



ENGLISH with Smiling Sam 2

ПОУРОЧНІ РОЗРОБКИ для вчителя у 2 класі НУШ

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Поурочний план розпogілу матеріалу

ПЕРШИЙ

год.	Розділ (тема)	Урок НМК	МОВЛЕННЄВИЙ МАТЕРІАЛ		
	Змістова лінія		Мовленнєвий зразок	Лексика	Фонікси
1	Starter Nice to See You Again!	1	Nice to see you again. Remember me? Who is he/she? He/She is	remember	
2		2	Glad to see you. Share my seat, please. Have a talk.	glad, share	
3		3	Let's remember all the letters.		
4		4		ABC book	
5		5	My name begins with letter	begin	
6	Unit 1 Here's My Family!	1	Here's my family. My surname is They are	surname, children	
7		2	What about you? I like	pupil	
8		3		frog	a [æ], u [ʌ], o [ʊ], i [i], e [e].
9		4	Where is your house? My house is in What's your surname?	house	
10		5	Where is your mum? She is at Do you like ...? Yes, I do/No, I don't... . I don't know.	at school, at work, at home	
11		6	I am Kate. His name is Mike. It is nice.	case, take, nice, smile	a_e [ei] name, Kate. i_e [ai] like, bike.
12		7	Here is my family tree. He is a doctor. She is a teacher. They are Tracy's cousins.	family tree, aunt, cousin, uncle, doctor, vet, photographer, teacher	
13	Story Time	8	Where is your home? That's my house. You are a big girl.	mummy, daddy	
14	Into your Portfolio	9		family portrait	
15		10		draw, picture	
16	Revision	11			
17		12		interview	
18	Unit 2 My Friends	1	We play together. They swim together.	I, he, she, we, they	
19		2	We are friends.	friend	
20		3	Sue, take a tube.	tube	u_e, ue, u [ju] tube, Sue, pupil e_e, e [i:] Pete, we
21		4	Who is your friend? My best friend is ...	funny, clever, nice, pretty, best friend	
22		5	She is pretty. She is clever, too. She can say, ...	tall, short, good friend	

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.1,3 – pp.6-7; AB t.1 – p.4		PB t.2 – p.6	PB t.3 – p.7 AB t.2 – p.4	AB t.1 – p.4 HPB p.1	ABC song
PB t.2 – p.8		PB t.4 – p.8	PB t.1,3 – p.8	AB t.1 – p.5	
PB t.1-3 – p.9 AB t.1 – p.6	AB t.2 – p.6	PB t.4 – p.9	PB t.3 – p.9 AB t.2 – p.6	AB t.2 – p.6 HPB pp.2-3	Colours. Let's remember all the letters.
			PB t.1,2 – p.10 AB t.1 – p.7	PB t.3 – p.10 AB t.2 – p.7	
PB t.1 – p.11	PB t.3 – p.11		PB t.1, 2 – p.11 AB t.2 – p.7	PB t.4 – p.11 AB t.1 – p.8	
PB t.1,2,5 – pp.12-13			PB t.2-5 – pp.12-13	AB t.1,2 – p.9 HPB p.3	Introduction of the Clicks.
PB t.1,2 – p.14	AB t.1 – p.10	PB t.3,4 – p.14	PB t.1,2 – p.14	AB t.2 – p.10	Tracy and Luke.
PB t.1-3 – p.15	PB t.3,4 – p.15		PB t.1 – p.15	PB t.5 – p.15 AB t.1 – p.11	
PB t.1 – p.16		PB t.3,4 – p.16	PB t.1,2 – p.16 AB t.2 – p.12	AB t.1,2 – p.12	
PB t.1,2 – p.17		PB t.4,5 – p.17	PB t.2,3 – p.17	PB t.6 – p.17 AB t.1 – p.13 HPB pp.3-4	
PB t.1,2,4 – p.18 AB t.1 – p.14	PB t.2,4,5 – p.18 AB t.1 – p.14			PB t.3 – p.18 AB t.1, 2 – p.14 HPB pp.4-5	
PB t.1,4,5 – p.19 AB t.1 – p.15			PB t.3-5 – p.19	PB t.2 – p.19 AB t.1 – p.15	My name is Greta. I'm a vet.
PB t.1,2 – p.20		PB t.4 – p.20	PB t.2,3 – p.20 AB t.1 – p.16	AB t.1 – p.16	
			PB t.2 – p.21	PB t.1 – p.21	
		PB t.5 – p.21	PB t.4 – p.21	PB t.3,6 – p.21 AB t.1 – p.17	
	AB t.1 – p.18		PB t.1,2 – p.22	PB t.2 – p.22 AB t.1,2 – p.18	
PB t.3 – p.23	PB t.6 – p.23	PB t.4,5 – p.23			
PB t.1,2 – p.24		PB t.7 – p.25	PB t.2-4,6 – pp.24-25	PB t.5 – p.24 AB t.1,2 – pp.20-21 HPB pp.5-6	I like my friend and she likes me.
PB t.1 – p.26	AB t.1 – p.22		PB t.1,2,4 – p.26	PB t.3,5 – p.26	
PB t.1,2 – p.27	PB t.2,3 – p.27 AB t.1 – p.23			PB t.4 – p.27 AB t.1,2 – p.23 HPB pp.6-7	
PB t.1,2 – p.28		PB t.2,3 – p.28	PB t.1 – p.28	PB t.5 – p.28 AB t.1,2 – p.24 HPB p.7	
PB t.1,2 – p.29			PB t.2,3,4 – p.29	AB t.1 – p.25	

год.	Розділ (тема)	Урок НМК	МОВЛЕННЄВИЙ МАТЕРІАЛ		
	Змістова лінія		Мовленнєвий зразок	Лексика	Фонікси
23	Unit 2 My Friends	6	Go home! I am Nick.	nose	o_e, o [oo] home, go ck [k] Mick
24		7	Ann likes ...		
25	Story Time	8	Who is this? Mum is looking for you.	new	
26	Into Your Portfolio	9		friendship circle	
27		10		paper friends	
28	Revision	11	Meet my friend.		
29		12	Is Greta a teacher? Is Mick Tracy's brother?		
30	Unit 3 In My Classroom	1	Point to the door. Touch the floor. What a nice picture!	door, floor, chair, hair, window, blackboard, clock, bin, point to, touch	
31	<u>Громадянська відповідальність:</u> використовує модель поведінки, яка не суперечить правилам шкільного життя	2	It's 11 o'clock. I am in the classroom. Tick-tock, goes the clock.	in the classroom, in the garden, in the room, eleven, twelve	
32		3	Look, it is my desk. My classroom is nice.	shelf, sky, desk	sh [ʃ] shelf oo [u:] classroom y [aɪ] fly
33		4	What is this? This is a ... What is that? That is a ...	this, that, back, hand, knees	
34		5	These are my pencils. Those/They are my books. What are these? What are those?	these, those	
35		6	They are in the garden.	garden	th [ð] this ar [a:] car er [ə] sharpener
36		7	Who are those? They are Tracy and Luke. Who is that? That is Vic. Where are they? They are in the room.		
37		Story Time	8	What's up? Come here! Let's have a look. No problem.	everybody, kitchen, job, Africa, month, far away
38	Into Your Portfolio	9		time	
39		10	What's the time, please?		
40	Revision	11			
41		12			

ВПРАВИ ТА ЗАВДАННЯ					
Рецептивні		Інтеракційні	Продуктивні		Пісні та римівки
сприймання на слух	зорове сприймання	усна взаємодія	усне продукування	писемне продукування	
PB t.1,2,4 – p.30 AB t.1 – p.26	PB t.2,4,5 – p.30			PB t.3 – p.30 AB t.1,2 – p.26 HPB pp.7-8	
PB t.1 – p.31 AB t.1 – p.27		PB t.3 – p.31	PB t.2,4 – p.31	AB t.1 – p.27	
PB t.1,2 – p.32 AB t.1 – p.28		PB t.4 – p.33	PB t.2,3,5 – p.32	AB t.1 – p.28	
				PB t.1 – p.34	
			PB t.2 – p.34	PB t.3 – p.34 AB t.1 – p.29	
PB t.1 – p.35	PB t.3 – p.35		PB t.1,2,3 – p.35	AB t.1,2 – p.30	
			PB t.4 – pp.36-37	AB t.3 – p.31	
PB t.1,2,4,6 – pp.38-39		PB t.7 – p.39	PB t.2,3,4,5,6 – pp.38-39	AB t.1,2 – p.32	
PB t.1,3,4 – p.40			PB t.1, 2,4,5,7 – p.40	PB t.6 – p.40 AB t.1,2 – p.33 HPB pp.8-9	
PB t.1,2,4 – p.41	PB t.2,4,5 – p.41			PB t.3 – p.41 AB t.1,2 – p.34 HPB pp.9-10	
PB t.1,2,5 – p.42 AB t.2 – p.35		PB t.4 – p.42	PB t.2,3,5 – p.42	AB t.1,2 – p.35 HPB p.10	My bag is on my back.
PB t.1,2,5 – p.43 AB t.2 – p.36		PB t.4 – p.43	PB t.2,3,5 – p.43	AB t.1,2 – p.36 HPB p.10	
PB t.1,2,4 – p.44	PB t.2,4,5 – p.44			PB t.3 – p.44 AB t.1 – p.37 HPB pp.10-12	
PB t.1,2 – p.45 AB t.1 – p.38		PB t.3,4 – p.45	PB t.2 – p.45		
PB t.1,2 – p.46 AB t.1 – p.39		PB t.4 – p.46	PB t.2,3 – p.46		
		PB t.2 – p.47		PB t.1 – p.47	
		PB t.2 – p.47		PB t.3 – p.47 AB t.1 – p.40	
PB t.1 – p.48		PB t.2 – p.48	PB t.1 – p.48		
	PB t.4 – p.49	PB t.3 – p.49		AB t.1 – p.41	

год.	Розділ (тема)	Урок НМК	МОВЛЕННЄВИЙ МАТЕРІАЛ		
	Змістова лінія		Мовленнєвий зразок	Лексика	Фонікси
42	Unit 4 We Are Happy! Громадянська відповідальність: виявляє повагу до рідних та близьких	1	I am hot. Are you thirsty? No, I am not/Yes, I am. It's dark. Go to bed, dear.	in the morning, at noon, in the evening, in the dark, tired, scared, thirsty, hot, cold, dear	
43		2	Look at our Christmas Tree!	look at	
44		3	Open and see. Merry X-mas!	merry	y- [j] yes -y [i] teddy
45		4	I can't find my ... Look on/in/under ... Here it is.	in, on, under, here	
46		5	Count with me. It isn't there.	13, 14, 15, 16, 17, 18, 19, 20, there	
47		6	Play with toys.	say	ey, ay [eɪ] grey oy [ɔɪ] boy
48		7		thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty	
49		Story Time	8	Here we are! It's hot. Let's go inside. It's so small. I want to go home.	our, inside, want
50	Into Your Portfolio	9		fat, cap, for you	
51		10			
52	Revision	11		board game	
53		12		emotion sheets	

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.50-51		PB t.5 – p.51	PB t.1,2,4 – p.50	AB t.1,2 – p.42	I'm happy in the morning. Yes, I am.
PB t.1 – p.52		PB t.3 – p.52	PB t.1,2 – p.52	AB t.1 – p.43	We are happy! Come and see.
PB t.1-3 – p.53	PB t.2-4 – p.53			PB t.5 – p.53 AB t.1,2 – p.44 HPB pp.12-13	
PB t.1,2 – p.54		PB t.4 – p.54	PB t.2,3 – p.54	AB t.1 – p.45	
PB t.1 – p.55 AB t.1 – p.46		PB t.6 – p.55	PB t.1-4 – p.55	PB t.5 – p.55 HPB p.13	
PB t.1,2,4 – p.56	PB t.2,4,5 – p.56			PB t.3 – p.56 AB t.1,2 – p.47 HPB p.14	
PB t.1 – p.57	PB t.1,2 – p.57		PB t.2,3 – p.57	PB t.4 – p.57 AB t.1,2 – p.48 HPB pp.14-15	
PB t.1,2 – p.58		PB t.4 – p.58	PB t.2,3 – p.58	AB t.1 – p.49	
PB t.1 – p.59				PB t.2 – p.59	I am Santa Claus.
			PB t.3 – p.59	AB t.1,2 – p.50	
PB t.1, – p.60	PB t.7 – p.61	PB t.2 – p.60	PB t.1 – p.60		
AB t.1 – p.51		PB t.4 – p.61	PB t.6 – p.61	PB t.3,5,8 – p.61 AB t.1,2 – p.51	

STARTER

NICE TO SEE YOU AGAIN!

LESSON 1

OBJECTIVES:

- to review the characters of the course Smiling Sam 1
- to review the alphabet
- to review and practise the structures 'Who is he/she?', 'He/She is ...', 'Hello!', 'Goodbye!'
- to introduce the structure 'Remember me?', 'Nice to see you again!'

VOCABULARY:

Remember.

STRUCTURE:

Remember me?

MATERIALS:

PB, PB Audio, AB, AB Audio, flashcard # 1, HPB.

OUTCOMES:

By the end of the lesson Ps will be able to use the vocabulary of the lesson. They will be able to identify the characters of the course Smiling Sam 1 and sing the ABC song.

WARM-UP

- Hand out the ABC flashcards and explain to Ps that you are going to sing a song.
- Tell them that when you sing, 'Where is 'Aa', where is 'Aa?', the pupil, who has the flashcard with the letter 'Aa' should stand up and say, 'Here I am, here I am'. Then ask, 'What do you say 'Aa', what do you say, 'Aa'?' and the pupil should say the phonics that the letter 'Aa' represents, '/æ/ /æ/ /æ/, /æ/ /æ/ /æ/'.
- When the Ps understand the procedure, they can all together continue singing the song according to the alphabet.

PRESENTATION

- Take the *flashcard # 1* and ask children whether they remember the characters of the course English with Smiling Sam 1.
- Point to each character and remind Ps the names of the characters Nick, Ben, Vic, Liz.

PB p.6, t.1

- Get Ps to open the PB on page 6 and ask them to look at the picture in the PB.
- *Play PB Audio (track Starter-L1-1).*
- While listening to the audio, show Ps *flashcard #1* and point to each character. Make pauses when Smiling Sam asks, 'Who is he/she?' and let Ps answer the questions.

Hello, I am Smiling Sam!
Remember me?
Here are my friends
As you can see.
Look at number four –
Who is she?
Look at number two –
Who is he?
Look at them and say:
Who are they?

Script

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

PRACTICE

PB p. 6, t.2

- Divide your class into pairs.
- Explain to Ps that they are going to play a game. Ask them to look at the picture in task 1 and ask to use the phrase 'Who is he/she? – He/She is ...'
- Encourage Ps to work in pairs and ask and answer the questions.

PB p. 7, t.3

- Get Ps to open their PBs on page 7.
- *Play PB Audio (track Starter-L1-3)* and hold up your PB. Point to each letter according to the speaker.

A, B, C, D, E, F, G – G, F, E, D, C, B, A –
Say 'Hello' Say 'Goodbye'
And smile with me! And go away!

Script

- Play the audio again and have your Ps to point to each letter according to the speaker.
- Play the audio making pauses for Ps to repeat. Do it twice.

AB p. 4, t.1

- Get Ps to open their ABs on page 4.
- Explain to Ps that they are going to fill in the missing letters and write the alphabet.
- Tell Ps to take their pens and start writing. Come to each P and check whether he or she needs help.

ENDING

HPB p. 1

- Ask Ps to open their HPBs on page 1 and trace the alphabet (do not write the alphabet in the empty lines, leave them blank for another lesson).

LESSON 2

OBJECTIVES:

- to review numbers and school things
- to practice the structures 'Glad to see you!', 'Nice to see you!'
- to introduce the structure 'Share my seat, please.'

VOCABULARY:

Share, seat.

STRUCTURE:

Share my seat, please.

MATERIALS:

PB, PB Audio, AB, poster # 1, flashcard # 1, ball.

OUTCOMES:

By the end of the lesson Ps will be able to use the phrase 'Share my seat, please'. They will be able to count their school things.

WARM-UP

- Ask Ps to form a circle. Take a ball.
- Explain to Ps that they are going to toss the ball to each other. And when they throw it they should name a school thing (bag, pen, book etc).
- Stand in the circle together with Ps and start the game.

PRESENTATION

- Stick *poster # 1* to the blackboard and ask Ps to look at it.
- Ask Ps what they see in it. Encourage Ps to speak. Tell them that there are children who came back to school after summer holidays and they are very happy to see each other.
- Pay their attention to the school things that are illustrated on the poster and tell them that they are going to count them.

PRACTICE

PB p.8, t.1

- Before you start doing the exercise, ask Ps to count to 10.
- In chorus count to 10.
- Get Ps to open their PBs on page 8 and pay their attention to exercise 1.
- Point to the empty squares and tell that Ps should fill them in with numbers.
- Ask Ps to use the *poster # 1* or the picture in the PB to count the school things.
- One by one read aloud the school things that are in exercise 1 and let Ps count the things. For example, you say, 'How many bags can you see?' and Ps should count bags that they can see on the poster or picture and then say, 'Six bags'. You check and continue the exercise.

PB p.8, t.2

- Point to *poster # 1* and tell Ps that they are going to listen to an audio about children.
- Play *PB Audio (track Starter-L2-2)*.
- While listening to the audio, point to each character on the poster according to the speaker.

Script

Lou: Nice to see you again, Ben!

Ben: Glad to see you too, Lou!

Ann: Hello, Liz! Share my seat, please.

Liz: Thanks, Ann. Nice to see you again!

- Play the audio making pauses for Ps to repeat. Encourage Ps to point to each character according to the speaker.

PB p.8, t.3

- Play the audio again and let Ps repeat the chants.
- Divide the class into pairs and encourage Ps to say the chants to each other.
- Walk around the class and check whether Ps need help.

PB p.8, t.4

- Tell Ps that they are going to pretend they are the children from the poster.
- Divide your class into groups of four and let Ps to choose the character they want to be.
- Get Ps to work in groups and say the chants from the audio.
- Come to each group and check whether Ps need help.

- Invite one or several groups to come up to the front of the class and act out the dialogue one by one.

ENDING

AB p.5, t.1

- Show Ps *flashcard # 1* and remind them four characters they remember from the previous lesson. Let Ps say the characters' names.
- Ask Ps to open their ABs on page 5 and take their pens.
- Explain to them that they should write the appropriate name in the empty line near the picture of a child.

LESSON 3

OBJECTIVES:

- to review colours and the alphabet
- to practice structures 'Is it ...?'; 'Yes, it is/No, it isn't.'
- to introduce the structure 'Let's remember all the letters.'

VOCABULARY:

ALL.

STRUCTURE:

Let's remember all the letters.

MATERIALS:

PB, PB Audio, AB, AB audio, flashcards of colours, pencils of different colours, ABC song from the course English with Smiling Sam 1

OUTCOMES:

By the end of the lesson Ps will be able to sing the song about colours. They will revise and be able to identify colours and the alphabet. They will be able to write the structure 'Yes, it is.', 'No, it isn't.'

WARM-UP

- Tell Ps that they are going to sing the ABC song which they know from the previous year.
- Sing the song with the children.
- **PB p.1**
- Get Ps to open their PBs on page 1.
- Ask them to fill in the empty space with the alphabet.

PRESENTATION

PB p.9, t.1

- Show Ps the flashcards of colours and review the colours with them.
- Tell Ps that they are going to listen to an audio. Get them to open their PBs on page 9.
- Play *PB Audio (track Starter-L3-1)* pointing to the flashcards of colours according to the speaker.

*Yellow, blue, orange,
green, purple, red, pink,
brown, white, black.*

Script

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

PRACTICE

PB p.9, t.2

- Explain to Ps that they are going to sing a song. Pay their attention to the flashcards or to the picture in the exercise (colours).
- *Play PB Audio (track Starter-L3-2)*
- While listening to the audio, point to each colour according to the speaker.

*Yellow, yellow,
blue, blue,
orange, orange,
green, green,
purple, purple,
red, red,
pink and brown
and white and black.*

Script

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

AB p.6, t.1

- Explain to Ps that they are going to listen to an audio and colour the school things.
- Tell Ps to open their ABs on page 6.
- Ask Ps to take their pencils of different colours or crayons and be ready to listen and colour.
- *Play AB Audio (track Engl_2_kl-Робочий зошит-Starter-Les3_Page6_Ex-1)* and get Ps to colour the pictures.
- Make pauses after each phrase for Ps to have enough time to colour the picture.

*Green pen, blue chair,
red book, brown table,
yellow bag, orange pencil case.*

Script

PB p.9, t.3

- Get Ps to open their PBs on page 9.
- Hold up your PB and point to the picture of the exercise.
- Pay Ps' attention to the letters.
- Tell children that they are going to listen to the audio and follow the letters.
- Play *PB Audio (track Starter-L3-3)*

Let's remember all the letters:

A, B, C, D, E, F, G

Let's remember all the letters:

H, I, J, K, L, M, N, O, P

Let's remember all the letters:

Q, R, S, T, U, V

Let's remember all the letters:

W, X, Y and Z!

Script

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

PB p.9, t.4

- Hold up your PB and point, for example, to the letter 'Oo' and say, 'Is it a blue letter?'. Let the Ps answer the question.
- Then point, for example, to the letter 'Uu' and ask, 'Is it 'Gg'?'. Encourage Ps to answer. Let them do this in chorus first.
- Divide your class into pairs and tell them to work with the structures 'Is it a ... letter?', 'Is it ...?', 'Yes, it is', 'No, it isn't.'
- Walk around the class and look whether your Ps need help.

ENDING

AB p.6, t.2

- Get Ps to open their ABs on page 6 and ask them to take their pens.
- Explain to them that they are going to fill in the empty spaces with the phrases 'Yes, it is' or 'No, it is not.'
- Hold up your AB and help Ps to fill in the first line.
- Point to the first sentence and ask a P to read it aloud ('Is it a cat?').
- Point to the picture near the sentence and ask Ps, 'Is it a cat?'. Let them answer in chorus and encourage

to use the phrase 'Yes, it is.'

- Point to the square with that phrase and ask Ps to write it in the empty space near the sentence.
- After Ps understand the task of the exercise, let them fill in the empty spaces by themselves.

LESSON 4

OBJECTIVES:

- to review phonics
- to review animals

MATERIALS:

PB, AB, flashcards of alphabet animals or toy animals, black marker, sticks for ice-cream for each pupil, pencils of different colours or crayons, sheets of paper, scissors, glue, your ABC book.

OUTCOMES:

By the end of the lesson Ps will be able to identify phonics. They will be able to make an ABC book.

WARM-UP

Make a Name Stick

- Show Ps the sticks for ice-cream and tell Ps that they are going to make name sticks and that you are going to use these sticks in the future lessons.
- Hand out the sticks for ice-cream and ask Ps to take pencils.
- Ask children to take their pencils and write their names on the sticks.
- Walk around the class and check whether Ps have written their names correctly.
- Ask Ps to take black markers and trace their names over the names written by pencil but this time using markers.
- Collect all sticks and put them in a cup (you can use these sticks when you want to ask Ps randomly).

