloud pointing to each line.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come up to the front of the class and talk about their mates.
- Encourage Ps to use the structures as it says in the word cloud.

MP Unit 7. Games, 1

- Explain to Ps that they are going to play a game in which they should listen to the speaker, then read the variants and choose the correct variant according to what the speaker says.
- Play *MP (Unit-7-Games-1)*.

Chips, lunch, when, girl.

Script

- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come up to the multimedia board one by one and choose the correct variants.

ENDING

MP Unit 7. Phonics and Reading, 1

- Explain to Ps that they are going to play another game in which they should move letters to the empty squares to make words that are depicted in the pictures.
- Play *MP (Unit-7-Phonics_and_Reading-1)*.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come up to the multimedia board one by one and make words.

LESSON 12 Revision

OBJECTIVES:

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

RECYCLED LANGUAGE:

Food. Drinks. Mealtimes. Food shopping.
Table at a birthday party. Birthday greetings.
Phonics 'ch', 'wh', and 'ir/er/ur'. Articles 'a' and 'an'. Structures 'It's lunchtime', 'Let's have ...', 'Can I have some ...?', 'Here you are', 'I like ... but I don't like...', 'Does he/she like ...?', 'Yes, he/she does. / No, he/she doesn't.', 'Three tomatoes, please', 'Sorry, no tomatoes.'

MATERIALS:

PB, AB, PB Audio, MP, cup with the name sticks (see Starter-Lesson 4), pencils of different colours or crayons, squared paper, scissors.

OUTCOMES:

By the end of the lesson Ps will be able to use the language of the unit in games. They will also be able to identify the learnt phonics and use the articles 'a' and 'an'.

WARM-UP

MP Unit 7. Games, 2, Part 1

- Explain to Ps that they are going to play a game in which they should match the audio to the picture.
- Tell Ps that they are going to click on the audio signs and listen to the words, then click on the appropriate tick that corresponds to the picture.
- Play *MP (Unit-7-Games-2-Part_1)*.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come up to the multimedia board one by one and play the game.

PRESENTATION

MP Unit 7. Phonics and Reading, 2

- Explain to Ps that they are going to play another game in which they should move the letters to the empty squares to make words that the speaker says.
- Play *MP (Unit-7-Phonics_and_Reading-2)*.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come up to the multimedia board one by one and make words.

PRACTICE

PB p. 98, t.5

- Before the lesson, divide some paper into squares large enough for Ps to draw on. Each group will need 32 squares.
- Before the lesson, write 8 food names on the board. Best to choose count nouns so that Ps can practise articles 'a'/'an'.
- Get Ps to open their PBs on page 98. Hold up your PB and point to picture 1.
- Tell Ps that they are going to make mini-cards of food and play a shopping game.
- Use the cup with the name sticks (see Starter-Lesson 4) to divide Ps into groups of 3-4 Ps per group (depending on the class size).
- Hand out the prepared paper and pay Ps' attention to the words on the board. Ask a P to read them aloud.
- Tell each group to cut out squares first and then draw each food item four times (you can also ask some Ps to cut out while others start drawing).
- Ask Ps to take their scissors and pencils of different colours or crayons and start cutting out and drawing.
- After Ps have finished drawing, explain to them how to play the game. Holding your PB, point to each

picture and say that each player should try to collect three sets of cards to win the game.

- The winner is the first player in a group to collect three different packs of cards, each pack composed of four identical cards.
- Encourage Ps to use the structures, 'Can I have a/an ...?', 'Yes, here you are.' / 'Sorry, no ...'
- Choose a P in each group to shuffle the cards and start the game.
- Walk around the classroom and check whether Ps need help.

PB p. 99, t.6

- Get Ps to open their PBs on page 99.
- Hold up your PB and point to the queen in the picture. Ask Ps whether they remember who the queen is.
- Explain to Ps who the king, prince and princess are, pointing to each character accordingly.
- Tell Ps that they are going to listen to an audio and match the food on the table to the characters.
- Play *PB Audio (track Unit-7-Les_11-12_6-Revision)*.
- While listening to the audio, point to each character and picture according to the speaker.

Script

The king likes potatoes.

The king says, 'Can I have potatoes, please?'

The queen likes chicken.

The queen says, 'Can I have some chicken, please?'

The prince likes soup.

The prince says, 'Can I have some soup, please?'

The princess likes sweets.

The princess says, 'I don't like potatoes. I don't like chicken. I don't like soup. Can I have some sweets, please?'

- Play the audio again, making pauses for Ps to match and repeat.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to do the task in turn.

PB p. 99, t.7

- Hold up your PB and point to the text on page 99.
- Tell Ps that they are going to read the text and answer the question.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the text one by one (you can divide the text into parts and ask Ps to read the parts).
- After reading, the text read the last two sentences aloud ('Look at Vic and Ben. What do they like?')
- Use the cup with the name sticks (see Starter-Lesson 4) to invite Ps to answer the question.
- Encourage Ps to use the structure, 'He/She likes ...'

Point to the pictures of Vic/Ben to prompt a P.

AB p. 81, t.1

- Get Ps to open their ABs on page 81 and take their pens.
- Hold up your AB and point to exercise 1.
- Tell Ps that they are going to look at the pictures and complete the sentences.
- Encourage Ps to consult the text on page 99 in their PBs.
- Walk around the classroom and check whether Ps are writing correctly.

ENDING

MP Unit 7. Games, 2, Part 2

- Explain to Ps that they are going to play a game in which they should finish sentences or dialogues.
- Tell Ps that they are going to listen to the speaker first.
- Then they should click on the audio signs and listen to the words or phrases and after that click on the appropriate tick to finish the sentence or dialogue.
- Play *MP (Unit-7-Games-2-Part_2)*.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come up to the multimedia board one by one and do the exercise.

UNIT 8

SEASONS AND CLOTHES

LESSON 1

OBJECTIVES:

- to introduce and practise season and weather vocabulary
- to introduce the structures 'It's cold/hot', 'It is raining/snowing'
- to introduce and practise the structures 'When is your birthday?', 'It's in ...'

VOCABULARY:

Cold, hot, rain, snow, spring, summer, autumn, winter, bright.

STRUCTURE:

It's cold. It's hot. It is raining. It is snowing.
When is your birthday? It's in ...

MATERIALS:

PB, AB, PB Audio, MP, flashcards # 129-136, cup with the name sticks (see Starter-Lesson 4), objects related to the seasons and weather (flowers, gloves, a toy sun, an umbrella), present box.

OUTCOMES:

By the end of the lesson Ps will be able to name the seasons and identify the weather. They will also be able to ask the question 'When is your birthday?' and answer it using the structure 'It's in ...'

WARM-UP

- Place objects related to seasons and weather such as flowers, gloves, a toy sun, an umbrella and a present box on your desk.
- Tell a P to come to the front of the class and blindfold him/her.
- Instruct him/her to choose an object from the desk and ask him/her, 'What is it?' The P tries to guess what it is by feeling it and saying, 'Is it an umbrella?' etc. The rest of the class shouts 'Yes, it is' or 'No, it isn't.'
- Repeat the procedure with other Ps.

PRESENTATION

PB p. 100, t.1

- Get Ps to open their PBs on page 90.
- Hold up your PB and point to exercise 1.
- Ask Ps what they see in the pictures. Encourage them to say 'sun', 'hot', 'cold'.
- Tell Ps that they are going to listen to an audio and learn some new words.
- Play *PB Audio (track Unit-8-Les_1-1)*.
- While listening to the audio, show *flashcards # 129-132* according to the speaker.

*It's cold. It's hot.
It is raining. It is snowing.*

Script

- Play the audio again and get Ps to point to the pictures in exercise 1 according to the speaker.
- Walk around the classroom and check whether Ps need help.
- Play the audio again, making pauses for Ps to repeat each phrase. Do it several times.

PRACTICE

PB p. 101, t.2, 3

- Take *flashcards # 129-132* and start showing them to Ps one by one, making an appropriate movement.
- Name each flashcard. Get Ps to repeat each phrase after you several times, copying your movements.
- Explain to Ps that we use these structures to talk about the weather. You can ask Ps to look through the window and tell Ps about the weather outside.

AB p. 82, t.1

- Ask Ps to open their ABs on page 82 and take their pens.
- Hold up your AB and point to the structures in white squares (exercise 1). Read them aloud. While reading, point to each structure accordingly.
- Explain to Ps that they should use these structures to caption the pictures.
- Pay Ps' attention to the blank lines under each picture.
- Let Ps do the task on their own. Walk around the classroom and check whether Ps need help.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the sentences one by one.

PB p. 100, t.2

- Take *flashcards # 133-136* and start showing them to Ps one by one.