PRESENTATION

- Take the flashcards of alphabet animals and start showing them to Ps.
- Let Ps name each animal.
- Encourage Ps to say the first phonics of each word, for example, you show the flashcards one by one

and Ps say, 'ant /æ/, 'bear /b/' and so on.

PRACTICE

PB p.10, t.1

- Get Ps to open their PBs on page 10.
- Hold up your PB and point to exercise 1.
- Tell Ps that they should look at the pictures of animals and remember their names and the first phonics. Afterwards, Ps should look at the letters below and choose the appropriate one to each picture. For example, letter 'b' is the first letter in the word 'bear'.
- Let Ps choose letters by themselves.
- After they finish, ask several Ps to say aloud their answers.

PB p.10, t.2

- Hold up your PB and point to exercise 2.
- Explain to Ps that they should match the letters to the pictures of animals according to the first phonics in the words. For example, 'E' – elephant Emily.'
- Take a cup with the name sticks, shake them and take randomly one stick. Announce the name of a child written on the stick. Ask that P to match the next letter to the animal and so on.

AB p.7, t.1

- Get Ps to open their ABs on page 7.
- Hold up your AB and point to exercise 1.
- Explain to Ps that they should colour the letters.
- Give them several minutes to colour the letters.
- After Ps finish colouring the letters, point to the first letter 'a' and explain to Ps that they should use the phrase, e.g. 'This is the letter 'Aa'. The 'Aa' is blue.' to show their coloured letters.
- Take the cup with the name sticks and use the sticks to choose Ps who will speak.
- Ask several Ps to show their ABs and tell the phrase according to their ABs.

AB p.7, t.2

- Hold up your AB and point to exercise 2.
- Explain to Ps that they are going to match the animals to the letters.
- Give Ps several minutes to do this.
- Take the cup with the name sticks and follow the procedure as in the previous exercise.

ENDING

- Get Ps to open their PBs on page 10.
- Hold up your PB and point to exercise 3.

- Ask Ps to take their pencils of different colours or crayons, sheets of paper, scissors and glue.
- Explain to them that they are going to make an ABC book and show them your own ABC book.
- Tell them to draw letters at the top of the page and draw the appropriate animal at the bottom of the page.
- Show them how to glue the sheets of paper and make the ABC book.

LESSON 5

OBJECTIVES:

- to review English names
- to practise the structures 'What's your name?', 'My name is ...', 'My name begins with letter ...'.

VOCABULARY:

Begin.

STRUCTURE:

- What's your name? - My name is My name begins with letter ...

MATERIALS:

PB, PB Audio, AB, poster # 2, cards with Ps' names, card with your own name, ball, sheets of paper, your name cards cup with the name sticks (see Starter-Lesson 4)

OUTCOMES:

By the end of the lesson Ps will be able to identify the first letters in their names. They will be able to use the structure 'My name begins with letter ...'

WARM-UP

Put the names in the alphabetical order

- Get Ps to form a circle and give them a ball.
- Tell them to toss the ball to each other and while throwing the ball, each P should say his/her name.
- Start the game by yourself.
- Before the lesson prepare the cards with Ps' names. While writing their names on the cards, try to highlight the first letter in each name.
- After Ps finish the game with the ball, show them the cards with their names and tell that they should put them in the alphabetical order.
- Put the cards on the table and let the Ps start.

PRESENTATION

PB p.11, t.2

- Stick *poster # 2* to the blackboard and tell Ps that they are going to listen to an audio.
- *Play PB Audio (track Starter-L5-1).*
- While listening to the audio, point to each character on *poster # 2* according to the speaker.

Script

Miss: Nick.
Nick: Yes, Miss!
Miss: Vic.
Vic: Yes, Miss!
Miss: Ed! Ed?
Fred: ???
Miss: What's your name?
Fred: My name is Fred, not Ed. My name begins with letter 'F'.

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

PRACTICE

PB p.11, t.2

- Put the cards with Ps' names on the desk and tell Ps that each of them should try to find his/her name. Let them do this.
- Check whether each P has his/her own name.
- Tell Ps to look at the first letters in their names.
- Hold up the card with your name and say pointing to the first letter, 'My name begins with letter ...'.
- Encourage Ps to do the same.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to speak one by one.

PB p.11, t.3

- Get Ps to open their PBs on page 11 and pay their attention to exercise 3.
- Tell Ps that they are going to read the names.
- Hold up your PB and read aloud the names.
- Point to each name while reading.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read one by one.
- Let the Ps read the names one by one.

AB p.8, t.1

- Get Ps to open their ABs on page 8.
- Hold up your AB and point to exercise 1.
- Explain to Ps that they should choose a letter from the circle and write it in the empty space to create a name.

- Point to the example in the AB ('T – Tim').
- Let Ps do the exercise.
- Walk around the class and check whether Ps need your help.

AB p.8, t.2

- Hold up your AB and point to exercise 2.
- Explain to Ps that they should count the things in the picture, match them with the numbers and say the quantity using the structure, e.g. 'one table'.
- Show them the example in the AB (one table).
- Point to the table and say, 'One table'.
- Use the cup with the name sticks (see Starter-Lesson 4) and ask Ps one by one.

ENDING

PB p.11, t.4

- Hand out sheets of paper.
- Explain to Ps that they are going to make name cards.
- Show Ps your own name cards, show how to fold the paper and read your cards aloud.
- Tell Ps that they should write their name on one card and write their friend's name on another.
- Write on the blackboard the text of both cards and let the Ps make their own cards.
- Walk around the class and check whether Ps need your help.

UNIT 1

HERE'S MY FAMILY

LESSON 1

OBJECTIVES:

- to introduce and practise new vocabulary
- to introduce the structures 'Here's my family', 'My surname is ...', 'They are ...'
- to practise the structure 'My name is ...'

VOCABULARY:

Surname, children.

STRUCTURE:

Here's my family, My surname is ..., They are ...

MATERIALS:

PB, PB Audio, AB, HPB, flashcard # 1, pencils of different colours or crayons, cup with the name sticks (see Starter-Lesson 4), ball.

OUTCOMES:

By the end of the lesson Ps will be able to differentiate English names and surnames. They will be able to say their surname and use the structure 'Here's my family: ...'.

WARM-UP

Dog and Bone

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

PRESENTATION

PB p. 12, t.1

- Get Ps to open their PBs on page 12. Hold up your PB and point to exercise 1.
- Ask Ps what they see in the picture.

- Encourage them to use such words as 'family', 'boy', 'girl', 'mother', 'father' and so on.
- Explain to them that they are going to listen to an audio and find out who those people are.
- *Play PB Audio (track Unit-1-Les_1-1).*
- While listening to the audio, hold up your PB and point to each character according to the speaker.

Script

Tracy: Hello! My name is Tracy.
My surname is Click.

Luke: Hi! My name is Luke. My surname is Click, too. Tracy is my sister.

Mother: My name is Greta. Tracy and Luke are my children.

Father: My name is Mick. Mick Click – that's me. Tracy and Luke are my children, too.

Cat: My name is Kiki. My surname is ... I don't know. Miaow.

- Hold up your PB and ask Ps the name of each character. Point to them one more time and repeat the procedure. Let Ps remember the names.
- Say aloud the word 'surname' and encourage Ps to repeat the word several times.
- Explain to Ps what this word means. Tell that this is a family name.
- Show Ps the example, say, 'My name is My surname is ...'. Then point to a P and say, 'Your name is Your surname is ...'. Repeat this procedure several times for Ps to remember a new word.
- Encourage Ps to say the structure 'My name is My surname is ...'.

PRACTICE

AB p. 9, t.1

- Ask Ps to open their ABs on page 9. Tell them to take their pens.
- Explain to Ps that they are going to trace the members of the Click family and then circle the correct name of each member.

PB p. 12, t.2

- Play *PB Audio (track Unit-1-Les_1-1)* again making pauses for Ps to repeat each phrase. Do it twice.

Script

Tracy: Hello! My name is Tracy.
My surname is Click.

Luke: Hi! My name is Luke. My surname is Click, too.
Tracy is my sister.

Mother: My name is Greta. Tracy and Luke are my children.

Father: My name is Mick. Mick Click – that’s me. Tracy and Luke are my children, too.

Cat: My name is Kiki. My surname is ... I don’t know. Miaow.

PB p. 12, t.3

- Get Ps to open their PBs on page 12.
- Ask several Ps to point to a character and name him/her (use the cup with the name sticks (see Starter-Lesson 4)).
- Encourage Ps to use the structures ‘Her/His name is ... Her/His surname is ...’ and so on.
- Then hold up your PB, point to Tracy and Luke and say, ‘Children.’
- Hold up *flashcard # 1* and repeat again, ‘Children. They are children.’
- Then point to Ps and say, ‘You are children.’
- Encourage Ps to repeat the word ‘Children’ several times.

PB p. 13, t.4

- Hold up your PB and point to exercise 4.
- Explain to Ps that they are going to name each picture according to the samples. Also, Ps should use the structure ‘They are ...’
- Read the samples aloud ‘boys’, ‘girls’, ‘a family’, ‘friends’, ‘brother and sister’, ‘children’.
- Use the cup with the name sticks (see Starter-Lesson 4) and randomly ask several Ps. You can name the first picture all together.

PB p. 13, t.5

- Hold up your PB and point to exercise 5.
- Tell Ps that they are going to listen to a song.
- Play *PB Audio (track Unit-1-Les_1-5)*.
- While listening to the audio, hold up your PB and point to each picture according to the song.

Script

Luke: Here’s my family:
mummy, daddy, sister and me.

Tracy: Here’s my family:
mummy, daddy, brother and me.

- Play the audio again making pauses for Ps to repeat each phrase.
- Play it one more time and sing the song all together.

ENDING

AB p. 9, t.2

- Ask Ps to open their ABs on page 9. Tell them to take their pencils, pens and pencils of different colours or crayons.
- Explain to Ps that they are going to draw their portraits and write their names near them.
- Give Ps several minutes for drawing.
- After Ps finish their drawing, ask them to write their names in the empty space.
- Walk around the class and check whether their writing is correct.
- Ask several Ps to show their drawings and say their names using the structure ‘My name is ...’ (use the cup with the name sticks (see Starter-Lesson 4) to ask Ps randomly).

HPB p.3

- Get Ps to open their HPBs on page 3.
- Ask them to trace and write four words: boys, girls, friends, and children.

LESSON 2

OBJECTIVES:

- to introduce and practise new vocabulary
- to introduce the structure ‘What about you?’
- to practise the structure ‘I like ...’.

VOCABULARY:

Pupil.

STRUCTURE:

What about you?, I like ...

MATERIALS:

PB, AB, PB Audio, photos of pupils’ families, flashcard # 2, cup with the name sticks (see Starter-Lesson 4).

OUTCOMES:

By the end of the lesson Ps will be able to make mini-dialogues using the structure ‘What about you?’. They will also be able to say what they like and demonstrate their family using the structure ‘Here’s my family: ...’. Ps will differentiate singular and plural words.

WARM-UP

- Before the lesson, take the photos of Ps’ families and stick them to the blackboard.

- When the lesson starts, ask Ps to go to the blackboard and look for the photos of their families.
- Each P should take his/her photo and stand in a line.
- After Ps have formed the line, explain to them that they should one by one demonstrate their families using the structure 'Here's my family:'

PRESENTATION

- Hold up *flashcard # 2* and say, 'A pupil!'
- Encourage Ps to repeat the word several times.
- Point to one of the Ps and say, 'You are a pupil!'. Repeat the procedure several times with different Ps.
- Explain to Ps the meaning. Tell that they are at school, they have books and copybooks, they study and learn new material, they are pupils and each of them is a pupil.
- Ask a P to stand up and encourage him/her to say, 'I am a pupil!'. Repeat this with several Ps. Let Ps understand what the word means.

PRACTICE

PB p.14, t.1

- Hold up your PB and point to exercise 1.
- Tell Ps that they are going to listen to an audio about Tracy and Luke.
- Play *PB Audio (track Unit-1-Les_2-1)*.
- While listening to the audio, hold up your PB and point to each picture according to the speaker.

Tracy: Hi, everybody! Remember me?
I'm a girl. My name is Tracy.
I'm a pupil as you can see.
I'm seven. I like TV.

Luke: I am not seven. I am eight.
I am a boy and that is great.
My name is Luke. I'm a pupil, too.
I like books. What about you?

Script

- Play the audio again making pauses for Ps to repeat each phrase.
- Divide your class into boys and girls and let Ps repeat the audio according to the speaker.
- Girls should say Tracy's text and boys should say Luke's text.

PB p.14, t.2

- Tell Ps that they are going to listen to a song.
- Play *PB Audio (track Unit-1-Les_2-2)*.
- While listening to the audio, hold up your PB and point to each picture according to the speaker.

Tracy: Hi, everybody! Remember me?

I'm a girl. My name is Tracy.

I'm a pupil as you can see.

I am seven. I like TV.

Luke: I am not seven. I am eight.

I am a boy and that is great.

My name is Luke. I'm a pupil, too.

I like books. What about you?

Script

- Play the audio again and let Ps sing the song.
PB p.14, t.3
- Hold up your PB and point to exercise 3. Pay Ps' to the chart.
- Ask Ps to form a circle.
- Explain to Ps that they should say who they are and what they like using the phrases 'I'm ...' and 'I like ...'. Read the samples from the chart aloud and point to each line while reading.
- Use the cup with the name sticks (see Starter-Lesson 4) to choose the first P to say the phrases and move from P to P clockwise.
- Encourage the first P and help him/her to say all the phrases, for example, 'I'm a boy, I'm seven. I'm a pupil. I like TV. What about you?' or 'I'm a girl. I'm eight. I'm a pupil. I like books' and so on.
AB p.10, t.1
- Ask Ps to open their ABs on page 10. Tell them to take their pencils of different colours or crayons.
- Explain to Ps that they are going to read the words below the empty squares and draw the thing they've read about.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask four Ps to read aloud the text below the four squares or you may ask four volunteers to do this.
- Let Ps draw their drawings.
AB p.10, t.2
- Invite a boy to the front of the classroom, point to him and say, 'A boy'. Then invite another boy to the front of the classroom, point to both boys and say, 'Boys'.
- Invite a girl to the front of the classroom, point to her and say, 'A girl'. Then invite another girl to the front of the classroom, point to both girls and say, 'Girls'.
- Point to a boy and say, 'A pupil', do the same procedure with a girl. Then point to four children and say, 'pupils'.
- Do the same procedure as with the word 'Pupil' but this time say, 'friend - friends'.
- Ask Ps to open their ABs on page 10 and pay Ps' attention to exercise 2.

- Hold up your AB and pointing to each picture in singular and plural ask Ps, 'Who is he/she/they?'. Let them answer in chorus. For example, you point to a boy and say, 'Who is he?', Ps answer, 'He is a boy' or 'A boy'. Then you point to boys and say, 'Who are they?', Ps answer, 'They are boys' or 'Boys' and so on.
- After your Ps have understood the procedure, tell them to fill in the empty spaces.

ENDING

PB p.14, t.4

- Tell Ps that they are going to play 'Stand up/Sit down' game.
- Explain to them that when you say, for example, 'I like TV', those Ps who like watching TV should stand up. Then you can say, 'I like books' and those Ps who don't like books should sit down and those who like should stand up.
- After Ps have understood the procedure of the game, you can pass the baton to another P.

LESSON 3

OBJECTIVES:

- to review and practise CVC words
- to practice reading

VOCABULARY:

Frog.

MATERIALS:

PB, AB, PB Audio, flashcards-phonics # 1-5, HPB, ball, flashcards with letters of the corresponding phonics, cup with the name sticks (see Starter-Lesson 4).

OUTCOMES:

By the end of the lesson Ps will be able to read and write the CVC words. They will be able to differentiate the middle sound in a CVC word.

WARM-UP

Play the Phonics Game

- Before the lesson, stick the flashcards to the blackboard 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 blackboard

and give him/her a ball.

- Explain to Ps that you are going to name the phonics and a P should throw a ball to the flashcard with the corresponding letter.

PRESENTATION

- Take *flashcards-phonics # 1-5* and start showing them to Ps.
- Show flashcards one by one and name them.
- Show them again and get Ps to repeat each word after you.

PB p.15, t.1

- Hold up your PB and point to exercise 1.
- Pay Ps' attention to the words with numbers and explain to Ps that they should listen to the audio and say the numbers according to the speaker.
- Play *PB Audio (track Unit-1-Les_3-1)* pointing to *flashcards-phonics # 1-5*.

Pig, mum, ten, dog, dad.

Script

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

PRACTICE

PB p.15, t.2

- Hold up your PB and point to exercise 2. Pay Ps' attention to the middle column.
- Tell Ps that they are going to listen to an audio and follow each word according to the speaker.
- Play *PB Audio (track Unit-1-Les_3-2)*.
- While listening to the audio, hold up your PB and point to each word according to the speaker.

*Cat, sad, jam;
Up, fun, run;
Fox, got, hop;
Six, big, his;
Red, hen, pet.*

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.

PB p.15, t.3

- Hold up your PB and point to the last column.
- Tell Ps that they are going to listen to another audio and read the words.
- Play *PB Audio (track Unit-1-Les_3-3)*.

LESSON 4

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

Am, and, Ann, Sam, ant, stand, clap, has;

Jump, run, duck, mum, up;

Bob, ox, doll, frog, Tom, Ron;

Is, Jim, milk, Tim, swim, pink;

Ben, Ted, Ed, bell, pen, Fred.

Script

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

PB p.15, t.4

- Tell Ps that they are going to read all the words.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the words one by one (you can ask Ps to read word by word or divide the text into sections and ask a P to read one section etc.).

PB p.15, t.5

- Hold up your PB and point to the first column with words.
- Tell Ps that they are going to write these words in their copybooks.
- Get Ps to open their copybooks and copy the words with numbers ('dad', 'mum', 'dog', 'pig', 'ten').

AB p.11, t.1

- Ask Ps to open their ABs on page 11.
- Explain to Ps that they are going to match the words with the pictures.
- Hold up your AB and point to the example. Ask a P to read the word 'pink' and show the arrow that points to the pink colour.
- You can ask Ps to do this exercise on their own or you can ask Ps one by one to read the words aloud and match them with the pictures using the cup with the name sticks (see Starter-Lesson 4).

ENDING

HPB pp. 2-3

- Ask Ps to open their HPBs on pages 2-3.
- Explain to Ps that they are going to trace and write the words and sentences.
- Ask Ps to trace the words starting from the word 'can' up to the sentence 'Fred has got a red hen.'

OBJECTIVES:

- to introduce new vocabulary
- to introduce the structures 'Where is your house?', 'My house is in Green Street', 'What's your surname?'
- to practise the structures 'My name's ...', 'My surname is ...', 'How old are you?', 'I'm ...'

VOCABULARY:

House.

STRUCTURE:

Where is your house?, My house is in Green Street, What's your surname?

MATERIALS:

PB, AB, PB Audio, flashcard # 3, poster # 3, cup with the name sticks (see Starter-Lesson 4), ball.

OUTCOMES:

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

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, 'What's your name?', P2 should answer, 'My name is ...' and toss the ball to P3 and so on. Tell Ps to remember different questions they've learned before.
- Play the game together with Ps and ask questions if Ps have run out of ideas.
- Encourage them to ask, for example, 'How old is he/she?' and after throwing the ball P1 should point to P3. P2 who catches the ball should say the age of P3 and so on.

PRESENTATION

- Hold up *flashcard # 3* and say, 'House'.
- Let Ps repeat after you several times.
- Explain to Ps that a 'House' is a place where people live.

PRACTICE

PB p. 16, t.1

- Stick *poster # 3* to the blackboard and pay Ps' attention to it.
- Tell Ps that they are going to listen to an audio.
- Play *PB Audio (track Unit-1-Les 4-1)* and point to each character on *poster # 3* according to the speaker.

Script

Liz: *What's your name?*

Kate: *My name's Kate.*

Vic: *What's your surname?*

Kate: *Reddy.*

Liz: *Where is your house?*

Kate: *My house is in Green Street.*

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

PB p.16, t.2

- Get Ps to open their PBs on page 16.
- Pay their attention to the pictures on page 16.
- Tell Ps that they are going to say the dialogue pointing to the characters.
- Ask a volunteer to come up to *poster # 3* 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 to the poster and say the dialogue one by one.

PB p.16, t.3

- Divide your class into groups of three according to the three characters that are 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 play their dialogues.

PB p.16, t.4

- Get Ps to open their PBs on page 16.
- Hold up your PB and point to exercise 4.
- Tell Ps that they are going to act out the dialogues.
- Ask a volunteer to come to the front of the classroom and come up to him/her.
- Ask P the questions that are in exercise 4 and let the P answer the questions.

- Then divide your class into pairs 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 to the front of the classroom and play their dialogues.

AB p.12, t.2

- Get Ps to open their ABs on page 12.
- Explain to them that they are going to answer questions and write them in the empty spaces (you can find the examples in PBs in exercise 4).
- Hold up your PB and point to exercise 4, explain to Ps that this is the example for them.
- Read the first question aloud and let Ps write the answer using the example in their PBs. Then read the second question and let Ps write the second answer and so on.

ENDING

AB p. 12, t.1

- Hold up your AB and point to exercise 1.
- Explain to Ps that they are going to fill in the empty lines with the words that are written in the squares above.
- Point to the girl and pay Ps' attention to the picture. Say, 'This is a girl. Her name is Pam, her surname is Tomson. Pam is seven and she lives in Oxford Street.'
- Then, tell Ps that you are going to read line by line and Ps should finish the sentences and write the correct words in the empty spaces.
- Holding your AB, point to the first sentence and read it aloud. Ask one P to finish the sentence. If he/she says correctly, point to the correct square and tell Ps to write this word in the empty space. Continue the procedure with the next sentences.

LESSON 5

OBJECTIVES:

- to introduce new vocabulary
- to introduce the structures 'Where is your mum?'; 'Do you like ...?'; 'Yes, I do/No, I don't.'; 'I don't know.'
- to practise the structures 'Come in, please'; 'Thank you.'

VOCABULARY:

At school, at work, at home

STRUCTURE:

Where is your ...?, Do you like ...?, Yes, I do/No, I don't, I don't know.

MATERIALS:

PB, AB, PB Audio, HPB, poster # 4, cup with the name sticks (see Starter-Lesson 4), a long ball of twine/wool.

OUTCOMES:

By the end of the lesson Ps will be able to ask the question 'Where is your ...?' and answer it using the structure 'My ... is at school/work/home.' They will also be able to ask the question 'Do you like ...?' and answer it using the structures 'Yes, I do' or 'No, I don't.'

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 one of the Ps. While holding the end of a long ball of twine/wool the first P says what 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 each other.

PRESENTATION

PB p.17, t.1

- Stick *poster # 4* to the blackboard and explain to Ps that they are going to listen to an audio.
- Play *PB Audio (track Unit-1-Les_5-1)* pointing to the characters on *poster # 4* according to the speaker.

Script

Kate: Come in, please.

Vic: Thank you.

Liz: Where is your mum?

Kate: She is at work. My daddy is at work, too.

Kate: Do you like computer games?

Vic: Yes, I do.

- Use the cup with the name sticks (see Starter-Lesson 4) to invite a P to come up to *poster # 4* and explain to him/her that he/she is going to point to the characters according to the speaker.
- Get Ps to open their PBs on page 17.
- Hold up your PB and point to the pictures in exercise 1.
- Explain to Ps that they should point to each character according to what the speakers say in their PBs.
- Play the audio again and let the P that is standing near the poster point to the characters on the poster and the rest Ps should point to them in their PBs.

PRACTICE

- Ask Ps whether they've heard some new words in the audio. Let them name those words.
- Hold up your PB and point to Smiling Sam with the question word 'Where?' on page 17 and say, 'Where.' Let Ps repeat after you several times.
- Then say, 'Where is your mum?' and let Ps repeat the structure several times (you can make a gesture while asking the question).
- Hold up your PB and point to the green section. Read aloud the variants of answers. Point to the first variant and read it aloud 'At school' and let Ps repeat after you. Then point to the next variant and repeat the procedure with the three variants.
- Point to the last variant, shrug your shoulders and say, 'I don't know.'
- The next new structure for Ps is the question 'Do you like ...?' and the answer to it 'Yes, I do./No, I don't.' Repeat the procedure like with the structure 'Where is your mum?'

PB p.17, t.2

- Explain to Ps that they are going to listen to an audio and repeat it.
- Play *PB Audio (track Unit-1-Les_5-1)* again making pauses for Ps to repeat each phrase.

PB p.17, t.3

- One by one, invite several Ps to come to *poster # 4* and repeat the dialogue pointing to each character

LESSON 6

according to the speaker (you can also use the cup with the name sticks (see Starter-Lesson 4) to invite Ps to come up to *poster # 4*).

PB p.17, t.4

- Tell Ps that they are going to act out mini dialogues using the structures 'Where is your ...?' and 'He/She is at ...' or 'I don't know'.
- Come to a P and ask him/her a question, e.g. 'Where is your dad?' and let him/her answer it.
- Encourage the P to ask you a similar question. Then answer it using the structure 'He/she is at ...'.
- Divide your class into pairs and tell Ps to make such dialogues on their own.
- Walk around the class and check whether Ps need help.
- Invite several pairs to come up to the front of the classroom and act out their dialogues one by one.

PB p.17, t.6

- Get Ps to open their copybooks.
- Tell Ps that they are going to write the phrases in their copybooks.
- Hold up your PB and point to the green section and the words that are written there.
- Ask Ps to copy the words into their copybooks.
- Walk around the classroom and check whether Ps are writing correctly.

PB p.17, t.5

- Tell Ps that they are going to act out mini-dialogues using the structures 'Do you like ...?' and 'Yes, I do/ No, I don't.'
- Repeat the same procedure as in exercise 4.

ENDING

HPB pp. 3-4

- Ask Ps to open their HPBs on pages 3-4.
- Explain to Ps that they are going to trace and write sentences.
- Ask Ps to trace the sentences starting from the sentence 'Dad is at home' up to the sentence 'I don't know.'

OBJECTIVES:

- to introduce new phonics
- to practise CVC words
- to practise reading

VOCABULARY:

Case, take, nice, smile.

STRUCTURE:

I am Kate. It is nice.

MATERIALS:

PB, AB, PB Audio, AB Audio, HPB, flashcards-phonics # 1-7, cup with the name sticks (see Starter-Lesson 4).

OUTCOMES:

By the end of the lesson Ps will be able to identify the phonics 'a_e' and 'i_e' in words. They will be able to pronounce and read 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 that numbered P from each team should run up to the board and write a CVC word you shout (name the words from *flashcards-phonics # 1-5* and show the corresponding flashcard). The team that writes the most right words wins the game.

PRESENTATION

- Take *flashcards-phonics # 1-5* and put them on the 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.18, t.1

- Get Ps to open their PBs on page 18.
- Hold up your PB and point to exercise 1. Pay Ps' attention to the left column and the letters that are in squares.
- Tell Ps that they are going to listen to an audio and

follow each word according to the speaker.

- Play *PB Audio (track Unit-1-Les_6-1)*.
- While listening to the audio, hold up your PB and point to each word according to the speaker.

*a [ei] – Kate
cat – Kate;
jam – Jane;
dad – game;
Sam – name.*

*I [ai] – bike
six – five;
his – kite;
sit – ride;
pig – nice.*

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.
- Explain to Ps that there is a magic 'e' with the help of which words change their pronunciation.

PRACTICE

PB p.18, t.2

- Hold up your PB and point to the last column.
- Tell Ps that they are going to listen to another audio and read some words.
- Play *PB Audio (track Unit-1-Les_6-2)*.
- While listening to the audio, hold up your PB and point to each word according to the speaker.

*Name, game, cake, Kate, snake,
plane, take, table, case.
Like, kite, ride, bike, nine, nice,
smile, five, Mike, I.*

Script

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

PB p.18, t.3

- Hold up your PB and point to the words from exercise 1 and 2.
- Tell Ps that they should look at those words, find names and copy the names into their copybooks.
- Get Ps to open their copybooks and start writing.

PB p.18, t.4

- Hold up your PB and point to the green section.
- Tell Ps that they are going to listen to an audio and read a text.
- Play *PB Audio (track Unit-1-Les_6-4)*.
- While listening to the audio, hold up your PB and point to each word according to the speaker.

*I am Kate. I am five. His name is Mike.
Mike is nine.
- Kate, ride a bike!
- It is a nice bike! Mike, take a cake.
- Mmm. It is nice! I like cakes.*

Script

- 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.18, t.5

- Tell Ps that they are going to read all the words.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the words one by one (you can ask Ps to read word by word or divide the text into sections and ask a P to read one section etc).

AB p.14, t.1

- Get Ps to open their ABs on page 14.
- 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-Unit1-Les6_Page14_Ex-1)* to show the example in the AB.
- Hold up your AB and point to the example.
- Play the audio making pauses for Ps to circle the correct variants.

Cat, Jane, table, pig, nine, bike.

Script

AB p.14, t.2

- Explain to Ps that they are going to fill in empty letters to get a word.
- Hold up your AB and point to two examples.
- Point to a girl and say, 'She is Kate', then point to a boy and make the same gesture that he makes in the picture and say, 'like'.
- Let Ps write the words.
- Walk around the classroom and check whether Ps need help.

ENDING

HPB pp. 3-4

- Ask Ps to open their HPBs on pages 4-5.
- Explain to Ps that they are going to trace and write some words and sentences.
- Ask Ps to trace the words and sentences starting from the words 'A plane' up to the sentence 'I like my kite. It is nice'.

LESSON 7

OBJECTIVES:

- to introduce new vocabulary
- to introduce the structures 'Here is my family tree', 'He/She is a doctor', 'They are Tracy's cousins'

VOCABULARY:

Family tree, aunt, uncle, cousin, doctor, vet, photographer, teacher.

STRUCTURE:

Here is my family tree, He/She is a ..., They are ...'s cousins.

MATERIALS:

PB, AB, PB Audio, AB Audio, flashcards # 4-10, cup with the name sticks (see Starter-Lesson 4), cards with words, sheets of paper, pencils of different colours or crayons.

OUTCOMES:

By the end of the lesson Ps will be able to name their cousin's family members. They will be able to identify such professions as vet, photographer, doctor, teacher and some family members.

WARM-UP

Musical Words

- Divide your class into sections (you can use hula hoops or tape).
- Before the lesson prepare cards with the CVC words and words that have the phonics 'a_e' and 'i_e'.
- Place the words 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.
- Best to use easy words first, then as the children learn, you can introduce more difficult words like bike and cake.

PRESENTATION

PB p.19, t.1

- Get Ps to open their PBs on page 19.
- Pay their attention to the family tree.
- Point to Tracy and say, 'This is Tracy', then point to the family tree and say, 'A family tree'. Let Ps repeat

everything several times (you can draw a tree on the blackboard and write P's name and his/her parents' names to check the understanding of the phrase 'A family tree').

- Explain to Ps that they are going to listen to the audio about Tracy's family.
- Play *PB Audio (track Unit-1-Les_7-1)*.
- While listening to the audio, hold up your PB and point to each member according to the speaker. Do it twice.

Script

Here is a family tree.

Look, this is Jim Martin. He is Tracy's uncle. Mr Martin is a doctor. (Pause)

This is Mrs Martin. She is Tracy's aunt. Mrs Martin is a teacher. (Pause)

Pam Martin is a little girl. She is five. (Pause)

Tom Martin is Pam's brother. He is a big boy. He is nine. Tom and Pam are Tracy's cousins. (Pause)

Rose Martin is Pam and Tom's granny. (Pause)

Bill Martin is Pam and Tom's granddad. (Pause)

They are Tracy's granny and granddad, too.

- Ask Ps whether they've heard some new words. Let Ps name them.

PRACTICE

- Open your PB on page 12 and hold it up.
- Point to Tracy and Luke. Say that they are a sister and a brother.
- Then point to Greta and Mick and say that they are their mother and father.
- Say, that Greta, for example, has a sister and that sister is Tracy and Luke's aunt.
- Say, 'Aunt', let Ps repeat it after you several times.
- Point to Mick and say, for example, that he has a brother, and that brother is Tracy and Luke's uncle.
- Say, 'Uncle', let Ps repeat it after you several times.
- Say also that children of aunt and uncle are Tracy and Luke's cousins.
- Say, 'Cousin', let Ps repeat after you several times.

PB p.19, t.2

- 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 their cousins and their family.
- Hold up your PB and point to the example on page 19.
- Let Ps draw. Walk around the classroom and check

whether Ps need help.

PB p.19, t.3

- Explain to Ps that they are going to tell the class about their cousin's/cousins' family.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come to the front of the classroom and demonstrate the family tree they've drawn.

PB p.19, t.4

- Hold up your PB and point to the family tree on page 19.
- Point to Jim Martin and say, 'He is a doctor.' Let Ps repeat the phrase after you.
- Show Ps *flashcard # 6* and say, 'Doctor.'
- Get Ps to repeat the word several times.
- Point to Jane Martin and say, 'She is a teacher.' Let Ps repeat the phrase that after you.
- Show Ps *flashcard # 7* and say, 'Teacher.'
- Get Ps to repeat the word several times.
- Tell Ps that they are going to listen to an audio and repeat a text.
- Play *PB Audio (track Unit-1-Les_7-4)*.
- While listening to the audio, hold up your PB and point to each picture according to the speaker.

Greta: *My name is Greta.*

I'm a vet.

I am at work helping a cat.

MIAOW!

Mick: *I'm at work.*

My name is Mick.

I'm a photographer.

Click! Click! Click!

Luke: *I'm at school,*

As you can see.

Here's my test.

Please, help me!

Script

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

PB p.19, t.5

- Explain to Ps that they are going to sing a song based on the audio from the previous exercise.
- Play *PB Audio (track Unit-1-Les_7-5)* and let Ps sing along.
- While listening to the audio, hold up your PB and point to each picture according to the speaker.

Greta: *My name is Greta.*

I'm a vet.

I am at work helping a cat.

MIAOW!

Mick: *I'm at work.*

My name is Mick.

I'm a photographer.

Click! Click! Click!

Luke: *I'm at school,*

As you can see.

Here's my test.

Please, help me!

Script

ENDING

AB p.15, t.1

- Get Ps to open their ABs on page 15.
- Explain to Ps that they are going to listen to an audio then draw members of a family.
- Hold up your AB and point to a family tree.
- Play *AB Audio (track Engl_2_kl-Робочий зошит-Unit1-Les7_Page15_Ex-1)*.
- While listening to the audio, hold up your AB and point to each empty picture according to the speaker.

Here is a family tree.

Look, this is Mr Tomson. He is Jane's grandfather.

And this is Mrs Tomson. She is Jane's grandmother.

Mr Williams and Mrs Williams are Jane's grandfather and grandmother too.

This is Bill Williams. He is Jane's father. Bill is a vet.

Linda Williams is Jane's mother. Linda is a doctor.

This is Mike. He is Jane's brother.

Jane and Mike are Bill and Linda's children.

This is Ed. He is Linda's brother. His surname is Tomson. Ed Tomson is a photographer. He is Jane and Mike's uncle.

Script

- Play the audio as many times as Ps need.
- Give Ps several minutes to draw members of the family tree.
- 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 demonstrate their family trees.

LESSON 8 Story Time

PRACTICE

OBJECTIVES:

- to introduce new vocabulary
- to introduce the structure 'Where is your home?'
- to practice structures 'What's your name?', 'What's your surname?', 'Where is your ...?', 'How old are you?', 'Do you like ...?'
- to develop Ps' listening skills

VOCABULARY:

mummy, daddy

STRUCTURE:

Where is your home?

MATERIALS:

PB, PB Audio, AB, poster # 5, balloon, flashcards # 4-7, cup with the name sticks (see Starter-Lesson 4)

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.

PB p.20 t.1

- Stick poster # 5 to the blackboard and explain to Ps that they are going to listen to a story about a little girl Suzy. Point to Suzy in the first picture on the poster.
- Play PB Audio (track Unit-1-Les_8-1-Story time) and let Ps listen.
- While listening to the audio, point to each picture on the poster according to the speaker. Do it twice.

Script

SUZY IS LOST

Suzy: *huu...*

Tracy: *Hello.*

Suzy: *Hello*

Tracy: *What's your name?*

Suzy: *Suzy.*

Tracy: *What's your name?*

Suzy: *White.*

Tracy: *OK, Suzy White. Where is your mummy?*

Suzy: *I don't know.*

Tracy: *Where is your daddy?*

Suzy: *At work. Huu..*

Tracy: *Where is your brother?*

Suzy: *At home.*

Tracy: *Where is your home?*

Suzy: *I don't know.*

Tracy: *OK. That's my house. Let's go. How old are you, Suzy?*

Suzy: *I am four.*

Tracy: *You are a big girl. Do you like ice-cream?*

Suzy: *Yes!*

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 family members and toss the balloon to each other, e.g. P1 tosses the balloon and says, 'cousin', P2, who catches the balloon tosses it and says, 'father' and so forth.

PRESENTATION

- Take the flashcards # 4-7 and start showing them to Ps one by one asking, e.g. 'Is it a teacher?'
- Show, for example, the flashcard of a vet and ask, 'Is it a photographer?'
- Encourage Ps to answer, 'No, it isn't. It is a vet.'
- Hand out the flashcards and get Ps to have small dialogues.

PB p.20 t.2

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

PB p. 20, t.3

- One by one, invite several Ps to come to poster # 5 and repeat the dialogue pointing to each character according to the speaker. (You can also use the cup with the name sticks (see Starter-Lesson 4) to invite Ps to come up to the poster # 5 and say the dialogue).

PB p.20 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 play their dialogues.

ENDING

AB p.16 t.1

- Get Ps to open their ABs on page 16.
- Explain to Ps that they are going to number the pictures in the right order.
- Fold the poster. 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 dialogue.

LESSON 9

Into Your Portfolio

OBJECTIVES:

- to practise the structures 'Here is my family', 'This is my ...', 'He/She is ...'
- to develop Ps' motor skills and speaking skills

MATERIALS:

PB, AB, cup with the name sticks (see Starter-Lesson 4), sheets of paper, pencils of different colours or crayons, family photos, ball, photo of your family, different coloured board pen or piece of chalk

OUTCOMES:

By the end of the lesson Ps will be able to create family portraits and tell some information about their relatives.

WARM-UP

- Make some space at the front of the classroom big enough for Ps to sit in a circle. Invite Ps to sit down.
- Roll a ball to one of the Ps and encourage the P to name a family member or profession.
- Ps continue playing the game by rolling the ball to each other until all of the Ps have a chance to play.

PRESENTATION

- Tell Ps to take their family photos.
- Explain to them that they are going to tell some information about their relatives.
- Take the photo of your family, show it to Ps and tell, for example, 'Here's my family. This is my mother, this is my aunt, this is my sister and brother ...' Encourage Ps to do the same.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come to the front of the classroom and demonstrate their relatives, using their photos.

PRACTICE

PB p.21, t.1

- Explain to Ps that this lesson and the next one are called 'Into Your Portfolio'.
- Tell Ps that the crafts they will make during such lessons will be stored in the classroom.
- Tell Ps that they are going to create their family portraits during the first part of the lesson and then demonstrate them and tell some information about them during the second part of the lesson.
- Hand out sheets of paper and tell Ps to take their pencils of different colours and crayons.
- You can also tell Ps to bring some ribbons or stickers to decorate their portraits or the frames.
- Let Ps use their imagination and create their portraits the way they like.

PB p.21, t.2

- Explain to Ps that they are going to come to the front of the classroom and demonstrate their family portraits and name each member in their drawings and say his/her profession.
- Hold up your PB, point to the example on page 21 and read it, 'Here is my family. This is my mum. She is a doctor. This is my ... He/She is a ...'
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come to the front of the classroom and demonstrate their drawings.

AB p.17, t.1

- Get Ps to open their ABs on page 17.
- Tell Ps that they are going to draw what they like then work in pairs and ask and answer questions.
- Hold up your AB and point to empty squares. Explain to Ps that each of them should draw four things which they like. Let them do this.

- After Ps have finished their drawings, use the cup with the name sticks (see Starter-Lesson 4) to divide the class into pairs.
- Hold up your AB, point to the word clouds and read them, 'Do you like ...?'; 'Yes, I do/No, I don't. I like ...'
- Invite a pair of Ps to the front of the classroom and encourage them to demonstrate the dialogue using their drawings in ABs.

ENDING

The A to Z Game

- Write the letters A to Z in columns down the board. Make sure that there's enough space next to each letter for a word to be written.
- Divide the class into two teams (three is possible but can get chaotic). Get each team to form a circle.
- Each team will need a different coloured board pen or piece of chalk.
- As soon as you say start, a P from each team must race to write an appropriate word next to each letter.
- Teammates help by shouting out suggestions and giving spelling tips. Don't stop Ps from using any resources they have to hand such as textbooks and dictionaries.
- Only one word can be written for each letter.
- When all the letters have been used give a point for every word each team has written and congratulate the winners. If there are any spelling mistakes, then elicit the correct spelling from the class.

LESSON 10

Into Your Portfolio

OBJECTIVES:

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

MATERIALS:

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

OUTCOMES:

By the end of the lesson Ps will be able to tell what they like and tell what their friends like.

WARM-UP

- Put a toy box on the front desk.
- Ask Ps to come to the box and take a toy or several toys if there are enough of them.
- Get Ps to hold up a toy(s) and say, 'I like ...' and name the toy(s) they have in their hands.

PRESENTATION

- Remind Ps what they've drawn during the previous lesson.
- Hold up your AB and point to exercise 1 on page 17.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to demonstrate what they've drawn at the previous lesson.
- Encourage Ps to use the phrase 'I like ...'

PRACTICE

PB p.21, t.3

- Explain to Ps that this lesson is called 'Into Your Portfolio', the same as the previous one.
- Tell Ps that the crafts they will make during such lessons will be stored in the classroom.
- Tell Ps that they are going to draw what they like.
- Explain to Ps that they can draw toys, games, animals, food and everything else they like.
- Hand out sheets of paper and tell Ps to take their pencils of different colours or crayons.
- You can also tell Ps to bring some ribbons or stickers to decorate their pictures or the frames.
- Let Ps use their imagination and create their drawings the way they like.

PB p.21, t.4

- Explain to Ps that they are going to come to the front of the classroom and demonstrate their pictures and name each item in their drawings using the structure 'I like ...'
- Hold up your PB, point to the example on page 21 and say, for example, 'I like my cat, my mobile phone and tablet and I like kites, apples, football and cakes'
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come to the front of the classroom and demonstrate their pictures.

PB p.21, t.5

- Come up to one of the Ps, look at the picture he/she has drawn recently and ask him/her the question 'Do you like ...?' and choose, for example, the item that he/she has drawn.

- Encourage the P to answer the question according to his/her picture.
- Use the cup with the name sticks (see Starter-Lesson 4) to divide Ps into pairs and let them create such mini-dialogues.
- Walk around the classroom and check whether Ps need your help.

PB p.21, t.6

- Explain to Ps that they are going to draw what their classmates like according to the mini-dialogues they've made recently.
- Hand out sheets of paper and tell Ps to take their pencils of different colours or crayons.
- You can also tell Ps to take some ribbons or stickers to decorate their pictures or frames.
- Let Ps use their imagination and create their drawings the way they like.

ENDING

Who am I?

- Prepare cards with written words that Ps can read. You can choose words that indicate some items, animals, food, numbers, toys etc. For example, you can choose words such as 'pig', 'hen', 'dog', 'jam', 'cat', 'fox', 'six', 'ten', 'milk', 'doll', 'frog', 'bell', 'cake', 'snake', 'plane', 'table', 'five', 'kite', 'bike', 'nine', 'five' etc.
- Tape one card on the back of each member.
- Explain to Ps that they should pretend that they are at a party and ask each other questions to find out what they are.
- When someone guesses his/her word correctly, the word-tag gets taped to his/her front and the P continues to chat with the party guests until everyone is wearing the word-tags on the front.

LESSON 11 Revision

OBJECTIVES:

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

RECYCLED LANGUAGE:

family members, professions, use of preposition 'at', CVC words, phonics 'a_e' and 'i_e', structures 'Here's my family', 'Where is your house?', 'My house is in ... street', 'Do you like ...?', 'He/She is a doctor/vet...'

MATERIALS:

PB, AB, MP, 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 speak about professions, identify CVC words and the phonics 'a_e', 'i_e' and Ps will be able to read them. Ps will be also able to use the vocabulary of the unit in games.

WARM-UP

MP Unit 1. 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 this exercise.
- Play *MP (Unit-1-Words-1)*.
- Choose randomly 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 1. Words, 2

- Explain to Ps that they are going to play a game in which they should click on the things or people in the picture.
- Play *MP (Unit-1-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 the things or people which the speaker says about.

Script

*Click on the children.
Click on the pupil.
Click on the TV.
Click on the house.
Click on the street.
Click on the doctor.
Click on the vet.
Click on the photographer.
Click on the teacher.*

PRACTICE

PB p. 22, t.1

- Get Ps to open their PBs on page 22.
- Hold up your PB and explain to Ps that they are going to name each picture and then match the pictures with the numbers to the pictures with the letters, for example, 'Number 1. She is a teacher. Letter B. They are teachers.'
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to name the pictures. Then ask other Ps to match the pictures with numbers to the pictures with letters.

AB p.18, t.1

- Get Ps to open their ABs on page 18 and prepare their pens.
- Explain to Ps that they are going to read the sentences and choose the correct variants to fill in the missing words.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the sentences one by one.

MP Unit 1. 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-1-Games-1)*.

Script

*Cat, run, dog, six, red, name,
cake, like, nine.*

- 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.

MP Unit 1. Phonics and Reading, 1

- Explain to Ps that they are going to play a game in which they should listen to the speaker and make

words by clicking on the buttons of the reading machine.

- Play *MP (Unit-1-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.

MP Unit 1. 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 are depicted in the pictures.
- Play *MP (Unit-1-Phonics_and_Reading-2)*.

Script

*cat / dad dog / fox
pig / six ten / hen
mum / run*

- 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.

ENDING

PB p. 22, t.2

- Get Ps to open their PBs on page 22 and prepare their pencils of different colours or crayons.
- Hand out sheets of paper.
- Explain to Ps that they are going to draw their mother or another relative and tell the class about her/him using the structures they know.
- Let Ps draw their pictures. Walk around the classroom and check whether Ps need your help.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come to the front of the classroom one by one, demonstrate their drawings and tell the class about their relatives.