- Name each flashcard and get Ps to repeat each word after you several times.
- Using simple structures, explain to Ps that these are four periods of the year, and how spring/summer is different from autumn/winter, each having its weather.
- Encourage Ps to guess what season it is now, using the structure 'Is it ...?'
- Get Ps to open their PBs on page 100.
- Tell Ps that they are going to listen to an audio and sing a song.
- Hold up your PB and point to exercise 2.
- Play *PB Audio (track Unit-8-Les_1-2)*.
- While listening to the audio, hold up your PB and point to each line according to the speaker.

OR

Play *MP (Unit-8-Songs_and_Chants-1)*.

*Spring is green.
Summer is bright.
Autumn is yellow.
Winter is white.*

Script

- Explain to Ps the meaning of the word 'bright'.
- Play the audio again, making pauses for Ps to repeat each line.
- Play the audio again and get Ps to sing along.

AB p. 82, t.2

- Get Ps to open their ABs on page 82 and take their pens.
- Hold up your AB and point to exercise 2.
- Explain to Ps that they are going to complete the words according to the pictures.
- Let Ps do the task on their own. Walk around the classroom and check whether Ps need help.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to name each word one by one.

PB p. 100, t.3

- Get Ps to open their PBs on page 100.
- Hold up your PB and point to the picture in exercise 3.
- Ask Ps what they see in the picture. Encourage them to use words such as 'children', 'ball', 'bike' and 'spring'.
- Tell Ps that they are going to listen to an audio and find out what children are talking about.
- Play *PB Audio (track Unit-8-Les_1-3)*.
- While listening to the audio, hold up your PB and point to each character according to the speaker.

Vic: *When is your birthday, Ben?*

Ben: *It's in summer.*

Liz: *I like summer. It is hot. I like summer holidays.*

Ben: *When is your birthday, Vic?*

Vic: *My birthday is in autumn. I don't like autumn. It is raining. Is your birthday in autumn, Liz?*

Liz: *No, it isn't. It's in winter. Do you like winter?*

Vic: *Well, yes, I do. It's cold, but I like when it is snowing.*

Nick: *And my birthday is in spring. Listen! We've got our birthdays in all of the seasons: winter, spring, summer and autumn!*

Liz: *Wow! That's great!*

- Ask Ps whether they've heard some new words ('holidays'). Explain the meaning of this word to Ps.
- Play the audio again, making pauses for Ps to repeat each line. Do it twice.

PB p. 100, t.4

- Divide your class into groups of four Ps per group, according to the number of characters we have in the dialogue.
- Tell Ps that they are going to have a role play.
- Use the cup with the name sticks (see Starter-Lesson 4) to choose which part each P is going to play.
- Let Ps practise the dialogue on their own.
- Then ask several groups to come up to the front of the class and act out the dialogue.

PB p. 100, t.5

- Hold up your PB and point to exercise 5.
- Tell Ps that they are going to find out when everyone's birthday is.
- Point to the word clouds and read them aloud ('When is your birthday?' and 'It's in ...').
- Come up to a P and ask him/her, 'When is your birthday?' Encourage him/her to answer your question, e.g. 'It's in winter.'
- Then encourage the P to ask you the same question. Answer it, 'It's in ...'
- Get Ps to make mini-dialogues on their own.
- Walk around the classroom and check whether Ps need help.

ENDING

AB p. 82, t.3

- Get Ps to open their ABs on page 82 and take their

pens.

- Hold up your AB and point to exercise 3.
- Explain to Ps that they are going to complete the sentence.
- Let Ps do the task on their own.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to stand up, hold up their ABs and read the sentence aloud.

LESSON 2

OBJECTIVES:

- to introduce and practise the vocabulary of season activities
- to introduce and practise the structures 'It is sunny', 'Watch TV', 'Stay at home', 'Make a snowman'
- to practise the structure 'I can ...'

VOCABULARY:

Sea, snowman, TV, to watch, to stay, to skate, to ski.

STRUCTURE:

It is sunny. And so can you! Watch TV. Stay at home. Make a snowman.

MATERIALS:

PB, AB, PB Audio, AB Audio, MP, flashcards # 137-141, 164, cup with the name sticks (see Starter-Lesson 4), sheets of paper, pencils of different colours or crayons, football ball, permanent marker.

OUTCOMES:

By the end of the lesson Ps will be able to identify and talk about season activities. They will also be able to use the new words and structures in sentences.

WARM-UP

Catch the Ball

- Before the lesson, write some words and phrases that Ps can read, e.g. 'It is raining', 'It's spring', 'I can swim' etc on the white parts of a football ball, using a permanent marker.
- Toss the ball to a P and ask him/her to read the word or phrase from the part of the ball where his/her right thumb is on.
- You can ask Ps to toss the ball to each other standing in a circle.

PRESENTATION

- Ask Ps what the weather is like today and what season it is. Encourage them to use the structure, 'It's ...'
- Take *flashcards # 137-141, 164* and start showing them to Ps one by one, making an appropriate movement.
- Name each flashcard. Get Ps to repeat each word after you several times, copying your movements.

PB p. 101, t.1

- Get Ps to open their PBs on page 101.
- Hold up your PB and point to each of the four parts of the text next to the pictures.
- Ask Ps what they see in the pictures. Encourage them to say 'children', 'bird' etc and name each season.
- Tell Ps that they are going to listen to an audio and follow each word according to the speaker.
- Play *PB Audio (track Unit-8-Les_2-1)*.
- While listening to the audio, hold up your PB and point to each line according to the speaker.

Script

- | | |
|---|--|
| 1. <i>It is sunny,
Jump and run,
Ride a bike,
It is fun.</i> | 3. <i>It is raining,
Watch TV,
Stay at home,
Drink some tea!</i> |
| 2. <i>It is hot,
The sea is blue.
I can swim,
And so can you!</i> | 4. <i>It is cold.
Skate and ski,
Make a snowman,
Look at me!</i> |

- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the text one by one (you can ask Ps to read the parts).

PRACTICE

PB p. 101, t.2

- Hold up your PB and point to each word in the blue section under the pictures ('Winter', 'Spring', 'Summer', 'Autumn'). Ask a P to read them aloud.
- Explain to Ps that they are going to read each paragraph again and match them to the corresponding season.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to do the task in turn.

PB p. 101, t.3

- Tell Ps that they are going to listen to an audio and sing a song.

- Hold up your PB and point to the text of the song (exercise 1).
- Play *PB Audio (track Unit-8-Les_2-3)*.
- While listening to the audio, hold up your PB and point to each line according to the speaker.

OR

Play *MP (Unit-8-Songs_and_Chants-2)*.

Script

- | | |
|---|--|
| 1. <i>It is sunny,
Jump and run,
Ride a bike,
It is fun.</i> | 3. <i>It is raining,
Watch TV,
Stay at home,
Drink some tea!</i> |
| 2. <i>It is hot,
The sea is blue.
I can swim,
And so can you!</i> | 4. <i>It is cold.
Skate and ski,
Make a snowman,
Look at me!</i> |

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

PB p. 101, t.4

- Tell Ps that they are going to sing the song from exercise 3 and mime it.
- Play the audio again (*PB Audio (track Unit-8-Les_2-3)*) and mime the song together with Ps. Do it twice.

AB p. 83, t.1

- Get Ps to open their ABs on page 83 and take their pens.
- Hold up your AB and point to the pictures in exercise 1.
- Then point to the words and phrases in white squares ('ski', 'skate', 'It is sunny,' etc).
- Explain to Ps that they are going to look at the pictures and caption them.
- Pay Ps' attention to the blank lines under each picture.
- Ask a volunteer to read the first word aloud ('ski'). Let him/her match this word to the corresponding picture (number 2).
- If he/she gives the correct answer, get Ps to write it down. Point to the picture number 2 to prompt Ps.
- If Ps understand how to do the exercise, let them do it on their own.
- Walk around the classroom and check whether Ps need help.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the words and phrases in turn, pointing to the corresponding picture.

PB p. 101, t.5

- Get Ps to open their PBs on page 101.
- Hold up your PB and point to exercise 5.
- Tell Ps that they are going to draw pictures of four seasons first and then demonstrate their pictures and describe them.
- Point to a boy and his picture. Explain to Ps that they should draw the weather and activities they can do during each season.
- Hand out sheets of paper and let Ps take their pencils of different colours or crayons and start drawing.
- Walk around the classroom and check whether Ps need your help.
- Give Ps several minutes to finish their drawings.
- Hold up your PB, point to the word cloud ('Spring is green. It is sunny. I can ride a bike') and read it aloud.
- Encourage Ps to use these structures to describe their pictures.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to come up to the front of the classroom, demonstrate their pictures and describe them.

ENDING

AB p.83, t.2

- Get Ps to open their ABs on page 83. Tell them to prepare their pencils of different colours or crayons.
- Hold up your AB and point to exercise 2.
- Explain to Ps that they are going to listen to an audio and draw two pictures according to what the speaker says.
- Play *AB Audio (track Engl_2_kl-Робочий зошит-Unit8-Les2_Page83_Ex-2)*, making pauses for Ps to draw their pictures.

Script

- Number 1:
It is raining. Drink some tea.
- Number 2:
It is snowing. Make a snowman.

- Let Ps draw their pictures.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to come up to the front of the classroom and demonstrate their drawings.

LESSON 3

OBJECTIVES:

- to introduce new phonics
- to practise the phonics Ps have learnt previously
- to introduce the structures 'Good night', 'Sleep tight', 'In the morning light'
- to practise reading

VOCABULARY:

Night, eighteen, right, light, tight, season, holidays, with.

STRUCTURE:

Good night. Sleep tight. In the morning light.
What season do you like? I can fly a kite. I have holidays in summer. I can go with my mum.

MATERIALS:

PB, AB, PB Audio, HPB, flashcards-phonics # 1-35, flashcard # 142, cup with the name sticks (see Starter-Lesson 4).

OUTCOMES:

By the end of the lesson Ps will be able to identify the phonics 'ght' in words. They will be able to pronounce, read and write it. They will also be able to answer the question 'What season do you like?'

WARM-UP

What's Missing?

- Get Ps to sit in a circle. Put *flashcards-phonics # 24-34* on the floor.
- Tell Ps to remember the flashcards.
- Explain to them that they should close their eyes and you will remove one flashcard at a time and they should guess which flashcard is missing.

PRESENTATION

- Ask Ps what the weather is like today and what season it is. Encourage them to use the structure, 'It's ...'
- Take *flashcards-phonics # 1-34* and put them on a desk face down.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come up to the desk.
- Let Ps one by one take a flashcard, show it to others and read it aloud.

PB p. 102, t.1

- Before the lesson, place eight identical objects on your desk or draw eight objects on the board.
- Get Ps to open their PBs on page 102.
- Hold up your PB and pay Ps' attention to the yellow square with the new phonics 'ght' and the word 'eight' that represents it.
- Ask a volunteer to come up to your desk or the board, count the objects/pictures and say, 'eight ...'
- Take *flashcard-phonics # 35* and show it to Ps. Name it and get Ps to repeat the word after you several times.
- Tell Ps that they are going to listen to an audio and follow each word according to the speaker.
- Play *PB Audio (track Unit-8-Les_3-1)*.
- While listening to the audio, hold up your PB and point to the phonics and each word and line according to the speaker.

Script

ght [ɪt], eight, night, bright, eight, eighteen, right, light

Good night.

Sleep tight.

And wake up bright

In the morning light!

- Play the audio again and get Ps to point to each word and line in their PBs according to the speaker.
- Walk around the classroom and check whether Ps need help.

PRACTICE

PB p. 102, t.2

- Ask Ps whether they've heard some new words in the audio.
- Encourage Ps to say 'night', 'tight', 'right' and 'light'.
- Explain to Ps the meaning of these words (you can also mime each line of the rhyme for Ps to understand the meaning of each word).
- Explain to Ps the meaning of the phrase 'Good night' (use *flashcard # 142*).
- Hold up your PB and point to the green section with the words with the new phonics ('night, bright, eight ...') and the word cloud ('Good night. Sleep ...').
- Tell Ps that they are going to listen to the audio again and read the phonics and words.
- Play *PB Audio (track Unit-8-Les_3-1)*.
- While listening to the audio, hold up your PB and point to the phonics and each word according to the speaker.

ght [ɪt], eight, night, bright, eight,
eighteen, right, light

Script

Good night.
Sleep tight.
And wake up bright
In the morning light!

- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read each word and the text in the word cloud one by one.

AB p. 84, t.1

- Get Ps to open their ABs on page 84 and take their pens.
- Hold up your AB and point to exercise 1.
- Explain to Ps that they are going to complete the words according to the pictures.
- Let Ps do the task on their own. Walk around the classroom and check whether Ps need help.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to name each word one by one.

PB p. 102, t.3

- Get Ps to open their PBs on page 102.
- Hold up your PB and point to the four sentences in exercise 3.
- Tell Ps that they are going to listen to an audio and read the sentences.
- Play *PB Audio (track Unit-8-Les_3-3)*.
- While listening to the audio, hold up your PB and point to each word according to the speaker.

It is sunny. It is hot. You can jump,
run and swim.
It is cold. Children can ski and skate.
It is raining. Stay at home and read a book.
It is not hot. But the sky is blue. It is sunny. The
birds are singing.

Script

- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the sentences one by one.

PB p. 102, t.4

- Hold up your PB and point to the four sentences next to the white squares (It's winter. It's spring ...).
- Explain to Ps that they are going to read the sentences in exercise 3 again and match them to these sentences.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to do the task in turn.

PB p. 102, t.5

- Hold up your PB and point to the green section

(exercise 5).

- Tell Ps that they are going to read the small interview.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the text one by one (you can also divide the text into parts and ask Ps to read the parts).
- Point to the sentence in blue 'I have holidays in summer' and read it aloud. Explain to Ps the meaning of the word 'holidays'.
- Tell Ps that they are going to tell the class about the season they like, using the structures 'I like ...', 'It is ...', 'I can ...' and so on.
- Encourage Ps to use the words and phrases from the previous lessons, e.g. 'It is raining', 'watch TV', 'I can run' etc.
- Give Ps some time to prepare their talks.
- Walk around the classroom and check whether Ps need help.
- Invite several volunteers to come up to the front of the classroom and tell the class what season they like one by one.

ENDING

AB p.84, t.2

- Get Ps to open their ABs on page 84. Tell Ps to prepare their pens.
- Hold up your AB and point to exercise 2.
- Explain to Ps that they are going to fill in the blank lines with the words that are given above the dialogue.
- Point to the words and read them aloud ('winter', 'snowing', 'season' ...).
- Use the cup with the name sticks (see Starter-Lesson 4) to ask a P to read the first sentence ('What __ do you like?')
- Let the P try to fill in the first blank line by himself/herself. Help him/her, if needed.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read and fill in the sentences one by one or you can let Ps do the exercise on their own and check it afterwards.

HPB p. 27

- Ask Ps to open their HPBs on page 27.
- Explain to Ps that they are going to trace and write some words and phrases.
- Ask Ps to start tracing with the word 'eighteen' and finish with the sentence 'I get up at eight'.

LESSON 4

OBJECTIVES:

- to introduce and practise the vocabulary of clothes
- to review colours
- to introduce the structures 'Tracy is packing her suitcase' and 'What is he/she putting in his/her suitcase?'

VOCABULARY:

To count, holiday, to pack, suitcase, jacket, sandals, bikini, jeans, T-shirt, mask, trainers, her, his, cap, shorts.

STRUCTURE:

It's Tuesday. In six days he/she is going on holiday. Tracy is packing her suitcase. What is he/she putting in his/her suitcase?

MATERIALS:

PB, AB, PB Audio, AB Audio, HPB, flashcards # 143, 145-151, 156, 163, cup with the name sticks (see Starter-Lesson 4), pencils of different colours or crayons, balloons of different colours.

OUTCOMES:

By the end of the lesson Ps will be able to identify and name an item of clothing and its colour. They will also be able to write about clothes, using the structure 'His/Her ... is/are ...'.

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

- Remind Ps that summer holidays are coming. Ask Ps what they do in summer.
- Encourage them to use the structures, e.g. 'I go to ...', 'I play with ...', 'I swim in the ...' and so on.

PB p. 103, t.1

- Get Ps to open their PBs on page 103.

- Hold up your PB and point to the picture of Tracy (exercise 1).
- Ask Ps to guess what Tracy is doing. Encourage them to look at her fingers and say, 'She is counting'.
- Get Ps to count to ten on their fingers and say, 'one, two, three ...'. You count together with Ps.
- Tell Ps that they are going to listen to an audio and read the text.
- Play *PB Audio (track Unit-8-Les 4-1)*.
- While listening to the audio, hold up your PB and point to each word according to the speaker.

Script

It's Tuesday.

Tracy is counting: one, two, three, four, five, six. In six days she is going on holiday.

Tracy's clothes.

Tracy is packing her suitcase. What is she putting in her suitcase?

- Ask Ps whether they've heard some new words in the audio. Encourage Ps to say 'clothes', 'packing', 'suitcase'.
- Take *flashcard # 151* and show it to Ps. Name it and get Ps to repeat the word after you several times.
- Mime packing a suitcase and ask Ps to guess the mime. Then say, 'I'm packing my suitcase.' Get Ps to repeat the phrase after you and mime together with you.
- Explain to Ps the meaning of the word 'clothes'.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the text one by one (you can also divide the text into parts and ask Ps to read the parts).

PRACTICE

PB p. 103, t.2

- Take *flashcards # 143, 145-148, 150, 156* and start showing them to Ps one by one.
- Name each flashcard and get Ps to repeat each word after you several times.
- Get Ps to open their PBs on page 90.
- Hold up your PB and point to exercise 1.
- Tell Ps that they are going to learn the names of some clothes.
- Play *PB Audio (track Unit-8-Les 4-2)* and show *flashcards # 143, 145-148, 150, 156* according to the speaker.