LESSON 12 Revision

OBJECTIVES:

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

RECYCLED LANGUAGE:

family members, professions, use of preposition 'at', CVC words, phonics 'a_e' and 'i_e', structures 'Here's my family', 'Where is your house?', 'My house is in ... street', 'Do you like ...?', 'He/She is a doctor/vet...'

MATERIALS:

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

OUTCOMES:

By the end of the lesson Ps will be able to speak about professions, they will identify CVC words and the phonics 'a_e', 'i_e' and Ps will be able to read them. Ps will be able to use the vocabulary of the unit in games.

WARM-UP

What's the Question?

- Explain to Ps that they are going to play a game.
- Tell Ps that they should make up a question and answer to the question using a flashcard of an object or a person. For example, a team has a flashcard of a house, so Ps can make such question as, 'Where is your house?', and the answer to it will be 'My house is in ... street.'
- Divide your class into the number of 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 and take them.
- 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 to the front of the classroom, demonstrate their flashcards and say the questions and answers.

PRESENTATION

MP Unit 1. 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-1-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.

PRACTICE

PB p. 23, t.3

- Get Ps to open their PBs on page 23.
- Hold up your PB and point to the picture in exercise 3.
- Explain to Ps that they are going to listen to the interview.
- Play *PB Audio (Unit-1-Les_11-12-3-Revision)*. While listening to the audio, hold up your PB and point to each character according to the speaker. Do it twice.

Script

Suzy: What's your name?

Tracy: Tracy.

Suzy: What's your surname?

Tracy: Click.

Suzy: How old are you?

Tracy: I am seven.

Suzy: Where is your mummy?

Tracy: At work.

Suzy: Where is your daddy?

Tracy: At work, too.

Suzy: Where is your brother?

Tracy: At school.

Suzy: Do you like ice-cream?

Tracy: Yes

PB p. 23, t.4

- Play the audio again making pauses for Ps to repeat each phrase.
- Use the cup with the name sticks (see Starter-Lesson 4) to choose which part each P is going to play. For example, there will be Ps who will play the part of Suzy and Ps who will play the part of Tracy.
- Play the audio one more time. This time ask Ps to repeat their parts.
- Ask Ps to form pairs (Suzy and Tracy) and let them practise the interview on their own.

- Then, ask volunteers to come to the front of the classroom and act out the interview.

PB p. 23, t.5

- Use the cup with the name sticks (see Starter-Lesson 4) to pair up your Ps.
- Explain to Ps that they should make their own interviews.
- Let Ps practise the interviews on their own.
- Walk around the classroom and check whether Ps need your help.
- Then ask volunteers to come to the front of the classroom and act out their own interviews.

PB p. 23, t.6

- Get Ps to open their PBs on page 23.
- Explain to Ps that they are going to read the text. Hold up your PB and point to it.
- Use the cup with the name sticks (see Starter-Lesson 4) to choose Ps who will read the text. You can divide the text into parts and ask several Ps to read it.

AB p. 19, t.2

- Get Ps to open their ABs on page 19 and prepare their pens.
- Explain to Ps that they are going to write the missing words according to the pictures that are depicted over each sentence.
- Get Ps to do the exercise on their own.
- Then use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to read the sentences one by one.

MP Unit 1. Games, 2, Part 2

- Explain to Ps that they are going to play a game in which they should finish the sentence.
- Tell Ps that they are going to click on the audio signs and listen to the words, then click on the appropriate tick to finish the sentence.
- Play *MP (Unit-1-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.

ENDING

MP Unit 1. Phonics and Reading, 3

- 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-1-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.

UNIT 2 MY FRIENDS

LESSON 1

OBJECTIVES:

- to introduce and practise new vocabulary
- to introduce the structures 'We play together', 'They swim together'
- to practise action words

VOCABULARY:

I, he, she, we, they.

STRUCTURE:

We play together; They swim together.

MATERIALS:

PB, PB Audio, AB, HPB, MP, pencils of different colours or crayons, cup with the name sticks (see Starter-Lesson 4), small football ball, permanent marker.

OUTCOMES:

By the end of the lesson Ps will be able to differentiate personal pronouns (subject pronouns). They will also be able to use the word 'together' in sentences.

WARM-UP

Catch the Ball

- Before the lesson, write words or sentences which Ps would be able to read on the white parts of the 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

PB p. 24, t.1

- Get Ps to open their PBs on page 24. Hold up your PB and point to exercise 1.
- Ask Ps what they see in the pictures.
- Encourage them to use action words and the words such as 'friends', 'girls', etc.
- Explain to them that they are going to listen to an audio about friends.
- Play *PB Audio (track Unit-2-Les_1-1)*.
- While listening to the audio, hold up your PB and

point to each picture on page 24 according to what the speaker says.

Script

One, two.

One, two, three.

I like my friend

And she likes me.

We laugh together.

We go to school.

We sing a song.

We swim in the pool! Splash!

One, two.

One, two, three.

I like my friend

And she likes me.

We play together.

We jump and run.

We ride a bike.

It's really fun! Yipee!

One, two.

One, two, three.

I like my friend

And she likes me.

- Tell Ps that they are going to listen to the audio one more time but this time they should point to the pictures on page 24 according to what the speaker says.
- Play the audio again and walk around the classroom to check whether Ps follow the story correctly.
- Say aloud the word 'together' and encourage Ps to repeat the word several times.
- Explain to Ps what this word means. Point to the picture where girls are hugging and say that they are together.
- You can also show the example using your hands or toys or Ps. Put, for example, your hands together and say, 'Together', then put them apart and say, 'Not together'. Repeat this procedure several times.

PRACTICE

PB p. 24, t.2

- Tell Ps that they are going to sing a song.
- Play *PB Audio (track Unit-2-Les_1-2)* and sing along together with Ps.

Script

One, two.

One, two, three.

I like my friend

And she likes me.

We laugh together.

We go to school.

We sing a song.

We swim in the pool! Splash!

One, two.

One, two, three.

I like my friend

And she likes me.

We play together.

We jump and run.

We ride a bike.

It's really fun! Yipee!

One, two.

One, two, three.

I like my friend

And she likes me.

PB p. 24, t.3

- Explain to Ps that they are going to point to the pictures on page 24 and say what girls are doing in them.
- Encourage Ps to use such structures as 'They/Girls laugh together' and so on.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to tell what girls are doing in the pictures one by one.

PB p. 24, t.4

- Explain to Ps that they are going to sing the song from exercise 2 and mime it.
- Play the audio again (*PB Audio (track Unit-2-Les_1-2)*) and mime the song together with Ps. Do it twice.

PB p. 24, t.5

- Hold up your PB and point to the green section and the words that are written there.
- Ask several volunteers to come up to the front of the classroom.
- Read the words one by one and ask Ps to mime them. Get the class to repeat each word after you.
- Get Ps to open their PBs on page 24.
- Tell Ps that they are going to copy the words into their copybooks.
- Get Ps to open their copybooks and do the exercise.

- Walk around the classroom and check whether Ps are writing every thing correctly.

AB p. 21, t.2

- Ask Ps to open their ABs on page 21. Tell them to take their pens.
- Explain to Ps that they are going to fill in the missing words.
- Hold up your AB and point to the examples that are written in the white squares. Read them aloud or ask one of the Ps to read them.
- Tell Ps that they should use the examples to complete the sentences.
- 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 finished sentences.

PB p. 24, t.6

- Get Ps to open their PBs on page 25.
- Hold up your PB and point to exercise 6.
- Tell Ps that they are going to match the pictures with numbers to the pictures with letters and name them.
- Point to the example in the word cloud and read it aloud, '1 – c. They swim together.'
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to match the pictures and name them one by one.

AB p. 20, t.1

- Ask Ps to open their ABs on page 20. Tell them to take their pens.
- Explain to Ps that they are going to unscramble words and then colour the pictures.
- Hold up your AB, point to the first picture and ask a P to name it (the word is 'jump').
- 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. 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.

ENDING

Sam Says

- Tell Ps that you are going to play a game.
- Explain to Ps that you are going to call out a command, e.g. 'Sam says sit down'. You can model

the move correctly but sometimes perform the 'wrong' move, e.g. 'Sam says clap your hands' but you sit down.

- 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 moves in accordance with the verbal commands, not visual.
- You can also ask a volunteer to say some commands.

HPB pp. 5-6

- Get Ps to open their HPBs on page 5.
- Ask them to trace and write the sentences starting from the sentence 'I can run' up to the sentence 'They play a game'.

LESSON 2

OBJECTIVES:

- to introduce and practise new vocabulary
- to introduce the structure 'We/They are friends'
- to practise the structure 'We/They ... together', 'We/They like ...'

VOCABULARY:

friend

STRUCTURE:

We/They are friends.

MATERIALS:

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

OUTCOMES:

By the end of the lesson Ps will be able to use the structure 'We/They are friends' and they will be able to tell about themselves and their friends using the structures 'We/They ... together', 'We/They like ...'.

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 a word or a sentence that Ps know and would be able to write on the blackboard.
- The task of each team is to pass this word/sentence

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/sentence, 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. 26, t.1

- Get Ps to open their PBs on page 26. Hold up your PB and point to exercise 1.
- Ask Ps what they see in the pictures.
- Encourage them to use action words and the words such as 'boys', 'together', etc.
- Explain to them that they are going to listen to an audio about two boys.
- Play *PB Audio (track Unit-2-Les_2-1)*.
- While listening to the audio, hold up your PB and point to the word clouds according to what the speaker says.

Boys: We are friends.
We go to school together.
We like books.

Smiling Sam: They are friends.
They go to school together.
They like books.

Script

- Tell Ps that they are going to listen to the audio again but this time they should repeat each phrase.
- Play the audio again and get Ps to repeat each phrase.

PRACTICE

PB p. 26, t.2

- Explain to Ps that they are going to point to the characters in exercise 1 and say what they say.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to stand up, hold up their PBs and say the phrases from the word clouds one by one.

PB p. 26, t.3

- Get Ps to prepare their pencils of different colours or crayons.
- Hand out sheets of paper.
- Explain to Ps that they are going to draw the pictures in which they should draw themselves together with their friends.
- Let Ps draw the pictures. Walk around the classroom

and check whether Ps need your help.

- After Ps have finished their drawing, tell Ps that they should tell the class about their pictures using the structures 'We are friends', 'We ... together', 'We like ...'
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come to the front of the classroom one by one, demonstrate their drawings and tell the class about them and their friends.

PB p.26, t.5

- Explain to Ps that they are going to write the text they've used in exercise 4 in their copybooks.
- Ask Ps to open their copybooks and write the phrases they've said recently.
- Walk around the classroom and check whether Ps need your help.

ENDING

AB p. 22, t.1

- Ask Ps to open their ABs on page 22. Tell them to take their pencils of different colours or crayons.
- 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.

LESSON 3

OBJECTIVES:

- to introduce new phonics
- to practise CVC words and the phonics 'a_e', 'i_e'
- to practise reading

VOCABULARY:

tube

STRUCTURE:

Sue, take a tube.

MATERIALS:

PB, AB, PB Audio, HPB, flashcards-phonics # 1-9, cup with the name sticks (see Starter-Lesson 4), ball.

OUTCOMES:

By the end of the lesson Ps will be able to identify the phonics 'u_e', 'ue', 'u', 'e_e' and 'e' in words. They will also be able to pronounce and read them.

WARM-UP

Play the Phonics Game

- Before the lesson stick *flashcards-phonics # 1-7* to the blackboard 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 blackboard 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, 'i_e' ([ai]), so the P should throw the ball to *flashcard-phonics # 7* where the word 'bike' is written.

PRESENTATION

- Take *flashcards-phonics # 1-7* and put them on the 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.27, t.1

- Get Ps to open their PBs on page 27.
- Hold up your PB and point to exercise 1. Pay Ps' attention to two yellow squares with the phonics ('u_e', 'ue', 'u' and 'e_e', 'e') and two words with pictures ('tube' and 'Pete').
- Tell Ps that they are going to listen to an audio and follow each word according to the speaker.
- Play *PB Audio (track Unit-2-Les_3-1)*.
- While listening to the audio, hold up your PB and point to each phonics and word according to the speaker.

u [ju:] tube
e [i:] Pete

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. 27, t.2

- Hold up your PB and point to the words with the letters that are in squares.

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

Script	
<i>u [ju:] tube</i>	<i>e [i:] Pete</i>
<i>mum – tube,</i>	<i>Fred – Pete,</i>
<i>fun – Sue,</i>	<i>vet – me,</i>
<i>jump – pupil</i>	<i>ten – we,</i>
<i>Sue, take a tube.</i>	<i>pet – he.</i>
<i>Pupils run and jump.</i>	

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

PB p. 27, t.3

- Hold up your PB and point to the green section (exercise 3).
- 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 one by one (you can also divide the text into parts and ask Ps to read the parts).

PB p. 27, t.4

- Tell Ps that they are going to write words with the new phonics in their copybooks.
- Ask Ps to open their copybooks and get them to write the words 'tube', 'Sue', 'pupil', 'Pete', 'me', 'we', 'he' in their copybooks.
- Walk around the classroom and check whether Ps need your help.

AB p. 23, t.1

- Get Ps to open their ABs on page 23.
- Explain to Ps that they are going to find some words in the line, circle them and write them in the empty lines.
- 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.

AB p. 23, t.2

- Tell Ps that they are going to fill in some empty letters to get words and sentences.
- Hold up your AB and point to the example.
- Point to the picture of a boy, then point to the word 'Pete' and read it aloud.
- Explain to Ps that they should choose between two letters to fill in the blanks in each word. Letters are depicted above the sentences.
- 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 read the sentences one by one.

ENDING

HPB pp. 6-7

- Ask Ps to open their HPBs on pages 6-7.
- Explain to Ps that they are going to trace and write some words and sentences.
- Ask Ps to trace the words and sentences starting from the word 'a tube' up to the sentences 'He is Pete. We are friends.'

LESSON 4

OBJECTIVES:

- to introduce new vocabulary
- to introduce the structures 'Who is your friend?', 'My best friend is ...'
- to practise the structures 'Is it a ...?', 'It's a ...'

VOCABULARY:
funny, clever, nice, pretty, best friend

STRUCTURE:
Who is your friend? My best friend is ...

MATERIALS:
PB, AB, PB Audio, flashcards # 1-14, poster # 6, cup with the name sticks (see Starter-Lesson 4).

OUTCOMES:
By the end of the lesson Ps will be able to use the new words in sentences. They will also be able to ask the question 'Who is your friend?' and answer it using the phrase 'My best friend is ...'

WARM-UP

What's Missing?

- Get Ps to sit in a circle. Put *flashcards # 1-10* 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

PB p.28, t.1

- Explain to Ps that they are going to learn some new words.

- Play *PB Audio (track Unit-2-Les_4-1)* and show *flashcards # 11-14* according to the speaker.

Funny, clever, nice, pretty.

Script

- Play the audio again making pauses for Ps to repeat each word. Do it several times (you can add some gestures or movements to each word to make associations).

PRACTICE

AB p. 24, t.1

- Get Ps to open their ABs on page 24.
- Hold up your PB 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 below 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. 28, t.2

- Stick *poster # 6* to the blackboard and pay Ps' attention to it.
- Tell Ps that they are going to listen to an audio.
- Play *PB Audio (track Unit-2-Les_4-2)* and point to each character on *poster # 6* according to the speaker.

Liz: *Who is your friend?*

Kate: *My best friend is Rosie.*

Vic: *Rosie? Who is she?*

Kate: *It is my pet.*

Liz: *Is it a dog?*

Kate: *No, it isn't. It's a cat. It is clever and nice.*

Liz: *It is funny, too!*

Script

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

PB p. 28, t.3

- Divide your class into pairs according to two characters that are 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 play their dialogues.

PB p. 28, t.4

- Get Ps to open their PBs on page 28.
- 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 to the front of the classroom. Come up to him/her.
- Ask P the questions that are in exercise 4 and encourage P to answer the questions and vice versa.
- Then 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 to the front of the classroom and play their dialogues.

AB p. 24, t.2

- Get Ps to open their ABs on page 24.
- Explain to them that they are going to fill in the dialogue.
- Hold up your PB and point to exercise 2. Explain to Ps that they should guess what kind of pet the girl has.
- Read the first question aloud and let Ps guess what word they should fill in first.
- Then use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read each sentence one by one and fill in the missing words.
- In the end, encourage Ps to unscramble two words and find out what kind of pet the girl has.

ENDING

PB p. 28, t.5

- Tell Ps that they are going to write the new words.
- Hold up your PB and point to the words in exercise 1.
- Ask Ps to open their PBs on page 28 and copy the words from exercise 1 into their copybooks.
- Walk around the classroom and check whether Ps need your help.

HPB p. 7

- Ask Ps to open their HPBs on page 7.
- Explain to Ps that they are going to trace and write some sentences.
- Ask Ps to trace two sentences: 'Who is your friend?' and 'My best friend is Sue.'

LESSON 5

OBJECTIVES:

- to introduce new vocabulary
- to practise the structures 'My best friend is ...', 'He/She is ...', 'He/She can ...'

VOCABULARY:

tall, short, good friend

STRUCTURE:

She is pretty. She can say, ...

MATERIALS:

PB, AB, PB Audio, cup with the name sticks (see Starter-Lesson 4), flashcards # 11-14

OUTCOMES:

By the end of the lesson Ps will be able to tell about their friends using the structures 'She is ...', 'She can ...'

Luke: My best friend is David. He is tall. He is a good friend.

David: My best friend is Luke. He is not tall. He is short. He is clever.

Suzy: My best friend is my doll Stella. She is very pretty. She is clever, too. She can say 'Hello'.

Pete: My best friend is my dog Prince. He is big and very clever.

- Explain to Ps that they are going to point to each character according to what the speakers say in their PBs.
- Play the audio again and let Ps point to the characters in their PBs.
- Walk around the classroom and check whether Ps need your help.

WARM-UP

Guess the Mime

- Take *flashcards # 11-14* and start showing them to Ps. Encourage Ps to name each flashcard.
- Get Ps to sit in a circle. Ask a volunteer to come to the centre of the circle and mime one of the flashcards you've showed recently (or you can put the *flashcards # 11-14* 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.
- After Ps have guessed the mime, ask someone else to mime the flashcard and so forth.

PRESENTATION

PB p. 29, t.1

- Get Ps to open their PBs on page 29.
- Hold up your PB and point to exercise 1.
- Explain to Ps that they are going to listen to an audio about children in the pictures on page 29.
- Play *PB Audio (track Unit-2-Les_5-1)* pointing to the pictures of children on page 29 according to the speaker.

Tracy: My best friend is Monica.
She is clever.

Monica: My best friend is Tracy. She is funny. She is pretty, too.

Script

PRACTICE

PB p. 29, t.2

- Ask Ps whether they've heard some new words in the dialogue.
- Encourage them to name the words 'tall', 'short' and the phrase 'good friend'. Explain to Ps the meaning of these words using some examples.
- Explain to Ps that they are going to listen to the audio again and repeat it.
- Play *PB Audio (track Unit-2-Les_5-1)* again making pauses for Ps to repeat each phrase. Do it twice.

PB p. 29, t.3

- Use the cup with the name sticks (see Starter-Lesson 4) to invite a P to come to the front of the classroom, hold up his/her PB and repeat the part of the dialogue pointing to one of the characters.
- Then invite another P to say another part of the dialogue and so on.

PB p. 29, t.4

- Tell Ps that they are going to tell class about their best friend using the structures 'My best friend is ...', 'He/She is ...' and so on.
- Encourage Ps to use the words from the previous lesson: 'funny', 'clever', 'nice', 'pretty'.
- 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 class about their best friends one by one.

ENDING

AB p.25, t.1

- Ask Ps to open their ABs on page 25.
- Explain to Ps that they are going to choose the words from the white squares and write them in the blank spaces to complete the sentences.
- Read all the words that are written in the white squares pointing to each of them while reading.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask a P to try to read the first sentence, help him/her if needed. Let the P continue reading the next sentence and let him/her fill in the first blank space. Then ask another P to read the next sentence and fill in the next blank space and so on.

LESSON 6

OBJECTIVES:

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

VOCABULARY:

nose

STRUCTURE:

'Go home! I am Nick

MATERIALS:

PB, AB, PB Audio, AB Audio, HPB, flashcards-phonics # 1-11, cup with the name sticks (see Starter-Lesson 4)

OUTCOMES:

By the end of the lesson Ps will be able to identify the phonics 'o_e' and 'ck' 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 # 1-9* and show the corresponding flashcard).
- The team that writes the most right words wins the game.

PRESENTATION

- Take *flashcards-phonics # 1-9* and put them on the 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.30, t.1

- Get Ps to open their PBs on page 30.
- Hold up your PB and point to exercise 1. Pay Ps' attention to two yellow squares with the phonics ('o_e', 'o' and 'ck') and two words with pictures ('nose' and 'Nick').
- Take *flashcards-phonics # 10-11* and show them to Ps one by one. Name each flashcard and get Ps to repeat each word after you.
- Explain to Ps the meaning of the word 'nose' (use the picture in PB or just point to your nose).
- Tell Ps that they are going to listen to an audio and follow each word according to the speaker.
- Play *PB Audio (track Unit-2-Les_6-1)*.
- While listening to the audio, hold up your PB and point to each phonics and word according to the speaker.

o [oo] nose
ck [k] Nick

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.30, t.2

- Hold up your PB and point to the words with the letters that are in squares.
- Tell Ps that they are going to listen to another audio and read some words.
- Play *PB Audio (track Unit-2-Les_6-2)*.
- While listening to the audio, hold up your PB and point to each word according to the speaker.

Script

o [oo] nose, home
 dog – home,
 hop – nose,
 got – go,
 not – no
 Ron and Tom hop.
 – Stop, Ron! Go home!
 – No!

ck [k] Nick
 Mick,
 Click.

Script

go, home, hop, box, nose, Nick.

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

PB p.30, t.3

- Hold up your PB and point to the words from exercise 1 and 2.
- Tell Ps that they should copy the words with the new phonics into their copybooks.
- Get Ps to open their copybooks and copy the words: 'nose', 'home', 'go', 'no', 'Nick', 'Mick' and 'Click'.

PB p.30, t.4

- Hold up your PB and point to the green section.
- Tell Ps that they are going to listen to the text and read it.
- Hold up your PB and read the text aloud to Ps. Point to each sentence while reading for Ps to follow the text.
- 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.30, t.5

- Tell Ps that they are going to read all the words.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the words one by one (you can ask Ps to read word by word or divide the text into sections and ask a P to read one section etc.).

AB p.26, t.1

- Get Ps to open their ABs on page 26.
- Explain to Ps that they are going to listen to the audio then read the words and circle the correct word and picture.
- Play *AB Audio (track Engl_2_kl-Робочий зошит-Unit2-Les6_Page26_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.

- 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.

AB p.26, t.2

- Explain to Ps that they are going to fill in empty letters to get a word.
- Hold up your AB and point to the first picture.
- Ask Ps to name a man on the picture (Mick Click).
- Let Ps answer in chorus. If the words are correct, let Ps write them in their ABs.
- Walk around the classroom and check whether Ps need help.
- Let Ps finish the exercise on their own.

ENDING**HPB pp.7-8**

- Ask Ps to open their HPBs on pages 7-8.
- Explain to Ps that they are going to trace and write some sentences.
- Ask Ps to trace the sentences starting from 'Ron has got a nose' up to the sentence 'Her surname is Click'.

LESSON 7

OBJECTIVES:

- to review previously learnt vocabulary
- to practise the structures 'He/She likes ...', 'Do you like ...?', 'Yes, I do/No, I don't', 'I like ...'

STRUCTURE:

He/She likes ... Do you like ...? Yes, I do/No, I don't. I like ...

MATERIALS:

PB, AB, PB Audio, AB Audio, cup with the name sticks (see Starter-Lesson 4), pencils of different colours or crayons, sheets of paper, pictures of toys, food or games etc

OUTCOMES:

By the end of the lesson Ps will be able to make surveys among their classmates regarding what they like. Ps will also be able to tell what they like.

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 food or drink that begins with the same sound as the first sound in their name (e.g., Katia the coffee). The next person in the circle should repeat 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. 31, t.1

- Get Ps to open their PBs on page 31.
- Pay their attention to a boy and a girl. Point to them and say that their names are Taras and Olenka.
- Tell Ps that they are going to listen to an audio about these children.
- Play *PB Audio (track Unit-2-Les_7-1)*.
- While listening to the audio, hold up your PB and point to each character according to the speaker.

Smiling Sam:

This is my friend Taras. Taras likes computer games. He likes Santa Claus and football. He likes parrots. Taras likes ice-cream, too.

This is my friend Olenka. She likes books and bikes. Olenka likes birthday parties and cakes. She likes dogs, too.

Script

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

PRACTICE

PB p.31, t.2

- Explain to Ps that they are going to match the pictures to the corresponding characters, that is to name things that Taras and Olenka like.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to stand up, point to a picture and match it to the corresponding character.

PB p. 31, t.3

- Explain to Ps that they are going to make surveys among their classmates regarding their favourite things.
- Stick the pictures of toys, food or games etc to the blackboard for Ps to use them as examples.
- Use the cup with the name sticks (see Starter-Lesson 4) to divide your pupils into groups of 3-4 members in a group (depending on the class size).
- Hand out sheets of paper and tell Ps to write the names of group members in a column. Then, tell Ps to choose two objects (food, toy, game etc) they are going to ask about and draw them one by one in a row (draw an example on the blackboard).
- Explain to Ps that they are going to ask about two objects they have drawn using the structure, 'Do you like ...?' and after the answer put a tick or a cross next to the group members' names.
- For example, P1 asks P2 the question, e.g. 'Do you like cakes?'. P2 answers the question, e.g. 'Yes, I do.' P1 puts a tick next to P2's name and under the picture of cake and so on.
- After Ps have made the survey, tell Ps to draw the pictures of group members and their favourite things according to the example in exercise 3 in PB.

PB p.31, t.4

- Explain to Ps that they are going to tell class about the pictures they've drawn recently.
- 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 drawings and say about favourite things of their classmates.

ENDING

AB p.27, t.1

- Get Ps to open their ABs on page 27. Tell Ps to prepare their pencils of different colours and crayons.
- Hold up your AB and point to exercise 1.
- Explain to Ps that they are going to listen to an audio about two children then draw the things they like in two blank tablets.
- Play *AB Audio (track Engl_2_kl-Робочий зошит Unit2-Les7_Page27_Ex-1)* and get Ps to listen to the audio.
- While listening to the audio, hold up your AB and point to each empty tablet according to the speaker.

This is my friend Ted. Ted likes football. He likes dogs. Ted likes pizza and orange juice. This is my friend Sue. She is nice and clever. Sue likes books and TV. She has got a pet. It is a parrot. Sue likes her pet. She likes Christmas and presents.

Script

- Play the audio again and let Ps draw the pictures according to what the speaker says.
- Play the audio as many times as Ps need.
- Give Ps several minutes to finish their drawings.
- Walk around the classroom and check whether Ps need help.

LESSON 8 Story Time

OBJECTIVES:

- to introduce new vocabulary
- to introduce the structures 'What's up?', 'Come here!', 'Let's have a look', 'No problem'
- to practise the structures 'Who is this?', 'He/She is a ...'
- to develop Ps' listening and speaking skills

VOCABULARY:

everybody, kitchen, job, Africa, month, far away.

STRUCTURE:

What's up?, Come here!, Let's have a look, No problem.

MATERIALS:

PB, PB Audio, AB, MP, poster # 7, cup with the name sticks (see Starter-Lesson 4), flashcards # 4-7.

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

Who am I?

- Prepare *flashcards # 4-7*. Tape one flashcard on the back of each P (you can make copies to have enough flashcards).
- Then tell everyone to pretend they are at a party and ask each other questions to find out their professions.
- For example, P1 asks P2 the question, 'Am I a teacher?'. P2 looks at his/her flashcard and answers,

'Yes, you are./No, you are not.' and so on.

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

PRESENTATION

- Take *flashcards # 4-7* and start showing them to Ps one by one asking, e.g. 'Is it a teacher?'
- Show, for example, the flashcard of a vet and ask, 'Is it a photographer?'
- Encourage Ps to answer, 'No, it isn't. It is a vet.'
- Hand out the flashcards and get Ps to have small dialogues.

PRACTICE

PB p.32, t.1

- Stick *poster # 7* to the blackboard and explain to Ps that they are going to listen to a conversation among children.
- Play *PB Audio (track Unit-2-Les_8-1-Story Time)* and get Ps to listen.
- While listening to the audio, point to each picture on the poster according to the speaker. Do it twice.

or

Play *MP (Unit-2-Story-1)*.

Script

Suzy: Who is this?
Tracy: My mum. She is a vet. She is nice.
Suzy: My mum is nice, too. She is a teacher. Who is this?
Tracy: My dad. He is a photographer. He is funny.
Suzy: My dad is not funny. He is a doctor. And who is this?
Tracy: My brother Luke. He is very clever. He likes books.
Suzy: Is this your sister?
Tracy: No, this is my friend, Monika. She is clever, too. She likes computer games.
 (The door is opening)
Suzy: Pete!
Pete: Suzy!
Suzy: This is my brother, Pete. He is a big boy.
Tracy: Hello, Pete. I'm Tracy.
Pete: Hello, Tracy. Suzy, let's go home. Mum is looking for you.
Tracy: Where is your home?
Pete: At number ten, the new house. Bye!
Tracy: Goodbye!

- Get Ps to open their PBs on pages 32-33 and prepare

LESSON 9

Into Your Portfolio

them to listen to the audio and point to the appropriate picture.

- Play *PB Audio (track Unit-2-Les 8-1-Story time)*.
- Walk around the classroom and check whether Ps follow the audio correctly.

PB p.32, t.2

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

PB p. 32, t.3

- One by one, invite several Ps to come to *poster # 7* and repeat the dialogue pointing to each character according to the speaker. (You can also use the cup with the name sticks (see Starter-Lesson 4) to invite Ps to come up to *poster # 7* and say the dialogue).

PB p.33, t.4

- Divide your class into groups of three Ps in a group, according to the number of characters there are 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 play their dialogues.

PB p.33, t.5

- Hold up your PB and point to exercise 4.
- Explain to Ps that they should match the characters to the pictures below (nice, clever, funny).
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to match characters to the corresponding pictures.

ENDING

AB p.28, t.1

- Get Ps to open their ABs on page 28.
- Explain to Ps that they are going to number the pictures in the right order.
- Fold the poster and play *PB Audio (track Unit-2-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.

OBJECTIVES:

- to practise the structures '... and ... are friends', 'They ... together', 'They like ...'
- to develop Ps' motor skills and speaking skills

MATERIALS:

PB, AB, cup with the name sticks (see Starter-Lesson 4), paper stickers, photos of Ps' friends, scissors, pencils of different colours or crayons, glue, stickers etc.

OUTCOMES:

By the end of the lesson Ps will be able to create their 'Friendship circles'.

WARM-UP

- Write words which Ps can read on a blackboard and cover some letters with paper stickers.
- Explain to Ps that they should guess the letters to find out what the words are.

PRESENTATION

- Explain to Ps that this lesson and the next one are called 'Into Your Portfolio'.
- Tell Ps that the crafts they will make during such lessons will be stored in the classroom.
- Tell Ps to take photos of their friends.
- Explain to them that they are going to tell some information about their friends.
- Take the photo of your friend, show it to Ps and tell, for example, 'This is my friend. Her name is Oksana. She is a pupil. She likes books. She is clever.' Encourage Ps to do the same.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to come to the front of the classroom and demonstrate photos of their friends.

PRACTICE

PB p.34, t.1

- Get Ps to open their PBs on page 34.
- Tell Ps that they are going to create a 'Friendship circle.'

LESSON 10

Into Your Portfolio

- Hand out sheets of paper and tell Ps to take their pencils of different colours or crayons, scissors, stickers, glue etc.
- 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 by pictures and explain to Ps how to make the 'Friendship circle.'
- Let Ps use their imagination and make their crafts the way they like.

AB p.29, t.1

- Get Ps to open their ABs on page 29.
- Tell Ps that they are going to fill in the blank lines with sentences.
- Hold up your AB and point to the white squares with names and the pictures of children.
- Explain to Ps that they should match the names to the pictures and then finish the sentences as in the example.
- Ask a P to read the first sentence. Hold up your PB and point to the first picture.
- 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 the sentences one by one.

ENDING

- Use the cup with the name sticks (see Starter-Lesson 4) to divide your class into groups of three.
- Explain to Ps that they should point to two members of their group and say, '... and ... are friends. They like ...'
- Come up to one group of Ps and say, for example, 'Davyd and Sofiia are friends. They like bikes.'
- Give Ps several minutes to practise their talks.
- Ask several groups of volunteers to come up to the front of the classroom and say their phrases.

OBJECTIVES:

- to practise the structures '... and ... are friends', 'They ... together', 'They like ...'
- to develop Ps' motor skills and speaking skills

MATERIALS:

PB, cup with the name sticks (see Starter-Lesson 4), 'Friendship circles' that Ps have made at the previous lesson, flashcards-phonics # 1-11, sheets of paper.

OUTCOMES:

By the end of the lesson Ps will be able to tell and write about their friends using previously learned structures.

WARM-UP

- Use the cup with the name sticks (see Starter-Lesson 4) to divide your class into pairs.
- Put a toy box on the front desk.
- Ask pairs to come to the box and take a toy or several toys if there are enough of them.
- Get pairs to come to the front of the classroom one by one, hold up the toy(s) they have and say, 'We are friends. We play together. We like ...' and name the toy(s) they have in their hands.

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.
- Remind Ps what they've drawn during the previous lesson.
- Hold up your PB and point to exercise 1 on page 34.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to demonstrate what they've created at the previous lesson.
- Encourage Ps to name the paper friends they've made previously.

PRACTICE

PB p.34, t.2

- Explain to Ps that they are going to come to the front of the classroom and demonstrate their paper friends. Ps should name each friend and tell about the 'Friendship circle' using the structures, '... and ... are friends. They play together. They like ...'
- Hold up your PB, point to the example on page 34 and say, for example, 'Liz and Vic are friends. They play together. They like ice-cream.'
- Use the cup with the name sticks (see Starter-Lesson 4) to ask each P to come to the front of the classroom, demonstrate his/her craft and tell about his/her friends.

PB p.34, t.3

- Explain to Ps that they are going to write about their paper friends.
- Get Ps to open their copybooks.
- Tell Ps that they may write the phrases they've used in their speeches or they can add some new text.
- Let Ps write. Walk around the classroom and check whether Ps need your help.

ENDING

Find and write the word

- Before the lesson stick *flashcards-phonics # 1-11* to the walls in the classroom. Cover the words that are written under each picture with paper stickers or something else. 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 phonics they've learned at previous lessons.
- 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 all the words in their lists (you can encourage Ps by giving them some small prizes, especially those Ps who found all flashcards and wrote them correctly).

LESSON 11 Revision

OBJECTIVES:

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

RECYCLED LANGUAGE:

personal pronouns, phonics 'u_e', 'ue', 'u', 'e_e', 'e', 'o_e', 'o' and 'ck', structures 'We/They are friends', 'Who is your friend?', 'My best friend is ...', 'He/She is ...', 'Who is this?'

MATERIALS:

PB, AB, MP, 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 speak about their friends, identify the phonics 'u_e', 'ue', 'u', 'e_e', 'e', 'o_e', 'o' and 'ck' and will be able to read them. Ps will also be able to use the vocabulary of the unit in games.

WARM-UP

MP Unit 2. 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 3 layouts, so you can divide your class into 3 teams and let each team one by one do this exercise.
- Play *MP (Unit-2-Words-1)*.
- Choose randomly 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 2. Words, 2

- Explain to Ps that they are going to play a game in which they should click on the things or people in the picture.
- Play *MP (Unit-2-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 the things or people which the speaker is telling about.

*Click on the pupils who go to school.
Click on the pretty doll.
Click on the clever boy.
Click on the children who help the teacher.
Click on the children who laugh.
Click on the pool.*

Script

PRACTICE

PB p. 35, t.1

- Get Ps to open their PBs on page 35.
- Hold up your PB and explain to Ps that they are going to listen to an audio and find the corresponding picture.
- Play *PB Audio (track Unit-2-Les_11-12_1-Revision)*.

*A This is my best friend, Kristina. She is pretty. She likes dolls. (pause)
B Meet my friend, Ann. She is clever. She likes books. (pause)
C This is my friend, Pete. He is clever. He likes cars. (pause)
D This is my best friend, Max. He is nice. He likes planes. (pause)
E This is my best friend, Meg. She is funny. She likes teddy-bears. (pause)
F Meet my friend, Greg. He is clever. He likes bikes. (pause)*

Script

- Play the audio again, making pauses for Ps to match the pictures to the parts of the audio they've heard (you can use the cup with the name sticks (see Starter-Lesson 4) to ask Ps one by one).

PB p. 35, t.2

- Hold up your PB and point to exercise 2.
- Draw Ps' attention to the pictures of children.
- Explain to Ps that they should say what each child likes.
- Hold up your PB, point to the first picture and read the example aloud, 'Liz likes ...' Encourage Ps to finish the sentence all together.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to say what each child likes one by one.

AB p. 30, t.2

- Get Ps to open their ABs on page 30 and prepare their pens.
- Explain to Ps that they are going to make questions and answer them based on the pictures in the exercise.

- Hold up your AB and point to the example. Read it aloud, 'Do you like computer games?'
- 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 questions and their answers aloud.

MP Unit 2. 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-2-Games-1)*.

Tube, we, Pete, nose.

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

AB p.30, t.1

- Get Ps to open their ABs on page 30 and prepare their pens.
- Explain to Ps that they are going to look at the pictures and circle the correct variants.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to do the exercise in turns.
- Let Ps take their pencils of different colours and colour the pictures.

LESSON 12 Revision

OBJECTIVES:

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

RECYCLED LANGUAGE:

Personal pronouns, phonics 'u_e', 'ue', 'u', 'e_e', 'e', 'o_e', 'o' and 'ck', structures 'We/They are friends', 'Who is your friend?', 'My best friend is ...', 'He/She is ...', 'Who is this?'

MATERIALS:

PB, PB Audio, AB, MP, 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 speak about their friends, identify the phonics 'u_e', 'ue', 'u', 'e_e', 'e', 'o_e', 'o' and 'ck' and will be able to read them. Ps will also be able to use the vocabulary of the unit in games.

WARM-UP

MP Unit 2. 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-2-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 2. 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 click on the audio signs and listen to the words, then click on the appropriate tick to finish the sentence.
- Play *MP (Unit-2-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.

PRACTICE

PB p. 35, t.3

- Get Ps to open their PBs on page 35.
- Hold up your PB and point to exercise 3.
- 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 exercise in turns.

PB pp. 36-37, t.4

- Get Ps to open their PBs on pages 36-37.
- Hold up your PB and point to exercise 4.
- Explain to Ps that they are going to do the quiz.
- Divide your class into teams.
- Explain to Ps that you are going to read some questions and members in teams should quickly raise their hands if they want to answer a question.
- Draw a column for each team on the blackboard. Give one point for each correct answer.
- The team that gets the most points, wins the game.

MP Unit 2. 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-2-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.

MP Unit 2. 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-2-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.

ENDING

AB p. 31, t.3

- Get Ps to open their ABs on page 31.
- Explain to Ps that they are going to finish the sentences using the words offered in the white squares.
- Hold up your AB and 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 turns.
- Let Ps take their pencils of different colours or crayons and colour the pictures.

UNIT 3 IN MY CLASSROOM

LESSON 1

OBJECTIVES:

- to introduce and practise new vocabulary
- to introduce the structures 'Point to the door', 'Touch the floor', 'What a nice picture!'
- to practise the structure 'I have got ...'

VOCABULARY:

door, floor, chair, hair, window, blackboard, clock, bin, point to, touch

STRUCTURE:

Point to the door. Touch the floor. What a nice picture!

MATERIALS:

PB, PB Audio, AB, pencils of different colours or crayons, cup with the name sticks (see Starter-Lesson 4), flashcards # 15-21, flashcards-phonics # 1-11

OUTCOMES:

By the end of the lesson Ps will be able to identify new vocabulary. They will be able to use the new words in sentences. They will also be able to differentiate the words 'touch' and 'point to'.

WARM-UP

Fishy Fishy Sharky Sharky

- Tell Ps that they are going to play a game. Make sure there is enough space in the classroom.
- You select a shark from the class. Everyone else must then line up at the other end of the class and you hand out the *flashcards-phonics # 1-11*.
- The shark decides who to call forward. Those chosen run to the opposite end of the class, past the shark who will try to catch them.
- If the shark catches them, they then become

seaweed. As seaweed the children cannot move their feet but they can reach out with their arms and try to catch others in the group.

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

PRESENTATION

PB p.38, t.1

- Get Ps to open their PBs on page 38. Hold up your PB and point to exercise 1.
- Ask Ps to say what they see in the pictures.
- Encourage them to use words such as 'teacher', 'pupils', etc.
- Explain to them that they are going to listen to an audio.
- Play *PB Audio (track Unit-3-Les_1-1)*.
- While listening to the audio, do the actions the speaker says about.

Script

*Girls and boys,
Point to the door.*

*Girls and boys,
Touch the floor.*

*Girls and boys,
Point to a chair.
Girls and boys,
Touch your hair.*

*Girls and boys,
Point to the window.
Girls and boys,
Say 'Goodbye' and go.*

- Tell Ps that they are going to listen to the audio one more time, but this time they should follow the speaker and do the actions the speaker says about.
- Play the audio again and make movements together with Ps according to what the speaker says.

PRACTICE

PB p.93, t.3

- Take *flashcards # 15-18* and start showing them to Ps one by one. Name each flashcard and encourage Ps to repeat the new words after you several times.
- Then explain to Ps the meaning of the words 'touch' and 'point to'. Demonstrate these words visually with the help of your hand.

PB p.38, t.2

- Explain to Ps that they are going to listen to the audio again and repeat it.
- Play *PB Audio (track Unit-3-Les_1-1)* making pauses for Ps to repeat each phrase.
- Play the audio again, but this time, repeat the phrases and make movements according to what the speaker says.

Script

*Girls and boys,
Point to the door.
Girls and boys,
Touch the floor.*

*Girls and boys,
Point to a chair.
Girls and boys,
Touch your hair.*

*Girls and boys,
Point to the window.
Girls and boys,
Say 'Goodbye' and go.*

PB p.38, t.3

- Explain to Ps that they are going to point to the pictures on page 38 (or you can ask Ps to point and touch the things that were mentioned in the audio using the items that are present in the classroom) and try to retell the audio.
- Hold up your PB and point to exercise 3 and the pictures on page 38.
- Tell Ps that children in the pictures show the actions to do.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to retell the audio.

PB p.39, t.4

- Take the *flashcards # 19-21* and start showing them to Ps one by one. Name each flashcard and encourage Ps to repeat the new words after you several times.
- Then, take *flashcards # 15-21* and start showing them to Ps one by one asking the question 'What is this?'
- Encourage Ps to name each flashcard in chorus.
- Explain to Ps that they are going to listen to an audio and repeat the words after the speaker.
- Play *PB Audio (track Unit-3-Les_1-4)* making pauses for Ps to repeat each word. While listening to the audio, hold up your PB and point to the pictures according to the speaker (or you can show the flashcards). Do it twice.

PB p.39, t.5

- 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 to the front of the classroom, hold up their PBs and name each picture in exercise 4.

AB p.32, t.1

- Ask Ps to open their ABs on page 32. Tell them to take their pens.
- Explain to Ps that they should look at the pictures and circle the correct words to them.
- Hold up your AB and point to the first picture. Ask Ps, 'What is this?' and let Ps answer the question in chorus (the answer is 'door').
- Point to the correct word and ask Ps to circle it.
- Let Ps do the exercise 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 Ps to name the words.
- Let Ps take their pencils of different colours or crayons and colour the pictures.

PB p.39, t.6

- Get Ps to open their PBs on page 39.
- Explain to Ps that they are going to listen to the audio and say the chant.
- Play *PB Audio (track Unit-3-Les_1-6)*.
- While listening to the audio, hold up your PB and point to each line according to the speaker.
- Play the audio again making pauses for Ps to repeat each phrase.

AB p.32, t.2

- Ask Ps to open their ABs on page 32. Tell them to take their pens.
- Explain to Ps that they are going to fill in the blank lines with words corresponding to the numbers next to the pictures.
- Hold up your AB and point to the first picture and say, 'Number one is ...'. Encourage Ps to finish the sentence and say, 'book'. Then, point to the first word and say, 'book'.
- Let Ps do the exercise 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 Ps to name words in turns.

ENDING

PB p.39, t.7

- Tell Ps that they are going to play a game.
- Explain to Ps that you are going to call out a command e.g. 'Touch the floor' and Ps should make a movement to this command.
- You can also ask a volunteer to say some commands.

LESSON 2

OBJECTIVES:

- to introduce and practise new vocabulary
- to introduce the structures 'It's ... o'clock', 'I am in the classroom', 'Tick-tock, goes the clock'
- to introduce and practise the use of preposition 'in'
- to practise numbers 1-12

VOCABULARY:

garden, eleven, twelve

STRUCTURE:

It's ... o'clock. I am/He/She is/We/They are in the ... Tick-tock, goes the clock.

MATERIALS:

PB, AB, PB Audio, cup with the name sticks (see Starter-Lesson 4), flashcards # 15-21, toy clock

OUTCOMES:

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

WARM-UP

The Mime Game

- Get Ps to sit in a circle. Tell them that they are going to play a game.
- Put *flashcards # 15-21* on a desk face down. Ask a P to come and pick up a flashcard with the picture hidden from others. The P has to mime the word and the others should guess what it is.
- Let Ps come one by one and pick up flashcards and play the Mime Game.

PRESENTATION

PB p.40, t.1

- Tell Ps that they are going to listen to an audio and repeat a chant.
- Play *PB Audio (track Unit-3-Les_2-1)*.
- While listening to the audio, hold up a toy clock and point to numbers according to what the speaker says.