*A jacket, sandals, a bikini, jeans,
a T-shirt, a mask, trainers.*

Script

- Play the audio again, making pauses for Ps to repeat each word. Do it several times.

PB p. 103, t.3

- Hold up your PB and point to the pictures of Tracy's clothes.
- Tell Ps that they are going to listen to an audio first and then point to the appropriate picture.
- Play *PB Audio (track Unit-8-Les_4-3)*.
- While listening to the audio, hold up your PB and point to each item of clothing according to the speaker.

*Tracy's clothes.
Tracy is packing her suitcase. What is she putting
in her suitcase?
Her orange sandals and violet trainers, her blue
jeans and brown jacket, her red T-shirt, pink bikini
and a mask.*

Script

- Play the audio again and get Ps to point to the pictures in their PBs according to the speaker.
- Walk around the classroom and check whether Ps need help.

PB p. 104, t.4

- Take *flashcards # 149, 163* and start showing them to Ps one by one.
- Name each flashcard and get Ps to repeat each word after you several times.
- Get Ps to open their PBs on page 104.
- Hold up your PB and point to exercise 4.
- Tell Ps that they are going to learn the names of some more clothes.
- Play *PB Audio (track Unit-8-Les_4-4)* and show *flashcards # 143, 146, 147, 149, 150, 163* according to the speaker.

*A T-shirt, a cap, shorts,
a jacket, trainers, jeans.*

Script

- Play the audio again, making pauses for Ps to repeat each word. Do it several times.

PB p. 104, t.5

- Hold up your PB and point to the pictures of Luke's clothes.
- Tell Ps that they are going to listen to an audio first and then point to the appropriate picture.

- Play *PB Audio (track Unit-8-Les_4-5)*.
- While listening to the audio, hold up your PB and point to each item of clothing according to the speaker.

*Luke is packing his suitcase.
What is he putting in his suitcase?
His black jeans and orange trainers, his white
T-shirt and yellow jacket, his green shorts and
blue cap.*

Script

- Play the audio again and get Ps to point to the pictures in their PBs according to the speaker.
- Walk around the classroom and check whether Ps need help.

PB p. 104, t.6

- Tell Ps that they are going to name the pictures they've heard about recently.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to come up to the front of the class, hold up their PBs and name each picture in exercise 4.

AB p. 85, t.1

- Ask Ps to open their ABs on page 85 and take their pens.
- Hold up your AB and point to the words in the box (exercise 1). Read them aloud. While reading, point to each word accordingly.
- Explain to Ps that they should use these words to caption the pictures.
- Pay Ps' attention to the blank lines under each picture.
- Let Ps do the task on their own. Walk around the classroom and check whether Ps are writing correctly.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to name each picture one by one.

PB p. 104, t.7

- Open your PB on page 103.
- Hold up your PB and point to the green section at the bottom of the page.
- Remind Ps the difference between 'his' and 'her'.
- Point to each line and read them aloud.
- Then, if possible, point to the T-shirt which one of the Ps is wearing and say, e.g. 'His/Her T-shirt is yellow'. Repeat the procedure with other items of clothing.
- Get Ps to open their PB on page 104.
- Hold up your PB and point to exercise 7.
- Explain to Ps that they are going to make sentences based on the words they have and write them down in their exercise books.

LESSON 5

- Hold up your PB and point to the word 'Her' given in the exercise. Ask a volunteer to read it aloud.
- Point to the words in the second column. Ask the P to choose one and read it aloud.
- Ask the P to add the verb 'is' to those words.
- And, finally, ask the P to choose and name the colour.
- Get the P to say the sentence he/she has made.
- Get Ps to open their exercise books and do the exercise on their own.
- Walk around the classroom and check whether Ps are writing correctly.

ENDING

AB p. 85, t.2

- Get Ps to open their ABs on page 85. Tell Ps to prepare their pencils of different colours or crayons.
- Hold up your AB and point to exercise 2.
- Explain to Ps that they are going to listen to an audio and colour the pictures according to what the speaker says.
- Play *AB Audio (track Engl_2_kl-Робочий зошит-Unit8-Les4_Page85_Ex-2)*, making pauses for Ps to colour the pictures.

Script

*The T-shirt is orange.
The shorts are yellow.
The sandals are green.
The jacket is grey.
The trainers are blue and white.
The jeans are blue.
The cap is red.*

- Let Ps take their pencils of different colours or crayons and colour the pictures.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to come up to the front of the classroom and demonstrate their paintings.

HPB pp. 27-28

- Ask Ps to open their HPBs on pages 27-28.
- Explain to Ps that they are going to trace and write some phrases.
- Ask Ps to start tracing with the phrase 'Her T-shirt is pink' and finish with the phrase 'His shorts are green'.

OBJECTIVES:

- to introduce and practise new vocabulary
- to introduce and practise the structures 'What are you wearing today?' and 'I am wearing ...'

VOCABULARY:

Trousers, socks, sweater, dress, shoes, boots, scarf, hat, to wear.

STRUCTURE:

What are you wearing today? I am wearing ...

MATERIALS:

PB, AB, PB Audio, MP, flashcards # 144, 152-155, 157-159, cup with the name sticks (see Starter-Lesson 4).

OUTCOMES:

By the end of the lesson Ps will be able to identify new vocabulary. They will also be able to say what they are wearing.

WARM-UP

The Broken Telephone

- Use the cup with the name sticks (see Starter-Lesson 4) to divide your class into two or three teams (depending on the class size).
- Ask your teams to form lines facing the board.
- Come up to each last P in the teams and whisper the structure, e.g. 'His cap is black.'
- The task of each team is to pass the structure by whispering from the last P in the line up to the first one.
- After the first P in the line has listened to the structure, he/she should run to the board and write it on the board.
- The first team to do the task correctly wins the game.

PRESENTATION

- Take *flashcards # 144, 152-155, 157-159* and start showing them to Ps one by one.
- Name each flashcard and get Ps to repeat each word after you several times.
- Get Ps to open their PBs on page 105.
- Hold up your PB and point to exercise 1.
- Tell Ps that they are going to learn the names of some more clothes.

- Play *PB Audio (track Unit-8-Les_5-1)* and show flashcards # 144, 152-155, 157-159 according to the speaker.

Trousers, socks, sweater, dress, shoes, boots, scarf, hat.

Script

- Play the audio again and get Ps to point to the words in their PBs according to the speaker.
- Walk around the classroom and check whether Ps need help.
- Play the audio again, making pauses for Ps to repeat each word. Do it several times.

PRACTICE

PB p. 105, t.2

- Tell Ps that they are going to listen to an audio and sing a song.
- Hold up your PB and point to exercise 2.
- Play *PB Audio (track Unit-8-Les_5-2)*.
- While listening to the audio, point to each item of clothing the characters (Fred, Jane, Ron and Pam) are wearing according to the speaker.

OR

Play *MP (Unit-8-Songs and Chants-3)*.

*T-shirt, trousers, socks and shoes.
What are you wearing today?
T-shirt, trousers, socks and shoes.
I'm wearing a dress today.
Sweater, scarf, hat and boots.
What are you wearing today?
Sweater, scarf, hat and boots.
I'm wearing a jacket today.*

Script

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

PB p. 105, t.3

- Tell Ps that they are going to listen to the audio again and find a child who is wearing what the speaker says.
- Play *PB Audio (track Unit-8-Les_5-2)* again and get Ps to look at the pictures and search for the child.

*T-shirt, trousers, socks and shoes.
What are you wearing today?
T-shirt, trousers, socks and shoes.
I'm wearing a dress today.
Sweater, scarf, hat and boots.
What are you wearing today?
Sweater, scarf, hat and boots.
I'm wearing a jacket today.*

Script

- Use the cup with the name sticks (see Starter-Lesson 4) to ask a P to hold up his/her PB and point to the corresponding picture of a child.

AB p. 86, t.1

- Ask Ps to open their ABs on page 86 and take their pens.
- Hold up your AB and point to the words in the box (exercise 1). Read them aloud. While reading, point to each word accordingly.
- Explain to Ps that they should use these words to caption the pictures.
- Pay Ps' attention to the blank lines under each picture.
- Let Ps do the task on their own. Walk around the classroom and check whether Ps are writing correctly.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to name each picture one by one.

PB p. 105, t.4

- Get Ps to open their PBs on page 105.
- Hold up your PB and point to exercise 4.
- Tell Ps that they are going to make their own dialogues.
- Point to the word clouds and read them aloud.
- Come up to a P and say, 'What are you wearing today?' Encourage him/her to continue the dialogue with the phrase, e.g. 'I am wearing black trousers and white trainers. What are you wearing today?' And you finish the dialogue saying, e.g. 'I am wearing a violet dress. I am wearing black shoes and a blue scarf.'
- Divide your class into pairs using the cup with the name sticks (see Starter-Lesson 4) and let Ps make similar dialogues on their own.
- Walk around the classroom and check whether Ps need your help.
- Ask several pairs to come up to the front of the classroom and act out their own dialogues.