*Tick-tock, goes the clock.
Tick-tock, tick-tock.
1, 2, 3, 4, 5, 6, 7,
8, 9, 10, 11
Now it's 12 o'clock!
Tick-tock, tick-tock.*

Script

- Tell Ps that they are going to listen to the audio again, but this time they should repeat each phrase.
- Play the audio again and get Ps to repeat each phrase.

PRACTICE

PB p.40, t.2

- Explain to Ps that they are going to point to the toy clock and say the chant.
- Ask a volunteer to come to the front of the classroom and try to say the chant pointing to numbers on the toy clock.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps do repeat the procedure.

AB p.33, t.1

- Ask Ps to open their ABs on page 33.
- Explain to Ps that they are going to write the written variants of the numbers offered in exercise 1.
- Let Ps do the exercise 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 Ps to say the numbers one by one.

PB p.40, t.3

- Get Ps to open their PBs on page 40.
- Hold up your PB and point to exercise 3.
- Explain to Ps that they are going to listen to an audio and point to the pictures in the exercise.
- Play *PB Audio (track Unit-3-Les_2-3)*.
- While listening to the audio, hold up your PB and point to the pictures according to what the speaker says.

Script

Liz: It's 11 o'clock.

I am in the classroom.

Smiling Sam: It's twelve o'clock. Nick is in the classroom.

Liz: It's 1 o'clock. We are in the garden.

Smiling Sam: It's 4 o'clock. They are in the room.

- Play the audio again and get Ps to point to the pictures in their PBs.
- Explain to Ps that when we want to say the time, we need to use the phrase 'It's ... o'clock'

PB p.40, t.4

- Tell Ps that they are going to listen to the audio one more time, but this time they should repeat each phrase.
- Play *PB Audio (track Unit-3-Les_2-3)* again making pauses for Ps to repeat each phrase.
- Pay Ps' attention to the preposition 'in'.
- Explain to Ps when we use it. Show some examples.

PB p.40, t.5

- Tell Ps that they are going to point to each picture in exercise 4 and say the time and the place where the children are in each picture.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask four Ps to come to the front of the classroom and do the task in turns.

PB p.40, t.6

- Ask Ps to open their copybooks.
- Tell Ps that they are going to copy the sentences in red into their copybooks.
- Let Ps write the sentences on their own. Walk around the classroom and check whether Ps need your help.

PB p.40, t.7

- Tell Ps that they are going to count to twelve.
- Hold up your PB and point to exercise 7 (you can use the numbers on the toy clock).
- Count with Ps from 1 to 12 several times in chorus.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to come to the front of the classroom and stand in a line.
- Give the toy clock to the first P and ask him/her to count to twelve pointing to the numbers on the clock. Repeat the procedure with other Ps that are standing in the line.

ENDING

AB p.33, t.2

- Ask Ps to open their ABs on page 33. Tell them to take their pens.
- Explain to Ps that they are going to draw little hands on the clocks according to the time written under each clock.
- Hold up your AB and point to the example. Ask a P to read the time under the first clock ('3 o'clock').
- Point to the little hand on the clock and ask Ps to trace it.
- Let Ps do the task 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 Ps to say the time on each clock.

HPB pp. 8-9

- Ask Ps to open their HPBs on pages 8-9.
- Explain to Ps that they are going to trace and write some sentences.
- Ask Ps to start writing from the sentence 'It's one o'clock' and finish with the sentence 'It's 12 o'clock'

LESSON 3

OBJECTIVES:

- to introduce new phonics
- to practise CVC words and the phonics 'a_e', 'i_e', 'u_e', 'ue', 'u', 'e_e', 'e', 'o_e', 'o' and 'ck'
- to practise reading
- to practise the structure 'It is ... o'clock'
- to practise the use of preposition 'in'

VOCABULARY:

shelf, sky, desk

STRUCTURE:

Look, it is my desk. My classroom is nice.

MATERIALS:

PB, AB, PB Audio, HPB, flashcards-phonics # 1-14, flashcards # 23-26, cup with the name sticks (see Starter-Lesson 4), ball, toy clock

OUTCOMES:

By the end of the lesson Ps will be able to identify the phonics 'sh', 'oo' and 'y' in words. They will be able to pronounce and read them.

WARM-UP

Play the Phonics Game

- Before the lesson stick *flashcards-phonics # 1-11* to the blackboard 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 blackboard 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, 'i_e' ([ai]), so the P should throw the ball to *flashcard-phonics # 7* where the word 'bike' is written.

PRESENTATION

- Take *flashcards-phonics # 1-11* and put them on the 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.41, t.1

- Get Ps to open their PBs on page 41.
- Hold up your PB and point to exercise 1. Pay Ps' attention to three yellow squares with the phonics 'sh', 'oo' and 'y' 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-3-Les_3-1)*.
- While listening to the audio, hold up your PB and point to each phonics and word according to the speaker.

sh [ʃ]	oo [u:]	y [aɪ]
she, shelf, fish	school, classroom	fly, sky

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.

PRACTICE

PB p.41, t.2

- Hold up your PB and point to the words with the new phonics.
- Tell Ps that they are going to listen to the audio again and read the phonics and words.
- Play *PB Audio (track Unit-3-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.

sh [ʃ]	oo [u:]	y [aɪ]
she, shelf, fish	school, classroom	fly, sky

Script

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

PB p.41, t.3

- Tell Ps that they are going to write words with the new phonics in their copybooks.
- Ask Ps to open their copybooks and get them to write the words 'she', 'shelf', 'fish', 'school', 'classroom', 'fly' and 'sky' in their copybooks.
- Walk around the classroom and check whether Ps need your help.

PB p.41, 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-3-Les_3-4)*.
- While listening to the audio, hold up your PB and point to each word according to what the speaker says.

It's nine o'clock.	This is Jane.
I am at school.	She is my friend.
I am in my classroom.	It is five o'clock.
Look, it is my desk.	Jane is in the room.
My classroom is nice.	She has got a pet.
I like it.	It is a red fish.

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.34, t.1

- Get Ps to open their ABs on page 34.
- Explain to Ps that they are going to complete the words.
- 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.34, t.2

- Tell Ps that they are going to fill in the blank lines to make words and sentences.
- Pay Ps' attention to the picture in exercise 2. Explain to Ps that the text is a description of the picture.
- Hold up your AB and point to the first sentence. Ask a P to read it aloud ('It is n_n_ o'clock.')
- Point to a clock in the picture to prompt the P.
- 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 read the sentences one by one.

HPB pp.9-10

- Ask Ps to open their HPBs on pages 9-10.
- Explain to Ps that they are going to trace and write some words and sentences.
- Ask Ps to trace the words and sentences starting from the word 'a shelf' up to the word 'sky'.

LESSON 4

OBJECTIVES:

- to introduce new vocabulary
- to introduce and practise the structures 'What is this/that?', 'This/That is a ...'
- to practise school vocabulary

VOCABULARY:

This, that, back, hand, knees.

STRUCTURE:

What is this/that?, This/That is a ...

MATERIALS:

PB, AB, PB Audio, AB Audio, flashcards # 27-31, poster # 8, cup with the name sticks (see Starter-Lesson 4), HPB, MP.

OUTCOMES:

By the end of the lesson Ps will be able to differentiate the words 'this' and 'that' and use them in sentences. They will also be able to ask the question 'What is this/that?' and answer it using the phrase 'This/That is a ...'.

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 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 time, for example, 'It's 2 o'clock' or 'It's 11 o'clock'.
- The task of each team is to pass this sentence 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 sentence, 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.42, t.1

- Stick *poster # 8* to the blackboard.
- Explain to Ps that they are going to listen to an audio.
- Play *PB Audio (track Unit-3-Les_4-1)* and point to the pictures on *poster # 8* according to what the speaker says.

Script

Vic: What is this?
Liz: That is a rubber.
Vic: What is that?
Liz: That is a ruler.

Vic: What is this?
Liz: This is a pencil-sharpener.
Vic: What is that?
Liz: That is an exercise-book.
Vic: What is this?
Liz: This is a pencil.
Vic: What is that?
Liz: That is a paper.

- Get Ps to open their PBs on page 42.
- Pay their attention to exercise 1.
- Explain to Ps that you are going to play the audio again and Ps should point to the pictures in exercise 1 according to what the speaker says.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask a P to come up to poster # 8 and do the same procedure.
- Play the audio and get Ps to follow the speaker.

PRACTICE

PB p.42, t.2

- Take flashcards # 27-31 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 the audio again but this time they should repeat each phrase.
- Play PB Audio (track Unit-3-Les 4-1) making pauses for Ps to repeat each phrase.

Script

Vic: What is this?
Liz: That is a rubber.
Vic: What is that?
Liz: That is a ruler.

Vic: What is this?
Liz: This is a pencil-sharpener.
Vic: What is that?
Liz: That is an exercise-book.
Vic: What is this?
Liz: This is a pencil.
Vic: What is that?
Liz: That is a paper.

- While listening to the audio, point to each picture

on poster # 8 according to what the speaker says.

PB p.42, t.3

- Divide your class into pairs according to two characters that are 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 pairs to come up to poster # 8 and play the dialogue pointing to the poster.

AB p.35, t.1

- Get Ps to open their ABs on page 35.
- Hold up your PB and point to exercise 1.
- Explain to Ps that they are going to write the first letters to complete the words.
- 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 words in turns.

PB p.42, t.4

- Get Ps to open their PBs on page 42.
- Hold up your PB and point to exercise 4.
- Tell Ps that they are going to make their own dialogues.
- Put the school supplies on a desk and ask a volunteer to come to it.
- Ask P a question, for example, 'What is this?' and pick up a ruler.
- Encourage the P to answer the question saying, 'This is a ruler'.
- 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 to the front of the classroom and act out their own dialogues.

AB p.35, t.2

- Get Ps to open their ABs on page 35.
- Explain to Ps that they are going to listen to an audio and draw the things the speaker will name.
- Remind Ps the difference between the words 'this' and 'that' and tell that they should draw the school things according to what the speaker says.
- Play AB Audio (track Engl_2_kl-Робочий зошит-Unit3-Les4_Page35_Ex-2) making pauses for Ps to draw the pictures.

LESSON 5

- 1. This is a rubber.
2. This is a sharpener.
3. This is a ruler.
4. This is an exercise-book.*

Script

- 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.

ENDING

PB p.42, t.5

- Get Ps to open their PBs on page 42.
- Tell Ps that they are going to sing a song.
- Hold up your PB and point to exercise 5.
- Play *PB Audio (track Unit-3-Les_4-5)* and point to the pictures in exercise 5 according to what the speaker says.

OR

- Play *MP (Unit-3-Songs and Chants-1)*.

- My bag is on my back.
My pen is in my hand.
My book is on my knees.
Come in and join me, please!*

Script

- My pencil-case is pink.
My exercise-book's green.
My sharpener is cool.
I've got them all at school!*

- Play *PB Audio (track Unit-3-Les_4-1)* again, making pauses for Ps to sing along.

HPB p.10

- Ask Ps to open their HPBs on page 10.
- Explain to Ps that they are going to trace and write some sentences.
- Ask Ps to trace two sentences: 'This is a fish' and 'That is a classroom.'

OBJECTIVES:

- to introduce new vocabulary
- to practise the structures 'What is this/that?', 'This/That is a ...'
- to introduce and practise the structures 'What are these/those?', 'These/Those are ...'

VOCABULARY:

These, those.

STRUCTURE:

What are these/those? These/Those are ...
They are ...

MATERIALS:

PB, AB, PB Audio, AB Audio, cup with the name sticks (see Starter-Lesson 4), poster # 9, flashcards # 27-32, box with school supplies.

OUTCOMES:

By the end of the lesson Ps will be able to differentiate the words 'these' and 'those' and use them in sentences. They will also be able to ask the question 'What are these/those?' and answer it using the phrase 'These/Those are ...'.

WARM-UP

- Use the cup with the name sticks (see Starter-Lesson 4) to divide your class into pairs.
- Put a box with school supplies (rubbers, pencils etc) on the front desk.
- Ask pairs to come to the box and pick up one object.
- Get pairs to come to the front of the classroom one by one, hold up the objects they've picked up and make mini-dialogues.
- Tell Ps to ask questions 'What is this/that?' and answer them using the structures 'This/That is ...'

PRESENTATION

PB p.43, t.1

- Stick *poster # 9* to the blackboard.
- Explain to Ps that they are going to listen to an audio.
- Play *PB Audio (track Unit-3-Les_5-1)* and point to the pictures on *poster # 9* according to what the speaker says.

Script

Nick: *These are my pencils.
I can share them.*

Ben: *Thank you.*

Nick: *Those are my books.*

Ben: *I like books.*

Ben: *What are these?*

Nick: *They are my pictures.*

Ben: *What are those?*

Nick: *They are my computer games.*

- Get Ps to open their PBs on page 43.
- Pay their attention to exercise 1.
- Explain to Ps that you are going to play the audio again and Ps should point to the pictures in exercise 1 according to what the speaker says.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask a P to come up to poster # 9 and do the same procedure.
- Play the audio and get Ps to follow the speaker.

PRACTICE

PB p.43, t.2

- Explain to Ps the difference between words 'these' and 'those'. Show them some examples.
- 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-3-Les 5-1) making pauses for Ps to repeat each phrase.

Script

Nick: *These are my pencils.
I can share them.*

Ben: *Thank you.*

Nick: *Those are my books.*

Ben: *I like books.*

Ben: *What are these?*

Nick: *They are my pictures.*

Ben: *What are those?*

Nick: *They are my computer games.*

- While listening to the audio, point to each picture on poster # 9 according to what the speaker says.
- PB p.43, t.3**
- Divide your class into pairs according to two characters that are 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 pairs to come up to poster # 9 and act out the

dialogue pointing to the poster.

PB p.43, t.4

- Take flashcards # 27-32 and start showing them to Ps.
- While showing the flashcards, ask Ps the question, 'What is this?' and encourage them to answer it using the structure 'This is ...'.
- Hold up your PB and point to exercise 4 on page 43.
- Tell Ps that they are going to make their own dialogues.
- Put the school supplies on a desk and ask a volunteer to come to it.
- Ask one of the Ps a question, for example, 'What are these?' and pick up two pens.
- Encourage the P to answer the question saying, 'These are pens'.
- 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 to the front of the classroom and act out their own dialogues.

AB p.36, t.1

- Get Ps to open their ABs on page 36.
- Hold up your PB and point to exercise 1.
- Explain to Ps that they are going to write the first words to complete the sentences.
- Hold up your AB and point to two words in the white squares ('They' and 'It'). Read them aloud.
- Explain to Ps in which cases we use these words, using some examples.
- Then hold up your AB and point to the first picture and the sentence under it. Read the sentence aloud, '... are bins', pointing to the picture.
- Encourage Ps to say the missing word in chorus.
- 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 turns.

PB p.43, t.5

- Get Ps to open their PBs on page 43.
- Tell Ps that they are going to listen to a rhyme and repeat it.
- Hold up your PB and point to exercise 5.
- Play PB Audio (track Unit-3-Les 5-5) and point to each line according to what the speaker says.

LESSON 6

Script

*This is my classroom.
These are my friends.
That is my teacher.
Those are books and pens.*

*This is a blackboard.
That is a chair.
Pupils and teachers
Are everywhere!*

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

ENDING

AB p.36, t.2

- Get Ps to open their ABs on page 36.
- Explain to Ps that they are going to listen to an audio and draw the things the speaker will name.
- Remind Ps the difference between the words 'these' and 'those' and tell that they should draw things according to what the speaker says.

Play *AB Audio (track Engl_2_kl-Робочий зошит-Unit3-Les5_Page36_Ex-2)* making pauses for Ps to draw the pictures.

Script

*These are rubbers.
Those are pictures.
These are
exercise-books.
Those are clocks.*

- 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.

HPB p.10

- Ask Ps to open their HPBs on page 10.
- Explain to Ps that they are going to trace and write some sentences.
- Ask Ps to trace two sentences: 'These are chairs' and 'Those are windows.'

OBJECTIVES:

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

VOCABULARY:

Garden.

STRUCTURE:

They are in the garden.

MATERIALS:

PB, AB, PB Audio, HPB, flashcards-phonics # 1-17, flashcard # 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', 'ar' and 'er' 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 # 1-14* and show the corresponding flashcard).
- The team that writes the most right words wins the game.

PRESENTATION

- Take *flashcards-phonics # 1-14* and put them on the 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.44, t.1

- Get Ps to open their PBs on page 44.
- Hold up your PB and point to exercise 1. Pay Ps' attention to three yellow squares with the phonics ('th', 'ar' and 'er').

- Take *flashcards-phonics # 15-17* and show them to Ps one by one. Name each flashcard and get Ps to repeat each word after you.
- Explain to Ps the meaning of the word 'garden' (use *flashcard # 22*).
- Tell Ps that they are going to listen to an audio and follow each word according to the speaker.
- Play *PB Audio (track Unit-3-Les_6-1)*.
- While listening to the audio, hold up your PB and point to each phonics and word according to the speaker.

<p><i>th [θ]</i> the, they, this, that, these, those</p> <p><i>ar [ɑ:]</i> garden are, car, garden, star</p> <p><i>-er [ər]</i> sharpener rubber, teacher, sharpener, ruler, number, paper</p>	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.44, t.2

- Hold up your PB and point to exercise 2.
- Tell Ps that they are going to listen to the audio again and read the words.
- Play *PB Audio (track Unit-3-Les_6-1)*.
- While listening to the audio, hold up your PB and point to each word according to the speaker.

<p><i>th [θ]</i> the, they, this, that, these, those</p> <p><i>ar [ɑ:]</i> garden are, car, garden, star</p> <p><i>-er [ər]</i> sharpener rubber, teacher, sharpener, ruler, number, paper</p>	Script
--	---------------

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

PB p.44, 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 copybooks.

- Get Ps to open their copybooks and copy the words: 'the', 'they', 'this', 'that', 'these', 'those', 'are', 'car', 'garden', 'star', 'rubber', 'teacher', 'sharpener', 'ruler', 'number' and 'paper'.

PB p.44, 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-3-Les_6-4)*.
- While listening to the audio, hold up your PB and point to each word according to what the speaker says.

<p><i>This is a rubber.</i> <i>That is a ruler.</i> <i>These are numbers.</i> <i>Those are stars.</i> <i>They are pupils.</i> <i>They are in the garden.</i></p>	Script
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- 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.37, t.1

- Get Ps to open their ABs on page 37.
- 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

HPB pp.10-12

- Ask Ps to open their HPBs on page 10.
- Explain to Ps that they are going to trace and write some words and sentences.
- Ask Ps to start with the word 'are' on page 10 and finish with the sentence 'We like this teacher' on page 12.

LESSON 7

OBJECTIVES:

- to review previously learnt structures
- to introduce and practise the structures 'Who are those?', 'They are ...', 'Who is that?', 'That is ...', 'Where are they?'

STRUCTURE:

Who are those? They are ... Who is that? That is ... Where are they?

MATERIALS:

PB, AB, PB Audio, AB Audio, cup with the name sticks (see Starter-Lesson 4), sheets of paper, pencils of different colours or crayons, drawing of Smiling Sam in the classroom, picture of a dog with an open mouth, small pieces of paper or mini-flashcards.

OUTCOMES:

By the end of the lesson Ps will be able to use the new structures in sentences.

WARM-UP

Feed the Dog

- Before the lesson write some words with learned phonics on small pieces of paper or prepare mini-flashcards of those words.
- Also, 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 a mini-flashcard 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 pieces of paper or mini-flashcards 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 turns.
- You name words from those written on pieces of paper or mini-flashcards and Ps should find the flashcards with the words you say and throw them into the dog's mouth.

PRESENTATION

PB p.45, t.1

- Get Ps to open their PBs on page 45.
- Pay their attention to the pictures in exercise 1. Point to them and say that they are going to listen to

an audio about these children.

- Play *PB Audio (track Unit-3-Les_7-1)*.
- While listening to the audio, hold up your PB and point to each picture according to what the speaker says.

Script

- 1 - *Who are those?*
- *They are Tracy and Luke.*
- *Where are they?*
- *They are in the room.*
- 2 - *Who is that?*
- *That is Vic.*
- *Where is she?*
- *She is in the garden.*
- 3 - *Who are those?*
- *Those are Nick and Ben.*
- *Where are they?*
- *They are in the classroom.*
- 4 - *Who is that?*
- *That is Liz.*
- *Where is she?*
- *She is in the house.*

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

PRACTICE

PB p.45, 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-3-Les_7-1)*, making pauses for Ps to repeat each phrase.

Script

- 1 - Who are those?
- They are Tracy and Luke.
- Where are they?
- They are in the room.
- 2 - Who is that?
- That is Vic.
- Where is she?
- She is in the garden.
- 3 - Who are those?
- Those are Nick and Ben.
- Where are they?
- They are in the classroom.
- 4 - Who is that?
- That is Liz.
- Where is she?
- She is in the house.

Script

1. - Who is that?
- That is Greta.
2. - Who are they?
- They are friends.
3. - Where is he?
- He is in the garden.
4. - Where are they?
- They are in the classroom.
5. - Who are they?
- They are a family.
6. - Where are they?
- They are in the house.

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

PB p.45, t.3

- Hold up your PB and point to exercise 3.
- Tell Ps that they are going to make their own dialogues similar to the dialogue they've heard in the audio.
- Ask a volunteer to come to the front of the classroom.
- Ask him/her the question, for example, 'Who are those?' and point to the first picture in exercise 1 on page 45.
- Encourage the P to answer your question saying, 'They are Tracy and Luke'. Then ask another question, 'Where are they?'. Let P answer it saying, 'They are in the room'.
- 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 to the front of the classroom and play their own dialogues.

AB p.38, t.1

- Get Ps to open their ABs on page 38. Tell Ps to prepare their pens.
- Hold up your AB and point to exercise 1.
- Explain to Ps that they are going to listen to an audio and tick the pictures in their ABs.
- Tell Ps that the speaker will describe pictures randomly, so they should listen to the speaker, then find the corresponding picture and tick it.

- Play *AB Audio (track Engl_2_kl-Робочий зошит-Unit3-Les7_Page38_Ex-1)*, making pauses and get Ps to tick the pictures.

- Walk around the classroom and check whether Ps tick correctly or they need your help.

ENDING

PB p.45, t.4

- Tell Ps that they are going to play a game.
- Hand out sheets of paper and tell Ps to prepare their pencils of different colours or crayons.
- Explain to Ps that they should draw Smiling Sam in a room or in a garden, etc.
- Tell Ps to hide their pictures from others (they can fold their sheets of paper in half).
- Use the cup with the name sticks (see Starter-Lesson 4) to divide Ps into pairs.
- Explain to Ps that they should ask each other questions to find out where Smiling Sam is in the pictures of their classmates.
- For example, take your drawing of Smiling Sam in the classroom and come up to a P. Ask him/her the question, 'Where is Smiling Sam?' and point to your drawing folded in half.
- Encourage P to guess where Sam is, using the structure 'Sam is in the ...'
- Let Ps play the game on their own.
- Walk around the classroom and check whether Ps need your help.

LESSON 8 Story Time

OBJECTIVES:

- to introduce new vocabulary
- to introduce the structures 'What's up?', 'Come here!', 'Let's have a look', 'No problem'
- to practise the structures 'Who is this?', 'He/She is a ...'
- to develop Ps' listening and speaking skills

VOCABULARY:

everybody, kitchen, job, Africa, month, far away.