ENDING

AB p. 86, t.2

- Get Ps to open their ABs on page 86 and take their pens.
- Hold up your AB and point to exercise 2.
- Explain to Ps that they are going to look at the pictures and find out what piece of clothing should be next.
- Holding your AB, point to the picture of a blue cap. Say, 'cap'.
- Then point to the socks next to the cap and say, 'socks'.
- Ask a volunteer to name the next picture. When the P stops by the third cap, encourage him/her to say, 'socks' and then, 'cap'. Point to the picture of the second socks first and then to the picture of the third cap.
- If the P says correctly, get Ps to write down 'socks' and 'cap'.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to name the following pictures and say their answers.
- Get Ps to write down the correct answers.

LESSON 6

OBJECTIVES:

- to introduce new phonics
- to practise phonics that Ps have learnt previously
- to review the prepositions of place (in, on, under)
- to practise reading

VOCABULARY:

Shirt, skirt, coat, raincoat.

STRUCTURE:

What is he/she wearing today? Where are her socks?

MATERIALS:

PB, AB, PB Audio, HPB, flashcards-phonics # 1-38, flashcards 160-162, cup with the name sticks (see Starter-Lesson 4), pencils of different colours or crayons.

OUTCOMES:

By the end of the lesson Ps will be able to identify the phonics 'ir', 'oa' and 'ear, air, ere' in words. They will also be able to pronounce, read and write them.

WARM-UP

Big Races

- Organise the class into two or three separate teams (depending on the class size) and get them to sit in lines facing the board. Number each P in the team 1-10.
- Explain to Ps that you are going to call out a number and a P with that number from each team should run up to the board and write a word you shout (name the words from *flashcards-phonics # 1-35* and show the corresponding flashcard).
- The team that writes the most of right words wins the game.

PRESENTATION

- Take *flashcards-phonics # 1-35* and put them on a desk face down.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to come up to the desk.
- Let Ps one by one take a flashcard, show it to others and read it aloud.

PB p. 106, t.1

- Get Ps to open their PBs on page 106.
- Hold up your PB and point to exercise 1. Pay Ps' attention to the three yellow squares with the phonics ('ir', 'oa' and 'ear, air, ere') and the words that represent the phonics.
- Take *flashcards-phonics # 36-38* and start showing them to Ps one by one. Name each flashcard and get Ps to repeat each word after you several times.
- Take *flashcards # 160-162* and start showing them to Ps one by one. Name each flashcard and get Ps to repeat each word after you several times.
- Tell Ps that they are going to listen to an audio and follow each word according to the speaker.
- Play *PB Audio (track Unit-8-Les 6-1)*.
- While listening to the audio, hold up your PB and point to each phonics and word according to the speaker.

ir [ɜː] shirt, skirt
oa [əʊ] coat, raincoat
ear, air, ere [eə] bear, hair

Script

- Play the audio again and get Ps to point to the words in their PBs according to the speaker.
- Walk around the classroom and check whether Ps need help.

PRACTICE

PB p. 106, t.2

- Hold up your PB and point to the two white sections with the phrases ('Her skirt is blue ...'; 'His coat is brown ...') and to the green section with the words with new phonics (wear, bear, chair ...).
- Tell Ps that they are going to listen to an audio and read the words and phrases.
- Play *PB Audio (track Unit-8-Les_6-2)*.
- While listening to the audio, hold up your PB and point to each word according to the speaker.

*Her skirt is blue.
His shirt is white.
My sweater is yellow.
My scarf is red.
My shoes are grey.
His coat is brown.
Her raincoat is yellow.*

Script

Wear, bear, chair, hair, where.

- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the words and phrases one by one.

PB p. 106, t.3

- Hold up your PB and point to each word that represent new phonics ('shirt', 'skirt', 'coat', 'raincoat', 'bear', 'hair').
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the words one by one.

AB p. 87, t.1

- Get Ps to open their ABs on page 87 and take their pens.
- Hold up your AB and point to exercise 1.
- Explain to Ps that they are going to complete the words according to the pictures.
- Let Ps do the task on their own. Walk around the classroom and check whether Ps need help.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to name each word one by one.

PB p. 106, t.4

- Before you start doing the exercise, remind Ps the prepositions of place (Unit 4 Lesson 4).
- Get Ps to open their PBs on page 106.
- Hold up your PB and point to the green section (exercise 4).
- Tell Ps that they are going to listen to an audio and follow each word according to the speaker.

- Play *PB Audio (track Unit-8-Les_6-4)*.
- While listening to the audio, hold up your PB and point to each word according to the speaker.

*- What is he wearing?
- He is wearing black jeans.
- What is she wearing?
- She is wearing a white dress.
- Where are her socks?
- They are on the chair.
- Where are his boots?
- They are under the chair.*

Script

- Play the audio again and get Ps to point to the pictures in their PBs according to the speaker.
- Walk around the classroom and check whether Ps need help.

PB p. 106, t.5

- Use the cup with the name sticks (see Starter-Lesson 4) to divide your class into pairs according to the number of lines we have in the mini-dialogues.
- Tell Ps that they are going to read the mini-dialogues in roles. The first P is going to read the question and the second P is going to read the answer to that question.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask pairs to read the mini-dialogues in turn.

ENDING

AB p. 87, t.2

- Ask Ps to open their ABs on page 87. Tell them to prepare their pencils of different colours or crayons.
- Hold up your AB and point to exercise 2.
- Explain to Ps that they are going to read the sentences below the empty squares and draw what they've read about inside the squares.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to read aloud the text below the squares.
- Let Ps take their pencils of different colours or crayons and start drawing.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to come up to the front of the classroom and demonstrate their drawings.

HPB pp. 28-29

- Ask Ps to open their HPBs on pages 28-29.
- Explain to Ps that they are going to trace and write some words and phrases.

- Ask Ps to start tracing with the phrase 'Her skirt is blue' and finish with the phrase 'I wear my coat'.

LESSON 7

OBJECTIVES:

- to practise the vocabulary of the weather, seasons and clothes
- to introduce and practise the structures 'Are you wearing ...?' and 'Yes, I am. / No, I'm not.'
- to review the structures 'What is this?', 'This is a ...', 'What are these?', 'They are ...', 'Am I wearing ...?'
- to practise speaking

STRUCTURE:

Are you wearing ...? - Yes, I am. / No, I'm not.

MATERIALS:

PB, AB, PB Audio, flashcards # 143-150, 152-163, cup with the name sticks (see Starter-Lesson 4).

OUTCOMES:

By the end of the lesson Ps will be able to match the clothes to the weather. They will also be able to ask and answer about clothes using the structures 'Are you wearing ...?' and 'Yes, I am. / No, I'm not.'

WARM-UP

Play a 'Chain' Game with a Pictionary

- Get Ps to open their PBs at the end of the book ('Your Pictionary').
- Hold up your PB and pay Ps' attention to the clothes at the bottom of the page.
- Explain to Ps that they will speak in a chain.
- P1 points to the first piece of clothing in the dictionary (dress) and asks, 'What is this?' P2 answers, 'This is a dress.' P2 asks P3, 'What are these?', pointing to the second piece of clothing depicted in the dictionary (jeans). P3 answers, 'They are jeans.' Then P3 asks P4 the wh-question pointing to the third piece of clothing and so on.
- If Ps have named all the clothes depicted in the dictionary, get other Ps to continue with the first piece of clothing in it again until all of the Ps have taken part in the activity.

PRESENTATION

- Ask Ps what the weather is like today and what season it is. Encourage them to use the structure, 'It's ...'

PB p. 107, t.1

- Get Ps to open their PBs on page 107.
- Hold up your PB and point to the pictures of the weather and Jessica (exercise 1).
- Ask Ps to say what they see in the pictures. Encourage them to name the item of clothing and its colour, e.g. 'red umbrella'.
- Explain to Ps that they are going to listen to an audio and find out what Jessica is wearing for each type of weather.
- Play *PB Audio (track Unit-8-Les_7-1)*.
- While listening to the audio, point to each picture according to the speaker. Do it twice.

Script

It is sunny. Jessica is wearing a white T-shirt and a yellow skirt.

It is raining. Jessica is wearing a green jacket and blue jeans. She has got a red umbrella, too.

It is cold. Jessica is wearing a pink coat, a blue cap and black boots.

- Play the audio again and get Ps to point to the pictures in their PBs according to the speaker.
- Walk around the classroom and check whether Ps need help.

PRACTICE

PB p. 107, t.2

- Hold up your PB and point to exercise 2.
- Explain to Ps that they are going to read three sentences in the white squares and match the pictures of Jessica to them.
- Remind Ps that Jessica is wearing different clothes for each type of weather.
- Point to the first sentence ('It is sunny') and ask a P to read it aloud. Encourage him/her to find the corresponding picture of Jessica.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to do the task in turn.