STRUCTURE:

What's up?, Come here!, Let's have a look, No problem.

MATERIALS:

PB, PB Audio, AB, MP, poster # 10, cup with the name sticks (see Starter-Lesson 4), flashcard # 4-7, 34.

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.

- Ask Ps whether they know what Africa is and where it is located.
- Using simple structures and words, explain to Ps that Africa is a big continent on our planet. Tell that it is very hot in Africa and many people go to Africa for holidays (while explaining, use *flashcard # 34* or some pictures).
- Ask Ps whether they've heard about Egypt. Tell them that Egypt is located in Africa and it is very popular place for holidays within Ukrainians.
- Ask Ps whether they have ever been to Egypt. Make a little conversation with Ps.

PRACTICE

PB p.46, t.1

- Stick *poster # 10* to the blackboard.
- Point to it and say that somebody in this family has got a new job in Africa and tell Ps that they are going to find out who is that person.
- Get Ps to listen to an audio.
- Play *PB Audio (track Unit-3-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-3-Story-1)*.

WARM-UP

Who am I?

- Ask Ps what jobs they know. Let them call out any jobs they know.
- Prepare *flashcards # 4-7*. Tape one flashcard on the back of each P (you can make copies to have enough flashcards).
- Then tell everyone to pretend they are at a party and ask each other questions to find out their professions.
- For example, P1 asks P2 the question, 'Am I a teacher?' P2 looks at his/her flashcard and answers, 'Yes, you are/No, you are not.' and so on.
- When someone guesses his/her profession, the flashcard gets taped to his/her front and he/she continues to chat with the party guests until everyone is wearing their flashcards on the front.

PRESENTATION

- Take *flashcard # 34* and show it to Ps. Say, 'Africa'. Let Ps repeat the word after you several times.

Script

Dad: Hello! Where is everybody?
Mum: I'm in the kitchen!
Dad: Where is Tracy?
Mum: She's in the garden.
Dad: And Luke?
Mum: He's in his room.
Dad: Tracy! Luke! Come here!
Luke: Hi, dad! What's up?
Dad: I've got a new job.
Tracy: A new job?
Dad: Yes, in Africa.
Tracy: In Africa? We are going to Africa?
Dad: Yes.
Luke: What about school?
Dad: No problem. It's only for a month.
Tracy: What about Kiki?
Dad: Kiki is going, too.
Tracy: Where is Africa?
Luke: Far away. I've got a book in my room. Let's have a look.

LESSON 9

Into Your Portfolio

- Ask a volunteer to say who in this family has got a new job (if Ps don't know, you can point to dad on *poster # 10*).
- Get Ps to open their PBs on page 46.
- Tell them that they are going to listen to the audio again and follow the dialogue, pointing to pictures on page 46.
- Play *PB Audio (track Unit-3-Les_8-1-Story Time)*.
- Walk around the classroom and check whether Ps need your help.

PB p.46, t.2

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

PB p. 46, t.3

- Invite several Ps to come to *poster # 10* and repeat the dialogue 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 # 10* and say the dialogue).

PB p.46, t.4

- Divide your class into groups of four Ps in a 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 classroom and play their dialogues.

ENDING

AB p.39, t.1

- Get Ps to open their ABs on page 39.
- Explain to Ps that they are going to number the pictures in the right order.
- Fold the poster and play *PB Audio (track Unit-3-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.

OBJECTIVES:

- to introduce new vocabulary
- to introduce the structure 'What's the time, please?'
- to practise the structure 'It's ... o'clock'
- to develop Ps' motor skills and speaking skills

MATERIALS:

PB, AB, cup with the name sticks (see Starter-Lesson 4), paper stickers, hula hoop, sheets of paper, pencils of different colours or crayons, scissors, fastener (for the clock's arrows), toy clock.

OUTCOMES:

By the end of the lesson Ps will be able to ask, say and write the time.

WARM-UP

- Write words which Ps can read on the blackboard and cover some letters with paper stickers.
- Explain to Ps that they should guess the letters to find out what the words are.

PRESENTATION

- Explain to Ps that this lesson and the next one are called 'Into Your Portfolio'.
- Tell Ps that the crafts they will make during such lessons will be stored in the classroom.
- Take your toy clock and move the arrows in a position to show, for example, two o'clock.
- Show the clock to Ps and ask, 'What's the time, please?'
- Let them answer the question in chorus.
- Explain to Ps that when we want to ask the time, we should say, 'What's the time, please?'
- Get Ps to repeat the phrase after you several times.

PRACTICE

PB p.47, t.1

- Get Ps to open their PBs on page 47.
- Tell Ps that they are going to create a clock.

- Hand out sheets of paper and tell Ps to take their pencils of different colours or crayons, scissors, glue and fasteners.
- 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 by pictures and explain to Ps how to make the clock.
- Let Ps use their imagination and make their crafts the way they like.

AB p.40, t.1

- Get Ps to open their ABs on page 40.
- Tell Ps that they are going to look at pictures and write the corresponding time.
- If Ps understand how to do the exercise, let them do it on their own. If not, do it with them.
- After Ps have finished the task, use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the sentences one by one.

ENDING

- 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 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 turns.

LESSON 10

Into Your Portfolio

OBJECTIVES:

- to practise the structures 'Tick-tock, goes the clock', 'It's ... o'clock', 'What's the time, please?'
- to develop Ps' motor skills and speaking skills

MATERIALS:

PB, cup with the name sticks (see Starter-Lesson 4), clock that Ps have made at the previous lesson, toy clock, football ball.

OUTCOMES:

By the end of the lesson Ps will be able to ask and say the time.

WARM-UP

- Take your toy clock and move the arrows in a position to show, for example, three o'clock.
- Show the clock to Ps and ask, 'What's the time, please?'
- Let them answer the question in chorus.
- Change the time and ask one of the Ps, 'What's the time, please?'. Let him/her answer the question.
- Repeat this procedure with different Ps in turns (you can use the cup with the name sticks (see Starter-Lesson 4) to choose Ps randomly).

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 drawn and made during the previous lesson.
- Hold up your PB and point to exercise 1 on page 47.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to demonstrate what they've created at the previous lesson.
- Encourage Ps to take their toy clocks and say the time.

PRACTICE

PB p.47, t.2

- Tell Ps that they are going to play a game using their toy clocks.
- Take your toy clock, set the time and say, 'Tick-tock, goes the clock. Tick-tock. What's the time, please?'
- Let Ps answer your question in chorus, using the phrase 'It's ... o'clock.'
- Say the structure you used several times and get Ps to repeat it after you.
- Explain to Ps that they are going to use this chant to ask each other the time.
- 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 saying the structures: 'Tick-tock, goes the clock. Tick-tock. What's the time, please?' and 'It's ... o'clock.'
- Walk around the classroom and check whether Ps need your help.

PB p.47, t.3

- Explain to Ps that they are going to write the new chant in their copybooks.
- Hold up your PB and point to the word clouds on page 47.
- Read the phrases aloud pointing to each word.
- Get Ps to open their copybooks and copy the phrases.
- Walk around the classroom and check whether Ps need your help.

ENDING

Catch the Ball

- Before the lesson, write sentences using the structures: 'This/That is ...', 'These/Those/They are ...' on the white parts of the 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 P has read the sentence, ask him/her to mime it.
- For example, the P has read the sentence 'This is a pencil-case.', so he/she should take a pencil-case and demonstrate it to others and so on.
- Repeat the procedure with other Ps.

LESSON 11 Revision

OBJECTIVES:

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

RECYCLED LANGUAGE:

Classroom objects and school things, time, demonstratives 'this', 'that', 'these', 'those', phonics 'sh', 'oo', '-y', 'th', 'ar' and '-er', structures 'It's ... o'clock', 'I'm in/at ...', 'He/She is in/at ...', 'We/They are in/at ...', 'This/That is ...', 'These/Those are ...', 'Who are those?', 'They are ...', 'Who is that?', 'That is ...' 'Where are they?', 'Where is he/she?', 'What's the time, please?'

MATERIALS:

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

OUTCOMES:

By the end of the lesson Ps will be able to use demonstratives 'this', 'that', 'these', 'those' in sentences.

WARM-UP

MP Unit 3. 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 this exercise.
- Play *MP (Unit-3-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 3. Words, 2

- Explain to Ps that they are going to play a game in which they should click on the things in the picture.
- Play *MP (Unit-3-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 the things which the speaker is naming.

Script

Click on the door.

Click on the window.

Click on the clock.

Click on the basket.

Click on the blackboard.

Click on the desk.

Click on the picture.

Click on the shelf.

Click on the computer.

PRACTICE

PB p.48, t.1

- Get Ps to open their PBs on page 48.
- Hold up your PB and point to the game on page 48.
- Explain to Ps that they are going to listen to an audio and say the number of each picture according to what the speaker says.
- Play *PB Audio (track Unit-3-Les_11-12_1-Revision)*, making pauses and get Ps to say numbers of the pictures.

Script

A Those are sharpeners.

B This is a floor.

C These are rubbers.

D Those are shelves.

E Those are exercise-books.

F That is a bin.

G Those are pictures.

H This is a door.

I That is a window.

J These are rulers.

K This is a paper.

L These are pencils.

AB p.41, t.1

- Get Ps to open their ABs on page 41 and prepare their pens.
- Explain to Ps that they are going to fill in the sentences with the words written in the white squares.
- Hold up your AB, point to these words and read them aloud ('This', 'That', 'These', 'Those').
- Then, point to the first picture and ask a P to read the first sentence ('... is a sharpener').
- Get Ps to call out the word that should be written in the first sentence ('This'). Let them write it in the blank space.

- Get Ps to do the exercise on their own.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the sentences in turns.

MP Unit 3. 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-3-Games-1)*.

Script

Fish, room, fly, that, this, star, number.

- 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

PB p.48, t.2

- Hold up your PB and point to the game on page 48.
- Tell Ps that they are going to play a game.
- Use the cup with the name sticks (see Starter-Lesson 4) to divide Ps into pairs.
- Ask Ps to take their tokens and dices and put them on the start square.
- Explain to Ps that they should roll the dice in turns and move their tokens to the number of squares based on the results shown on the dice.
- When a P moved his/her token to the corresponding square, he/she should say what is illustrated in the picture in that square.
- Tell Ps to use the structures 'This/That is ...' or 'These/Those are ...'
- Let Ps play the game in pairs.
- Walk around the classroom and check whether Ps need help.

LESSON 12 Revision

PRACTICE

PB p.49, t.3

- Get Ps to open their PBs on page 49.
- Hold up your PB and point to exercise 3.
- Explain to Ps that they are going to work in pairs and make mini-dialogues.
- Hold up your PB and point to the word clouds. Read them aloud ('What is that?', 'What are those?', 'That is ...', 'Those are ...').
- Tell Ps to use these structures in their dialogues.
- Use the cup with the name sticks (see Starter-Lesson 4) to divide Ps into pairs.
- Let them work on their own.
- Walk around the classroom and check whether Ps need your help.
- Ask several pairs to come to the front of the classroom and act out their dialogues.

PB pp.49, t.4

- Get Ps to open their PBs on page 49.
- Hold up your PB and point to exercise 4.
- Explain to 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 one by one (you can also divide the text into parts and ask Ps to read the parts).

MP Unit 3. Phonics and Reading, 1

- Explain to Ps that they are going to play a game in which they should move the letters to the empty squares to make words that are depicted in the pictures.
- Play *MP (Unit-3-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.

MP Unit 3. 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-3-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.

ENDING

Teacher Says

- Tell Ps that you are going to play a game.
- Explain to Ps that you are going to call out a

OBJECTIVES:

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

RECYCLED LANGUAGE:

classroom objects and school things, time, demonstratives 'this', 'that', 'these', 'those', phonics 'sh', 'oo', '-y', 'th', 'ar' and '-er', structures 'It's ... o'clock', 'I'm in/at ...', 'He/She is in/at ...', 'We/They are in/at ...', 'This/That is ...', 'These/Those are ...', 'Who are those..?', 'They are ...', 'Who is that?', 'That is ...' 'Where are they?', 'Where is he/she?', 'What's the time, please?'

MATERIALS:

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

OUTCOMES:

By the end of the lesson Ps will be able to use demonstratives 'this', 'that', 'these', 'those' in sentences.

WARM-UP

MP Unit 3. 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-3-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 3. Games, 2, Part 2

- 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 sentences, then click on the appropriate tick to choose the time that corresponds to the picture.
- Play *MP (Unit-3-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.

command, e.g. 'Teacher says sit down'. You can model the move correctly but sometimes perform the 'wrong' move, e.g. 'Teacher says clap your hands' but you sit down.

- 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.

UNIT 4 WE ARE HAPPY!

LESSON 1

OBJECTIVES:

- to introduce and practise new vocabulary
- to introduce the structures 'I am hot'; 'Are you thirsty? – No, I am not./Yes, I am.'; 'It's dark'; 'Go to bed, dear.'
- to introduce parts of the day, feelings and emotions

VOCABULARY:

in the morning, at noon, in the evening, in the dark, happy, sad, tired, scared, thirsty, hungry, hot, cold, dear

STRUCTURE:

I am hot. Are you thirsty? – No, I am not./Yes, I am. It's dark. Go to bed, dear.

MATERIALS:

PB, PB Audio, AB, MP, pencils of different colours or crayons, cup with the name sticks (see Starter-Lesson 4), flashcards # 35-46, poster # 11, toy or the flashcard of the sun, hula hoop, paper stickers

OUTCOMES:

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

WARM-UP

The Mime Game

- 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 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

PB p.50, t.1

- Get Ps to open their PBs on page 50. Hold up your PB and point to exercise 1.
- Ask Ps to say what they see in the pictures.
- Encourage them to use words such as 'boy', 'pupil', etc.
- Explain to them that they are going to listen to an audio and learn some new words.
- Play *PB Audio (track Unit-4-Les 1-1)*.
- While listening to the audio, point to each picture according to the speaker.

<p><i>I'm happy in the morning.</i> Yes, I am.</p> <p><i>I'm hungry at noon.</i> Yes, I am.</p> <p><i>I'm tired in the evening.</i> Yes, I am.</p> <p><i>I'm scared in the dark.</i> Yes, I am.</p>	Script
---	--------

- Tel 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.

PRACTICE

- Take *flashcards # 35-38* and start showing them to Ps one by one. Name each flashcard and encourage Ps to repeat the new words after you several times.
- Explain to Ps the meaning of these words.
- Tell them that these are parts of the day (you can use the toy or the flashcard of the sun to demonstrate how it changes during the day).
- Then take *flashcards # 42,44-46* and start showing them to Ps one by one.
- While showing the flashcards, try to show the appropriate emotions on your face and make the movements that characterise these emotions.
- Get Ps to repeat each word after you several times copying your movements and emotions on your face.

- Then explain to Ps the meaning of these words.

PB p.50, t.2

- Explain to Ps that they are going to listen to the audio and sing a song.
- Play *PB Audio (track Unit-4-Les 1-2)* and get Ps to sing along.

OR

- Play *MP (Unit-4-Songs_and_Chants-1)*

<p><i>I'm happy in the morning.</i> Yes, I am.</p> <p><i>I'm hungry at noon.</i> Yes, I am.</p> <p><i>I'm tired in the evening.</i> Yes, I am.</p> <p><i>I'm scared in the dark.</i> Yes, I am.</p>	Script
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AB p.42, t.1

- Ask Ps to open their ABs on page 42. Tell them to take their pencils of different colours or crayons.
- Explain to Ps that they should look at the pictures and colour them.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask three Ps to name three pictures.
- Let Ps take their pencils of different colours or crayons and colour the pictures.

PB p.50, t.3

- Stick *poster # 11* to the blackboard.
- Tell Ps that they are going to listen to an audio about Liz and her mother.
- Play *PB Audio (track Unit-4-Les 1-3)* 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.

<p>Liz: Good evening!</p> <p>Mum: Good evening, Liz. How are you?</p> <p>Liz: I am hot!</p> <p>Mum: Are you thirsty?</p> <p>Liz: No, I am not.</p> <p>Mum: Are you hungry?</p> <p>Liz: Yes, I am. Thank you.</p> <p>Liz: Oh, mum. I'm tired...</p> <p>Mum: It's dark, Liz. Go to bed, dear.</p> <p>Liz: Mu-u-um!</p> <p>Mum: Yes, Liz. Are you scared?</p> <p>Liz: No, I am not. Let's read this book.</p> <p>Mum: Oh, Liz...</p> <p>Liz: Please...</p> <p>Mum: OK, dear.</p>	Script
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- Get Ps to open their PBs on pages 50-51.
- Hold up your PB and point to exercise 3.
- Tell them that they are going to listen to the audio again and follow the dialogue pointing to pictures on pages 50-51.
- Play *PB Audio (track Unit-4-Les_1-3)*.
- Walk around the classroom and check whether Ps need your help.

PB p.50, t.4

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

PB p.51, t.5

- Then take *flashcards # 39-41,43* and start showing them to Ps one by one.
- While showing the flashcards, try to show the appropriate emotions on your face and make the movements that characterise these emotions.
- Get Ps to repeat each word after you several times copying your movements and emotions on your face.
- Explain to Ps the meaning of these words.
- Then take *flashcards # 39-46*, start showing them to Ps one by one and get Ps to repeat each word and copy the movements and emotions.
- 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 51.
- Hold up your PB and point to exercise 5.
- Point to the word clouds and read them aloud ('How are you?', 'I am ...').
- Come to one of the Ps and ask him/her the question, 'How are you?'. Encourage him/her to answer the question using the structure 'I am ...' and the emotion words Ps have learned recently.
- Then encourage the P to ask you the same question ('How are you?'). You answer it, for example, 'I am happy' etc.
- 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.

ENDING

AB p.42, t.2

- Ask Ps to open their ABs on page 42. Tell them to

take their pens.

- Explain to Ps that they are going to read the sentences with the pictures of Smiling Sam in them.
- Tell Ps that they should fill in the blank lines with the structures 'Yes, I am' and 'No, I am not'.
- Hold up your AB and point to the first sentence. Read it aloud, 'I am 'happy' in the morning.'
- Then, point to two answers: 'Yes, I am.' and 'No, I am not.' 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.

LESSON 2

OBJECTIVES:

- to introduce and practise new vocabulary
- to introduce the structure 'Look at our Christmas Tree!'
- to practise feelings and emotions

VOCABULARY:

look at

STRUCTURE:

Look at our Christmas Tree! Are you tired?

MATERIALS:

PB, AB, PB Audio, MP, cup with the name sticks (see Starter-Lesson 4), flashcards # 39-46, pencils of different colours or crayons

OUTCOMES:

By the end of the lesson Ps will be able to use the new structure and vocabulary in sentences. They will also be able to ask about somebody's feelings using the structure 'Are you ...?'

WARM-UP

The Mime Game

- Take *flashcards # 39-46* and start showing them to Ps. Encourage Ps to name each flashcard.
- Get Ps to sit in a circle. Tell them that they are going to play a game.
- Put *flashcards # 39-46* 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 emotion he/she saw in the flashcard and others should guess what it is.

- Let Ps come one by one and pick up flashcards one by one and play the Mime Game.

PRESENTATION

PB p.52, t.1

- Tell Ps that they are going to listen to an audio and sing a song.
- Play *PB Audio (track Unit-4-Les_2-1)*.
- While listening to the audio, hold up your PB and point to each line of the song in exercise 1 according to the speaker.

OR

- Play *MP (Unit-4-Songs_and_Chants-2)*

Script

*We are happy!
Come and see.
Look at our
Christmas Tree!*

*Look at Santa-
Teddy bear!
Merry Christmas!
Happy New Year!*

- 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

PB p.52, t.2

- Remind Ps personal pronouns they've learned at previous lessons (Unit 2, Lesson 1).
- Open your PB on page 24.
- Hold up your PB and point to the green section at the bottom of the page.
- Then point to each pronoun and read them aloud.
- Read them again, but this time add the verb 'to be' to each pronoun, for example, 'I am', 'He is' and so on (you may encourage Ps to add the verb to each pronoun)
- Get Ps to open their PB on page 52.
- Hold up your PB and point to exercise 2.
- Explain to Ps that they are going to make sentences based on the words and pictures they have.
- Hold up your PB and point to the words that are given in the exercise. Read them aloud ('They', 'He', 'She', 'are', 'is').
- Then point to the first picture and ask a volunteer to say the appropriate pronoun to that picture ('they').

- Ask the P to add the verb 'is' or 'are' to the pronoun (help P if needed).
- And, finally, ask the P to name the emotion that is depicted in the first picture ('sad').
- Get the P to say the sentence he/she made ('They are sad').
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to make sentences one by one.

PB p.52, t.3

- Get Ps to open their PBs on page 52.
- Hold up your PB and point to exercise 3.
- Tell Ps that they are going to play the mime game.
- Use the cup with the name sticks (see Starter-Lesson 4) to divide Ps into pairs.
- Hold up your PB and point to the word clouds. Read them aloud and get Ps to repeat each phrase after you.
- Explain to Ps that when we want to ask about somebody's feelings we can use the structure 'Are you ...?'
- Come to a P and ask him/her the question, for example, 'Are you happy?' and encourage him/her to answer the question using the structures 'Yes, I am' or 'No, I am not'
- Explain to Ps that they should repeat the procedure in pairs, but one of the Ps in a pair should mime the emotion and another P should guess the mime asking the question 'Are you ...?' and vice versa.
- Let Ps play the game on their own.
- Walk around the classroom and check whether Ps need your help.
- Ask several pairs to come to the front of the classroom and act out their dialogues.

ENDING

AB p.43, t.1

- Ask Ps to open their ABs on page 43. Tell them to take their pencils of different colours and crayons.
- Explain to Ps that they are going to look at each character in the picture and draw the corresponding emoji in the white squares at the bottom of the page.
- Hold up your AB and point to the pictures of Smiling Sam with different emotions.
- Ask a P to name each emotion of Smiling Sam (thirsty, angry, tired, hungry, scared).
- Point to picture number 1. Ask a P to say how the mother feels (hungry).
- Then point to the first sentence at the bottom of the page and read it aloud ('Number 1 is hungry').

- Tell Ps to draw the appropriate emoji to the word 'hungry' in the blank square.
- Let Ps repeat the procedure with other characters. Walk around the classroom and check whether Ps need your help.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read each sentence in turn.
- Let Ps colour the picture.

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 'Open and see', 'Merry X-mas!'

VOCABULARY:

merry

STRUCTURE:

'Open and see.' 'Merry X-mas!'

MATERIALS:

PB, AB, PB Audio, HPB, flashcards-phonics # 1-19, cup with the name sticks (see Starter-Lesson 4)

OUTCOMES:

By the end of the lesson Ps will be able to identify the phonics 'y-' and '-y' 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 # 1-17* 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 the 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.53, t.1

- Get Ps to open their PBs on page 53.
- Hold up your PB and point to exercise 1. Pay Ps' attention to two yellow squares with the phonics 'y-' and '-y' 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-4-Les_3-1)*.
- While listening to the audio, hold up your PB and point to each phonics and word according to the speaker.

Script

y- [j] yak
yes, yak, yellow, you.

-y[i] teddy
happy, funny, merry, hungry, Sally, Tracy, family,
granny, daddy, mummy.
Merry X-mas!