AB p. 88, t.1

- Get Ps to open their ABs on page 88 and take their pens.
- Hold up your AB and point to exercise 1.
- Explain to Ps that they are going to match the words

to the pictures and then write them in the blank spaces next to each picture.

- Let Ps do the exercise on their own.
- Walk around the classroom and check whether Ps need help.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come to the front of the classroom and read the words one by one, pointing to the pictures.

PB p. 107, t.3

- Use the cup with the name sticks (see Starter-Lesson 4) to divide Ps into groups of 3-4 Ps per group (depending on the class size).
- Tell Ps that they are going to play a guessing game in groups.
- Invite Ps to look at each other's clothes and remember each item of clothing and its colour.
- Then hold up your PB and point to the word clouds in exercise 3 ('Are you wearing green socks?', 'No, I'm not'). Read them aloud one by one.
- Encourage Ps to use these structures while playing the game.
- Explain the rules to Ps. One P should stay where he/she is and the rest of the Ps should turn around and start asking the question 'Are you wearing ...?' in turn. That P answers, 'No, I'm not' or 'Yes, I am'.
- Ps in a group should take turns in naming each other's items of clothing and guessing their colours.

AB p. 88, t.2

- Get Ps to open their ABs on page 88 and take their pens.
- Hold up your AB and point to exercise 2.
- Explain to Ps that they are going to fill in the blank lines to finish the sentences.
- Point to the first sentence and read it aloud ('It is spring. I am wearing my ___ and a ___').
- Use the cup with the name sticks (see Starter-Lesson 4) to ask a P to say what he/she is wearing in spring.
- Let Ps do the exercise on their own.
- Walk around the classroom and check whether Ps need help.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the sentences in turn.

ENDING

What am I wearing?

- Prepare *flashcards # 143-150, 152-163*. Tape one flashcard on the back of each P.

- Then tell everyone to pretend they are at a party and ask each other questions to find out what everyone is wearing.
- For example, P1 asks P2, 'Am I wearing a cap?' P2 looks at his/her flashcard and answers, 'Yes, you are / No, you are not' and so on until the P guesses the item he/she is wearing.
- Then P1 asks P2 the question, e.g. 'Am I wearing a yellow cap?' P2 looks at his/her flashcard and answers, 'Yes, you are / No, you are not' and so on until the P guesses the colour of the item he/she is wearing.
- When someone guesses what he/she is wearing, the flashcard gets taped to his/her front and he/she continues to chat with the party guests until everyone is wearing the flashcards on the front.

LESSON 8 Story Time

OBJECTIVES:

- to introduce new vocabulary
- to practise the structure 'I am / He/She is doing ...'
- to develop Ps' listening and speaking skills

VOCABULARY:

To check, tyres, to look for, key.

STRUCTURE:

I'm checking the tyres. Off we go!

MATERIALS:

PB, PB Audio, AB, MP, poster # 20, flashcards # 143-150, 152-163, 165, 166, cup with the name sticks (see Starter-Lesson 4), picture of an open suitcase, paper packet or a box, picture of a car.

OUTCOMES:

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

WARM-UP

Let's Pack a Suitcase

- Before the lesson, print a picture of an open suitcase. Stick the suitcase to a paper packet or a box. Make a hole in the suitcase big enough for Ps to throw the flashcards through it.
- Tell Ps that they are going to play a game.
- Explain to Ps that they should pretend they are

going to the sea. That's why they need to pack a suitcase.

- Remind Ps to be careful when packing the suitcase, so as not to put any extra clothes, like winter clothes, in it.
- Put *flashcards # 143-150, 152-163* in front of the suitcase.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come to the suitcase in turn.
- Name the flashcards one by one. Ps should find them and choose either to throw them into the suitcase or not.

PRESENTATION

MP. Unit 8. Story

- Before the lesson, print a picture of a car.
- Ask Ps if they have gone anywhere by car. Ask Ps whether they enjoy it. Encourage Ps to use the structures 'Yes, I do / No, I don't.'
- Stick the car to the board. Point to its tyres. Using simple structures, explain to Ps that you need to check tyres to be sure it's safe to go by car.
- Take *flashcards # 165, 166* and start showing them to Ps one by one.
- Name each flashcard and get Ps to repeat each phrase after you several times. Explain to Ps the meaning of these phrases.

PRACTICE

PB p. 108, t.1

- Stick *poster # 20* to the board.
- Point to it and remind Ps of the Click family. Name each character (Tracy, Luke, mum, dad, Kiki the cat) and point to them accordingly.
- Tell Ps that they are going to listen to an audio and find out what the family is doing right now.
- Play *PB Audio (track Unit-8-Les_8-1-Story Time)* and get Ps to listen.
- While listening to the audio, point to each picture and character on *poster # 20* according to the speaker. Do it twice.

OR

Play *MP (Unit-8-Story-1)*.

Script

- Mum! What are you doing, mum?
- I'm making sandwiches.
- Dad! Dad?
- Yes? I'm checking the tyres.
- Where is Luke? Luke! Luke!
- I'm looking for Kiki. Kiki! Kiki!
- Look! She is sitting in the tree.
- Dad is putting the suitcases in the car.
- Off we go! Where is the key?
- Oh, no! In my jacket.
- And where is the jacket?
- In the suitcase.

- Ask Ps whether they've heard some new words in the audio (to look for, key). Explain to Ps the meaning of these words.
- Get Ps to open their PBs on page 108.
- Tell Ps that they are going to listen to the audio again and point to the pictures in their PBs according to the speaker.
- Play *PB Audio (track Unit-8-Les_8-1-Story Time)*.
- Walk around the classroom and check whether Ps need your help.

PB p. 108, t.2

- Hold up your PB and pay Ps' attention to the sentences under each picture.
- Tell Ps that they are going to listen to the audio again and follow each word according to the speaker.
- Play *PB Audio (track Unit-8-Les_8-1-Story Time)*.
- While listening to the audio, hold up your PB and point to each word according to the speaker.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the sentences one by one.

PB p. 108, t.3

- Invite several Ps to come up to *poster # 20* and repeat the lines one by one, pointing to each character and picture (you can also use the cup with the name sticks (see Starter-Lesson 4) to invite Ps to come up to *poster # 20* and tell the story).

PB p. 108, t.4

- Divide your class into groups of four Ps per group, according to the number of characters we have in the story. You can also appoint a narrator from the class.
- Tell Ps that they are going to have a role play.
- Use the cup with the name sticks (see Starter-Lesson 4) to choose which part each P is going to play.
- Let Ps practise the story on their own. Then ask several groups to come up to the front of the classroom and act out the story.

ENDING

AB p. 89, t.1

- Get Ps to open their ABs on page 89.
- Explain to Ps that they are going to number the pictures in the right order.
- Fold the poster and play *PB Audio (track Unit-8-Les 8-1-Story Time)*.
- Tell Ps to think and number the pictures in the sequence of the story.
- Walk around the classroom and check whether Ps have numbered the pictures correctly.
- Use the cup with the name sticks (see Starter-Lesson 4) to invite Ps to come up to the board and say the right order.

LESSON 9

Into Your Portfolio

OBJECTIVES:

- to introduce new vocabulary
- to practise the structures Ps have learnt previously
- to develop Ps' motor skills and speaking skills

VOCABULARY:

Gloves, pants.

MATERIALS:

PB, PB Audio, MP, flashcards # 143-150, 152-163, flashcards of gloves and pants, cup with the name sticks (see Starter-Lesson 4), pencils of different colours or crayons, sheets of paper, paper stickers.

OUTCOMES:

By the end of the lesson Ps will be able to identify new words. They will also be able to write and say their own chants based on a chant model.

WARM-UP

The Mime Game

- Take *flashcards # 143-150, 152-163* and start showing them to Ps. Encourage Ps to name each flashcard.
- Get Ps to sit in a circle. Tell Ps that they are going to play a game.
- Put all the flashcards on a desk face down.

- Ask a volunteer to come up to the desk and pick up a flashcard, look at it, but do not show it to others.
- The P has to mime putting on the clothes he/she saw in the flashcard and others should guess it.
- Encourage Ps to ask, e.g. 'Are you putting on sandals?' and answer 'Yes, I am' or 'No, I'm not'.
- Let Ps come up, pick up flashcards in turn and play the Mime Game.

PRESENTATION

- Explain to Ps that this lesson and the next one are called 'Into Your Portfolio'.
- Tell Ps that the crafts they make during such lessons will be stored in the classroom.
- Before the lesson, prepare flashcards of gloves and pants.
- Take the prepared flashcards and start showing them to Ps one by one. Name each flashcard and get Ps to repeat each word after you several times.
- Use the cup with the name sticks (see Starter-Lesson 4) to invite two Ps to come up to the board and mime putting on gloves and pants to others.

PRACTICE

PB p. 109, t.1

- Get Ps to open their PBs on page 109.
- Hold up your PB and point to exercise 1.
- Tell Ps that they are going to listen to an audio and sing a song.
- Play *PB Audio (track Unit-8-Les 9-10 1-IntoYourPortfolio)*.
- While listening to the audio, hold up your PB and point to each line according to the speaker.

OR

- Play *MP (Unit-8-Songs_and_Chants-4)*.

Script

*I put on my hat. I put on my socks.
I put on my shoes. I put on my shoes.
I put on my shirt. I put on my pants.
I'm ready to move! I'm ready to move!*

Ref.: *Move to the left! Move to the right!* **Ref.:** *Move to the left! Move to the right!*

*I put on my dress. I put on my skirt.
I put on my shoes. I put on my shoes.
I put on my gloves. I put on my coat.
I'm ready to move! I'm ready to move!*

Ref.: *Move to the left! Move to the right!* **Ref.:** *Move to the left! Move to the right!*

- Remind Ps the meaning of the phrases 'I'm ready to move' and 'Move to the left / right,' making appropriate movements.
- Play the audio again, making pauses for Ps to repeat each line.
- Play the audio again and get Ps to sing along.

PB p. 109, t.2

- Hold up your PB and point to a boy in the picture.
- Tell Ps that they are going to listen to an audio and find out what he is wearing.
- Play *PB Audio (track Unit-8-Les_9-10_2-IntoYourPortfolio)*.
- While listening to the audio, point to each piece of clothing the boy is wearing according to the speaker.

*Red hat, white shirt, blue jeans,
black shoes.*

Script

- Play the audio again and get Ps to point to the clothes in their PBs according to the speaker.
- Walk around the classroom and check whether Ps need help.
- Play the audio again, making pauses for Ps to repeat each word. Do it several times.

PB p. 109, t.3

- Hand out sheets of paper and tell Ps to prepare their pencils of different colours or crayons.
- Explain to Ps that they should draw themselves in the clothes they like to wear and write their own chant.
- Tell Ps to choose at least four pieces of clothing, e.g. a T-shirt, a jacket, jeans and trainers.
- Let Ps start drawing. Walk around the classroom and check whether Ps need help.
- After Ps have finished drawing, hold up your PB,

point to the word cloud ('red hat, white shirt, blue jeans, black shoes') in exercise 2 and read it aloud.

- Get Ps to open their exercise books and write their chants, following the example in exercise 2.

PB p. 109, t.4

- Hold up your PB and point to the girl in the picture.
- Then point to the word cloud ('green hat, pink skirt, ...') and read it aloud.
- Show Ps how to say the chant by repeating the phrases in the word cloud several times.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come to the front of the classroom, show their pictures and say their chants.

ENDING

AB p.83, t.1

- Write words that Ps can read on the board (use clothes vocabulary) and cover some letters with paper stickers.
- Explain to Ps that they should guess the letters to find out what the words are.
- Use the cup with the name sticks (see Starter-Lesson 4) to divide Ps into teams.
- Hand out sheets of paper and tell Ps to write the correct words down on paper.
- The team that first writes all the words correctly wins the game.

LESSON 10 Into Your Portfolio

OBJECTIVES:

- to practise the structure 'I put ... on my doll'
- to develop Ps' motor skills and speaking skills

MATERIALS:

PB, AB, flashcards # 143-150, 152-163, cup with the name sticks (see Starter-Lesson 4), paper cartoon character, pencils of different colours or crayons, sheets of paper.

OUTCOMES:

By the end of the lesson Ps will be able to identify and talk about clothes for each season.

WARM-UP

- Before the lesson, prepare a paper cartoon character your Ps like.
- Stick the paper character to the board.
- Take *flashcards # 143-150, 152-163* and put them on the front desk.
- Explain to Ps that they are going to put clothes on the character (name).
- Let Ps come to the desk one by one, pick up a flashcard, name the word in it and stick the flashcard to the character.

PRESENTATION

- Remind Ps that this lesson is called 'Into Your Portfolio', the same as the previous one.
- Tell Ps that the crafts they make during such lessons will be stored in the classroom.
- Tell Ps that they are going to create a doll or other character's collection of clothes first and then tell the class about it.
- Remind Ps what they've made at the previous lesson.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to demonstrate their drawings and say their chants.

PRACTICE

PB p. 109, t.5

- Hand out sheets of paper and ask Ps to take their pencils of different colours or crayons.
- Explain to Ps that they are going to draw a doll or another character and its set of clothes for each season.
- Get Ps to open their PBs on page 109.
- Hold up your PB and point to the example in exercise 5 (a doll dressed in a green body and its clothes for each season).
- Let Ps use their imagination and make their drawings the way they like.

PB p. 109, t.6

- Tell Ps that they are going to demonstrate their pictures and say what clothes they put on their doll/character in each season.
- Hold up your PB and point to the word cloud ('In spring I put ... on my doll. I put ... and ..., too. In summer ...'). Read it aloud, pointing to each line.
- Point to each item of clothing in the pictures (exercise 5) and start describing them, e.g. 'In spring

I put a red shirt and a yellow skirt on my doll. I put a green sweater and violet trousers, too ...' and so on.

- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come up to the front of the classroom and describe their collections in turn.

AB p. 90, t.1

- Get Ps to open their ABs on page 90.
- Hold up your AB and point to exercise 1.
- Tell Ps that they should look at the pictures and circle the corresponding words under them.
- Hold up your AB and point to the first picture. Ask a P to name what is depicted in it ('dress').
- Ask the P to read two words under the picture ('dress', 'T-shirt') and choose the appropriate word ('dress').
- Let Ps do the exercise on their own.
- Walk around the classroom and check whether Ps need help.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to name each picture in turn.

ENDING

Fishy-Fishy, Sharky-Sharky

- Tell Ps that they are going to play a game. Make sure there is enough space in the classroom.
- Use the cup with the name sticks (see Starter-Lesson 4) to select a shark from the class. Everyone else must then line up at the other end of the class.
- Hand out *flashcards # 143-150, 152-163* (depending on the class size) and tell Ps to hold them up.
- The shark decides who to call forward by naming Ps' flashcards.
- Those chosen by the shark should 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 everyone the shark or seaweed catches becoming seaweed.

LESSON 11 Revision

OBJECTIVES:

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

RECYCLED LANGUAGE:

Seasons. Weather. Clothes. Verbs to name actions. Phonics 'ght', 'ir', 'oa' and 'ear/air/ere'. Structures 'It's autumn', 'It's cold', 'It's raining', 'When is your birthday?', 'It's in winter', 'Children can ski and skate', 'I put on my ... in summer', 'What are you wearing today?', 'I'm wearing a ... and ... today', 'What is he/she wearing?', 'He/She is wearing ...', 'His/Her scarf is red.'

MATERIALS:

PB, PB Audio, MP, cup with the name sticks (see Starter-Lesson 4), pencils of different colours or crayons, sheets of paper.

OUTCOMES:

By the end of the lesson Ps will be able to identify the vocabulary of seasons, weather and clothes. They will be able to do a survey and complete the table with its results. Ps will also be able to identify the learnt phonics.

WARM-UP

MP Unit 8. Words, 1

- Explain to Ps that they are going to play a game.
- Tell Ps that they should find a match to each word on the interactive multimedia board.
- In this game you have 6 layouts, so you can divide your class into 6 teams and let each team one by one do the exercise.
- Play *MP (Unit-8-Words-1)*.
- Use the cup with the name sticks (see Starter-Lesson 4) to choose a team to play the game first and so on.
- You can time each team and afterwards choose the winners or you can play this game for fun and revision.

PRESENTATION

MP Unit 8. Words, 2

- Tell Ps that they are going to play another game in which they should click on things in the picture.

- Play *MP (Unit-8-Words-2)*.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come up to the multimedia board one by one and click on things that the speaker names.

Script

<i>Click on the coat.</i>	<i>Click on the sweater.</i>
<i>Click on the sandals.</i>	<i>Click on the dress.</i>
<i>Click on the bikini.</i>	<i>Click on the shoes.</i>
<i>Click on the jeans.</i>	<i>Click on the boots.</i>
<i>Click on the T-shirt.</i>	<i>Click on the scarf.</i>
<i>Click on the trainers.</i>	<i>Click on the hat.</i>
<i>Click on the mask.</i>	<i>Click on the skirt.</i>
<i>Click on the shorts.</i>	<i>Click on the shirt.</i>
<i>Click on the cap.</i>	<i>Click on the jacket.</i>
<i>Click on the trousers.</i>	<i>Click on the gloves.</i>
<i>Click on the socks.</i>	<i>Click on the key.</i>

PRACTICE

PB p. 110, t.1

- Get Ps to open their PBs on page 110.
- Hold up your PB and pay Ps' attention to a circle of seasons in the picture.
- Tell Ps that they are going to listen to an audio about Ronnie and his clothes for each season.
- Play *PB Audio (track Unit-8-Les_11-12_1-Revision)*.
- While listening to the audio, hold up your PB and point to each season in the circle according to the speaker.

Script

It's spring. It's sunny. Ronnie is wearing his green jogging suit and an orange cap.

It's summer. It's very hot. Ronnie is wearing his favourite red T-shirt and blue shorts.

It's autumn. It's raining. Ronnie is wearing his yellow raincoat and yellow boots. He has got a yellow umbrella, too.

It's winter. It's very cold. Ronnie is wearing his blue coat, an orange scarf and an orange cap and... Ronnie!

- Where are your boots?!

Ronnie:

- Achoo, achoo!

PB p. 110, t.2

- Hand out sheets of paper and ask Ps to take their pencils of different colours or crayons.

- Hold up your PB and point to a seasons chart. Explain to Ps that they are going to copy the chart.
- Give Ps some time to copy the chart. Walk around the classroom and check whether Ps need help.
- Explain to Ps that they should listen to the audio again and draw four pictures according to what the speaker says inside the squares.
- Play PB Audio (*track Unit-8-Les 11-12 1-Revision*) again, making pauses for Ps to draw the pictures. Play the audio as many times as Ps will need.

PB p. 110, t.3

- Tell Ps that they are going to present their drawings to the class.
- Encourage Ps to name a season first and then talk about the weather and what Ronnie depicted in their drawings is wearing.
- Encourage Ps to use the structures, e.g. 'It's summer. It's hot. Ronnie is wearing a red T-shirt and blue shorts.'
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come up to the front of the classroom and tell the class about their drawings.

MP Unit 8. Games, 1

- Explain to Ps that they are going to play a game in which they should listen to the speaker, then read the variants and choose the correct variant according to what the speaker says.
- Play *MP (Unit-8-Games-1)*.

Script

Night, bright, skirt, coat, chair.

- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come up to the multimedia board one by one and choose the correct variants.

PB p. 110, t.4

- Hold up your PB and point to the table at the bottom of the page.
- Tell Ps that they are going to copy the table into their exercise books.
- Explain to them that they are going to fill in the table only with the names of four seasons ('spring', 'summer', 'autumn', 'winter').
- Get Ps to open their exercise books, take their pens, pencils and rulers and copy the table.
- Walk around the classroom and check whether Ps need help.

PB p. 110, t.5

- Hold up your PB and point to the table in exercise 5.
- Pay Ps' attention to the ticks under each season's

name. Explain to Ps that they are going to do a survey of ten classmates and complete the table.

- Point to the word cloud 'What season do you like?' and read it aloud.
- Encourage Ps to use the structures 'What season do you like?' and 'I like ...'.
- P1 asks P2, 'What season do you like?'. P2 answers, e.g. 'I like autumn', so P1 ticks P2's answer in the column 'autumn' and so on.
- Get Ps to take their exercise books and pens and come up to each other to do a survey.
- Walk around the classroom and check whether Ps need help.

PB p. 111, t.6

- Tell Ps that they are going to tell the class what seasons their mates like.
- Hold up your PB and point to the word cloud ('Four classmates like summer. Three ...') in exercise 6. Read it aloud, pointing to each line.
- Encourage Ps to talk about their mates using this structure.
- Give Ps some time to count how many mates like spring, summer etc and prepare their talks.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come up to the front of the class and talk about their mates.

ENDING

MP Unit 8. Phonics and Reading, 1

- Explain to Ps that they are going to play a game in which they should move letters to the empty squares to make words that are depicted in the pictures.
- Play *MP (Unit-8-Phonics_and_Reading-1)*.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come up to the multimedia board one by one and make words.

LESSON 12 Revision

OBJECTIVES:

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

RECYCLED LANGUAGE:

Seasons. Weather. Clothes. Verbs to name actions. Phonics 'ght', 'ir', 'oa' and 'ear/air/ere'. Structures 'It's autumn', 'It's cold', 'It's raining', 'When is your birthday?', 'It's in winter', 'Children can ski and skate', 'I put on my ... in summer', 'What are you wearing today?', 'I'm wearing a ... and ... today', 'What is he/she wearing?', 'He/She is wearing ...', 'His/Her scarf is red'.

MATERIALS:

PB, AB, MP, HPB, cup with the name sticks (see Starter-Lesson 4), pencils of different colours or crayons, scissors.

OUTCOMES:

By the end of the lesson Ps will be able to identify and say what others are wearing. They will also be able to use the language of the unit in games.

WARM-UP

MP Unit 8. Games, 2, Part 1

- Explain to Ps that they are going to play a game in which they should match the audio to the picture.
- Tell Ps that they are going to click on the audio signs and listen to the words, then click on the appropriate tick that corresponds to the picture.
- Play *MP (Unit-8-Games-2-Part_1)*.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come up to the multimedia board one by one and play the game.

PRESENTATION

MP Unit 8. Games, 2, Part 2

- Explain to Ps that they are going to play a game in which they should finish sentences.
- Tell Ps that they are going to listen to the speaker first.
- Then they should click on the audio signs and listen to the phrases and after that click on the appropriate tick to finish the sentence.

- Play *MP (Unit-8-Games-2-Part_2)*.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come up to the multimedia board one by one and do the exercise.

PRACTICE

PB p. 111, t.7

- Get Ps to open their PBs on page 111.
- Hold up your PB and point to the pictures in exercise 7.
- Tell Ps that they are going to make their own dialogues.
- Ask a volunteer to come up to the front of the classroom.
- Ask him/her a question, 'What is Jeff wearing?' and point to Jeff in the picture.
- Encourage the P to answer your question saying, 'He is wearing a white shirt, black trousers and black shoes'.
- Divide your class into pairs, using the cup with the name sticks (see Starter-Lesson 4) and let Ps make similar dialogues on their own.
- Walk around the classroom and check whether Ps need help.
- Ask several pairs to come up to the front of the classroom and role play their own dialogues.

AB pp. 91-93, t.1

- Get Ps to open their ABs on pages 91-93 and prepare their pencils of different colours or crayons and scissors.
- Hold up your AB and point to Tracy's and Luke's clothes in the pictures.
- Explain to Ps that they are going to colour the pictures and cut them out.
- Let Ps take their pencils of different colours or crayons and start colouring.
- After they have finished colouring, show Ps how to cut all the pictures out.
- Tell Ps that they are going to put clothes on Tracy and Luke and write what they are wearing.
- Pay Ps' attention to the blank lines on each page and let Ps do the exercise on their own.
- Walk around the classroom and check whether Ps need help.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to stand up, hold up their ABs and read what Tracy and Luke are wearing. You can ask Ps to demonstrate their pictures of Tracy and Luke.

PB p. 111, t.8

- Get Ps to open their PBs on page 111.
- Hold up your PB and point to the text in exercise 8.
- Tell Ps that they are going to read the text and answer the question.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the text one by one (you can divide the text into parts and ask Ps to read the parts).
- After reading, read the last sentence aloud ('Do you like it?')
- Use the cup with the name sticks (see Starter-Lesson 4) to invite Ps to answer the question.
- Encourage Ps to answer the question, 'Yes, I do / No, I don't.'
- Get Ps to tell you more about the season they like, using as much English as possible.

AB p. 95, t.2

- Get Ps to open their ABs on page 95 and take their pens.
- Hold up your AB and point to each word cloud in exercise 2.
- Tell Ps that they are going to write down what children are saying.
- Point to the first picture of Tracy counting and ask a volunteer, 'What is Tracy doing?' Point to Tracy's fingers in the picture to prompt the P. Encourage him/her to answer, 'She is counting'.
- Get Ps to write down the word 'counting' in the first word cloud.
- Then point to the word cloud and read it aloud ('I am counting'), imitating Tracy's voice.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to look at the pictures and say what the child depicted there is doing.
- Ask Ps to pretend they are the characters and imitate their voices. You can also ask Ps to mime what their characters are doing.
- Encourage Ps to start filling in each word cloud with 'I am ...'
- Come up to each P and check whether he/she is writing correctly.

ENDING

MP Unit 8. Phonics and Reading, 2

- Explain to Ps that they are going to play another game in which they should move the letters to the empty squares to make words that the speaker says.

- Play *MP (Unit-8-Phonics_and_Reading-2)*.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come up to the multimedia board one by one and make words.

HPB p. 30

- Ask Ps to open their HPBs on page 30.
- Explain to Ps that they are going to trace and write some phrases.
- Get Ps to trace and write the sentences 'I like spring and summer' and 'I don't like autumn and winter'.

Goodbye Song, p. 112

- Get Ps to open their PBs on page 112.
- Tell Ps that they are going to listen to an audio and sing a song.
- Play *MP (Unit-8-Songs_and_Chants-5)*.
- While listening to the audio, hold up your PB and point to each line according to the speaker.

Script

One, two, three,
Three, two, one.
I love English,
It is fun.

Four, five, six,
Six, five, four.
Numbers, toys,
And there is more.

Colours, pets and animals,
Jungle, forest and a farm,
Breakfast time,
Time for school.
It's so fine,
It's so cool.

Seven, eight, nine and ten.
See you next year,
Bye till then!

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