- 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.

PRACTICE

PB p.53, t.2

- Hold up your PB and point to the words with the new phonics.
- Tell Ps that they are going to listen to the audio again and read the phonics and words.
- Play *PB Audio (track Unit-4-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.

Script

y- [j] yak
yes, yak, yellow, you.

-y[i] teddy
happy, funny, merry, hungry, Sally, Tracy, family,
granny, daddy, mummy.
Merry X-mas!

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

AB p.44, t.1

- Get Ps to open their ABs on page 44.
- Explain to Ps that they are going to look at the

pictures and complete the words below.

- 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.

PB p.53, t.3,4

- Hold up your PB and point to the text in frame (exercise 3).
- Tell Ps that they are going to listen to an audio and read the text.
- Play *PB Audio (track Unit-4-Les_3-3)*.
- While listening to the audio, hold up your PB and point to each word according to what the speaker says.

Script

Granny,
This is present a for you!
Open and see.
Merry X-mas!
Happy New Year!
Greg

- 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 also divide the text into parts and ask Ps to read the parts).
- Hold up your PB and point to the phrases 'Open and see', 'Merry X-mas!' and 'Happy New Year!'
- Explain the meaning of these phrases to Ps.

PB p.53, t.5

- Tell Ps that they are going to write a similar letter to their grandmothers.
- Get Ps to open their copybooks and write their letters 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 read their letters aloud.

ENDING

AB p.44, t.2

- Tell Ps that they are going to look at the pictures and fill in the blank lines to make words below.
- 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.

HPB pp.12-13

- Ask Ps to open their HPBs on pages 12-13.
- Explain to Ps that they are going to trace and write some words and sentences.
- Ask Ps to trace the words and sentences starting from the word 'a yak' up to the sentence 'Tracy is happy.'

LESSON 4

OBJECTIVES:

- to introduce new vocabulary
- to introduce and practise the structures 'I can't find my ...', 'Look on/in/under ...', 'Here it is.'
- to introduce and practise prepositions of place

VOCABULARY:

in, on, under, here

STRUCTURE:

I can't find my ... Look on/in/under ... Here it is.

MATERIALS:

PB, AB, HPB, PB Audio, flashcards # 47-49, poster # 12, cup with the name sticks (see Starter-Lesson 4)

OUTCOMES:

By the end of the lesson Ps will be able to identify some prepositions of place and they will be able to use them in sentences. They will also be able to use new structures in conversations.

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 from exercise 2, page 53.
- 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.54, t.1

- Take *flashcards # 47-49* 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.
- Explain to Ps the meaning of these prepositions of place.
- Tell Ps that they are going to listen to an audio.
- Play *PB Audio (track Unit-4-Les_4-1)*.

Script

in
The cat is in the box.

on
The cat is on the chair.

under
The cat is under the table.

- While listening to the audio, hold up your PB and point to each picture in exercise 1.

PRACTICE

PB p.54, t.2

- Stick *poster # 12* to the blackboard.
- Explain to Ps that they are going to listen to an audio.
- Play *PB Audio (track Unit-4-Les_4-2)* and point to the pictures on *poster # 12* according to what the speaker says.

Script

Jim: I can't find my teddy.
Mum: Look on the shelf.

Jim: It isn't there.

Mum: Here it is. It's under your bed.
Jim: Thanks, mummy.

Jim: Are you scared, Teddy?
Teddy: I'm happy! I'm happy!.

- Get Ps to open their PBs on page 54.
- Pay their attention to exercise 2.
- Explain to Ps that you are going to play the audio again and Ps should point to the pictures in exercise 2 according to what the speaker says.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask a P to come up to *poster # 12* and do the same procedure.

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

PB p.54, t.3

- Divide your class into pairs according to two characters that are 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 pairs to come up to *poster # 12* and act out the dialogue pointing to the poster.

PB p.54, t.4

- Get Ps to open their PBs on page 54.
- Hold up your PB and point to exercise 4.
- Tell Ps that they are going to make their own dialogues.
- Point to two white squares and read the words that are written there aloud ('pen, pencil case, ruler, rubber' and 'bag, shelf, desk, chair')
- Explain to Ps that they should work in pairs and one P in a pair should use the words from the first square and another P should use the words from the second square.
- Then point to the word clouds and read them to Ps.
- Come to a P and say, 'I can't find my pen'. Encourage the P to continue the dialogue with the phrase, e.g. 'Look in your pencil case'. Then you say, 'It isn't there.' Get the P to add the phrase, e.g. 'Look under the desk'. And you finish the dialogue saying, 'Here it 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 to the front of the classroom and act out their own dialogues.

ENDING

AB p.45, t.1

- Get Ps to open their ABs on page 45.
- Hold up your PB and point to exercise 1.
- Explain to Ps that they should write the corresponding preposition under each picture.
- Point to three prepositions and read them aloud (under, in, on).
- Tell Ps to use them to fill in the blank lines under the pictures.

- 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.

HPB p.13

- Ask Ps to open their HPBs on page 13.
- Explain to Ps that they are going to trace and write some sentences.
- Ask Ps to trace two sentences: 'My doll isn't there' and 'Yes! Here it is.'

LESSON 5

OBJECTIVES:

- to introduce new vocabulary and numbers
- to practise numbers
- to practice the structures 'I can't find my ...', 'Here it is', 'Look in/on/under/at ...'
- to introduce and practise the structures 'Count with me', 'It isn't there'

VOCABULARY:

there, 13, 14, 15, 16, 17, 18, 19, 20

STRUCTURE:

Count with me. It isn't there.

MATERIALS:

PB, AB, PB Audio, AB Audio, HPB, cup with the name sticks (see Starter-Lesson 4), flashcards # 50-59, sheets of paper, box with school supplies

OUTCOMES:

By the end of the lesson Ps will be able to count to twenty. They will also be able to differentiate objects by colour using the structure 'They are red/blue...'

WARM-UP

Feed the Dog

- Before the lesson prepare a box with school objects (pens, pencils etc.).
- Also, 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 school objects 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 school objects 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 school objects you've put in the box one by one and Ps should find and throw them into the dog's mouth.

PRESENTATION

PB p.55, t.1

- Count with Ps to ten using your fingers.
- Then take *flashcards # 50-59* and start showing them to Ps one by one.
- Name each number and encourage Ps to repeat each word after you. Do it several times.
- Explain to Ps that they are going to listen to an audio.
- Play *PB Audio (track Unit-4-Les_5-1)* and point to the picture and each line of the text in exercise 1.

Script

Look in my room

And count with me:

1 book, 2 books and now 3.

4 books, 5 books, 6 books, 7.

8 books, 9 books, 10, 11.

12, 13, 14, 15.

Then 16 and 17.

Now I've got 18, 19.

20 books!

They are red, blue and green!

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

PRACTICE

PB p.55, t.2

- Explain to Ps that they are going to say the counting rhyme without the audio support.
- Get Ps to open their PBs on page 55.
- Hold up your PB and point to the text in exercise 1.
- You say the counting rhyme first, then get Ps to say it in chorus.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to say the rhyme in turn.

PB p.55, t.3,4

- Hand out sheets of paper.
- Explain to Ps that they should draw the objects they like and write their own counting rhymes.
- Hold up your PB and point to exercise 3. Point to a boy in the picture and say to Ps that he has drawn 20 pencils.

ENDING

AB p.46, t.1

- Get Ps to open their ABs on page 46.
- Explain to Ps that they are going to listen to an audio and draw the things the speaker will tell about.
- Remind Ps the numbers from 1 to 20 using your fingers and *flashcards # 50-59*.
Play *AB Audio (track Engl_2_kl-Робочий зошит-Unit4-Les5_Page46_Ex-1)* making pauses for Ps to draw the pictures.

Script

thirteen red balls.
fifteen green pens
eighteen blue pencils
twenty yellow books
eleven o'clock
twelve brown rubbers
fourteen grey sharpeners
nineteen white papers

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

LESSON 6

OBJECTIVES:

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

VOCABULARY:

say

STRUCTURE:

Play with toys

MATERIALS:

PB, AB, PB Audio, HPB, flashcards-phonics # 1-20, cup with the name sticks (see Starter-Lesson 4)

OUTCOMES:

By the end of the lesson Ps will be able to identify the phonics 'ey', 'ay' and 'oy' in words. They will be able to pronounce, read and write them.

- Then point to the word cloud and read it aloud (Look at my table ...).
- Tell Ps to choose an object, for example, a pen or a ruler etc. and draw twenty pieces of it.
- Let Ps draw their pictures and you walk around the classroom and check whether Ps need help.
- After Ps have drawn the objects, ask them to open their exercise books and write their counting rhymes as in the example in exercise 1.
- 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 rhymes.

PB p.55, t.5

- Get Ps to open their exercise books.
- Hold up your PB and point to exercise 5.
- Tell Ps that they are going to copy the dialogue into their copybooks.
- Point to the word clouds and read them aloud ('I can't find my ball ...')
- Let Ps copy the dialogue. Walk around the classroom and check whether Ps need help.

PB p.55, t.6

- Hand out sheets of paper.
- Explain to Ps that they should draw the object they like on, in or under something. For example, a pen in a pencil box or a book on a shelf etc.
- Hold up your PB and point to exercise 6. Point to a girl who's holding a picture hidden from a boy. Tell Ps that they should draw their pictures and fold them in half. Ps shouldn't show their pictures to others.
- Let Ps draw the pictures and you walk around the classroom and check whether Ps need help.
- After Ps have drawn the objects, use the cup with the name sticks (see Starter-Lesson 4) to divide them into pairs.
- Then point to the word clouds and read them aloud ('I can't find my ball ...').
- Explain to Ps that they should work in pairs and make similar dialogues.
- Let Ps act out the dialogues 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 pairs to come to the front of the classroom and act out their dialogues.

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 # 1-19* and show the corresponding flashcard).
- The team that writes the most right words wins the game.

PRESENTATION

- Take *flashcards-phonics # 1-19* and put them on the 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.56, t.1

- Get Ps to open their PBs on page 56.
- Hold up your PB and point to exercise 1. Pay Ps' attention to two yellow squares with the phonics ('ey', 'ay' and 'oy').
- Take *flashcard-phonics # 20* and show it to Ps. Name the flashcard and get Ps to repeat the word after you several times.
- Then hold up your PB and point to two words with pictures in exercise 1 ('grey', 'boy'). Say them aloud and get Ps to repeat the words 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-4-Les_6-1)*.
- While listening to the audio, hold up your PB and point to each phonics and word according to the speaker.

[ei] grey
they, say, play, Jay, grey, day

Script

[oi] boy
toy, joy, boy

- 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.56, t.2

- Hold up your PB and point to exercise 2.
- Tell Ps that they are going to listen to the audio again and read the words.
- Play *PB Audio (track Unit-4-Les_6-1)*.
- While listening to the audio, hold up your PB and point to each word according to the speaker.

[ei] grey
they, say, play, Jay, grey, day

Script

[oi] boy
toy, joy, boy

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

PB p.56, 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 copybooks.
- Get Ps to open their copybooks and copy the words: 'they', 'grey', 'say', 'play', 'Jay', 'day' and 'boy', 'toy', 'joy'.

PB p.56, 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-4-Les_6-4)*.
- While listening to the audio, hold up your PB and point to each word according to what the speaker says.

Jay is a boy.
He has a sister Sally.
They play together with toys.
Look, this is a grey plane.
Jay and his sister say,
"Grey plane, grey plane,
Fly in the sky!
Go to granny Emily
And say 'hello'
From Sally and Jay!"

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.47, t.1

- Get Ps to open their ABs on page 47.
- 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.47, t.2

- Get Ps to open their ABs on page 47.
- Explain to Ps that they are going to complete the words in the text.
- 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 ('My sist_ _ Emil_ has got a friend.').
- Point to a girl 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 p.14

- Ask Ps to open their HPBs on page 14.
- Explain to Ps that they are going to trace and write some words and sentences.
- Ask Ps to start tracing with the word 'say' and finish with the sentence 'A boy has got a toy'.

LESSON 7

OBJECTIVES:

- to review numbers
- to practise writing of some numbers
- to practise prepositions of place

STRUCTURE:

The book is on the shelf.

MATERIALS:

PB, AB, PB Audio, cup with the name sticks (see Starter-Lesson 4), flashcards # 50-59, HPB

OUTCOMES:

By the end of the lesson Ps will be able to write numbers from eleven to twenty. They will also be able to use prepositions 'on', 'in', 'under' in sentences.

WARM-UP

What's Missing?

- Get Ps to sit in a circle. Put *flashcards # 50-59* on the floor. Tell Ps to remember the numbers. Explain to them that they should close their eyes and you will remove one flashcard at a time and they should guess which number is missing.

PRESENTATION

PB p.57, t.1

- Get Ps to open their PBs on page 57.
- Pay their attention to the picture in exercise 1. Point to a boy and numbers around him.
- Tell Ps that they are going to listen to an audio and point to numbers.
- Play *PB Audio (track Unit-4-Les_7-1)*.
- While listening to the audio, hold up your PB and point to each number according to what the speaker says. Do it twice.

Script		
<i>eleven</i>	<i>fifteen</i>	
<i>twelve</i>	<i>sixteen</i>	<i>nineteen</i>
<i>thirteen</i>	<i>seventeen</i>	<i>twenty</i>
<i>fourteen</i>	<i>eighteen</i>	

- Tell Ps that they are going to listen to the audio again but this time they should point to each number from the circle according to the speaker in their PBs.
- Play the audio again and let Ps listen and point.
- Walk around the classroom and check whether Ps need your help.
- Then tell Ps that they are going to read the numbers.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to read the words in turn.

PRACTICE

PB p.57, t.2

- Tell Ps that they are going to read the numbers from the circle and match the words to the numbers in the white squares.
- Hold up your PB and point to exercise 2.
- Point to the example written in the word cloud ('eleven - d') and use your finger to match the word 'eleven' to the number '11' near the letter 'd'.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to match the words with numbers one by one and name them aloud.

AB p.48, t.1

- Get Ps to open their ABs on page 48. Tell Ps to prepare their pens.
- Hold up your AB and point to exercise 1.
- 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 ('twenty').
- 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.57, t.3

- Get Ps to open their PBs on page 57.
- Hold up your PB and point to exercise 3.
- Tell Ps that they are going to play a game in pairs.
- Point to the example in the word clouds and read the phrases aloud ('The book is on the shelf,' 'Number 18').
- Explain to Ps that they are going to work in pairs and ask each other similar questions and answer them.
- Use the cup with the name sticks (see Starter-Lesson 4) to divide Ps into pairs.
- Let them work in pairs on their own and make their dialogues.
- Walk around the classroom and check whether Ps need help.
- Ask several pairs of volunteers to come up to the front of the classroom and play the game using the learnt structures.

PB p.57, t.4

- Get Ps to open their PBs on page 57.
- Hold up your PB and point to exercise 4.
- Explain to Ps that they are going to copy the numbers from 11 to 15 in words into their exercise books.
- Get Ps to open their copybooks and start writing.
- Walk around the classroom and check whether Ps need help.

ENDING

AB p.48, t.2

- Get Ps to open their ABs on page 48. 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 prepositions 'in', 'on' or 'under'.
- 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 write prepositions correctly.

HPB pp.14-15

- Ask Ps to open their HPBs on pages 14-15.
- Explain to Ps that they are going to trace and write some words.
- Ask Ps to start tracing with the word 'eleven' and finish with the word 'twenty'.

LESSON 8 Story Time

OBJECTIVES:

- to introduce new vocabulary
- to introduce the structures 'Here we are', 'It's hot', 'Let's go inside', 'It's so small', 'I want to go home'
- to practise the structures 'I am hungry/tired/happy/thirsty/sad'
- to develop Ps' listening and speaking skills

VOCABULARY:

our, inside, want

STRUCTURE:

Here we are. It's hot. Let's go inside. It's so small. I want to go home.

MATERIALS:

PB, PB Audio, AB, MP, poster # 13, 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 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 say numbers and toss the balloon to each other, e.g. P1 tosses the balloon and says, 'twelve', P2, who catches the balloon, tosses it and says, 'ten' and so on.

PRESENTATION

MP. Unit 8. Story

- Take *flashcards # 50-59* 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.58, t.1

- Stick *poster # 13* to the blackboard.
- Point to it and remind Ps of 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 this story.
- Get Ps to listen to an audio.
- Play *PB Audio (track Unit-4-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-4-Story-1)*.

A NEW JOB

Script

Dad: Here we are!

Luke: I am hungry.

Mum: It's hot. I'm thirsty.

Tracy: I'm tired. Are you tired, Kiki?

Kiki: Miaow!

Dad: This is our house! Let's go inside.

Tracy: It's so small. Where is my room?

Mum: Your room? That's your bed.

Dad: I'm so happy. It's great here! Look at the jungle.

Tracy: I'm not happy. I'm sad. I want to go home.

Luke: Look, Tracy! A monkey is in the tree.

Tracy: Wow! It's funny!

- Get Ps to open their PBs on page 58.
- Tell them that they are going to listen to the audio again and follow the dialogue pointing to pictures on page 58.
- Play *PB Audio (track Unit-4-Les_8-1-Story Time)*.

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

PB p.58, t.2

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

PB p.58, t.3

- Invite several Ps to come to *poster # 13* and repeat the dialogue 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 # 13* and say the dialogue).

PB p.58, t.4

- Divide your class into groups of four Ps in a 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 classroom and play their dialogues.

ENDING

AB p.49, t.1

- Get Ps to open their ABs on page 49.
- Explain to Ps that they are going to number the pictures in the right order.
- Fold the poster and play *PB Audio (track Unit-4-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.

LESSON 9

Into Your Portfolio

OBJECTIVES:

- to introduce new vocabulary
- to practise the structures 'I am ...'; 'I've got ...'
- to develop Ps' motor skills and speaking skills

VOCABULARY:

fat, cap, for you

MATERIALS:

PB, AB, cup with the name sticks (see Starter-Lesson 4), pencils of different colours or crayons, scissors, sheets of paper, paper plates, coloured paper, glue, ribbons, stickers, flashcards # 47-62, paper stickers

OUTCOMES:

By the end of the lesson Ps will be able to identify new words. They will also be able to use the greetings 'Merry Christmas!' and 'Happy New Year!'

WARM-UP

- Write words which Ps can read on the blackboard 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 will make during such lessons will be stored in the classroom.
- Take *flashcards # 60-62* and start showing them to Ps one by one. Get Ps to repeat each word after you several times.
- Then start showing the flashcards to Ps again asking Ps, e.g. 'Is it a bag?'
- Show, for example, the flashcard of a Christmas Tree and ask, 'Is it a bag?'

- Encourage Ps to answer, 'No, it isn't. It is a Christmas Tree.'

PRACTICE

PB p.59, t.1

- Get Ps to open their PBs on page 59.
- Pay their attention to the picture in exercise 1.
- Point to Santa Claus and tell Ps that they are going to listen to an audio about him.
- Play *PB Audio (track Unit-4-Les_9-10_1-IntoYourPortfolio)*.
- While listening to the audio, hold up your PB and point to the text in the word cloud according to what the speaker says.

OR

Play *MP (Unit-4-Songs_and_Chants-3)*.

Script

*I am Santa Claus,
Short and fat.
This is my bag
And this is my cap.*

*I've got presents
For you, and you, and you.
Merry Christmas!
And a Happy New Year, too!*

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

AB p.50, t.1

- Get Ps to open their ABs on page 50.
- Tell Ps that they are going to match the pictures to the words written in the white squares.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask four Ps to read the words in the white squares one by one and match them to the pictures.
- Then, ask Ps to read two greetings 'Merry Christmas!' and 'Happy New Year!' in chorus.
- Get Ps to copy the phrases into the blank word clouds next to Santa Claus.
- Let Ps take their pencils of different colours or crayons and colour the pictures.

PB p.59, t.2

- Get Ps to open their PBs on page 59.
- Pay their attention to exercise 2.
- Point to the instructions and tell Ps that they are going to make Santa Claus.
- Hand out sheets of paper, paper plates, coloured paper, etc. and tell Ps to take their pencils of different colours or crayons, scissors, glue 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 by pictures and explain to Ps how to make Santa Claus.
Let Ps use their imagination and make their crafts the way they like.

ENDING

Find and write the word

- Before the lesson stick *flashcards # 47-59* to the walls in the classroom. Cover the words that are written under each picture with paper stickers or something else. 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 phonics they've learned at previous lessons.
- 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 all words in their lists (you can encourage Ps by giving them some small prizes, especially those Ps who found all flashcards and wrote the words correctly).

LESSON 10

Into Your Portfolio

OBJECTIVES:

- to practise the structures 'I am ...'; 'I've got ...'
- to develop Ps' motor skills and speaking skills

MATERIALS:

PB, AB, cup with the name sticks (see Starter-Lesson 4), puppets of Santa Claus that Ps have made at the previous lesson, football ball, examples of Christmas cards

OUTCOMES:

By the end of the lesson Ps will be able to say the rhyme about Santa Claus. They will also be able to write Christmas cards.

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 # 1-20* (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 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.
- Remind Ps of what they've drawn and made during the previous lesson.
- Hold up your PB and point to exercise 2 on page 59.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask several Ps to demonstrate what they've created at the previous lesson.
- Ask several Ps to say something about their puppets. Encourage Ps to use phrases, e.g. 'This is Santa Claus. He is fat. He has got presents. Merry Christmas and a Happy New Year!'

PRACTICE

PB p.59, t.3

- Tell Ps that they are going to say the rhyme they've heard at the previous lesson.
- Get Ps to open their PBs on page 59.
- Pay their attention to the picture in exercise 1.
- Point to Santa Claus and tell Ps that they are going to listen to an audio about him.
- Play *PB Audio (track Unit-4-Les_9-10_1-IntoYourPortfolio)*.

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

OR

Play *MP (Unit-4-Songs_and_Chants-3)*.

Script

*I am Santa Claus,
Short and fat.
This is my bag
And this is my cap.*

*I've got presents
For you, and you, and you.
Merry Christmas!
And a Happy New Year, too!*

- Play the audio again making pauses for Ps to repeat each phrase. Do it twice.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to say the rhyme without the audio support. Help Ps if needed.

AB p.50, t.2

- Get Ps to open their ABs on page 50.
- Tell Ps that they are going to draw and write Christmas cards.
- Hand out the examples of Christmas cards you have and ask Ps to read them aloud (you can give Ps the cards with such words, e.g. 'Dear granny, Merry Christmas and a Happy New Year! Oksana', etc.)
- Explain to Ps what should be drawn on a Christmas card and how it should be written.
- Let Ps use their imagination to 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 several Ps to come to the front of the classroom and demonstrate their Christmas cards.

ENDING

Catch the Ball

- Before the lesson, write sentences using prepositions of place that Ps have learnt on the white parts of the 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.
- For example, the P has read the sentence, e.g. 'A book

is on the table.', so he/she should take a book and put it on the table.

- Repeat the procedure with other Ps.

LESSON 11 Revision

OBJECTIVES:

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

RECYCLED LANGUAGE:

Feelings and emotions, parts of the day, prepositions of place 'on', 'in', 'under', numbers 1-20, greetings, phonics 'y-', '-y', 'ey', 'ay' and 'oy', structures 'I am hot/cold...', 'Are you thirsty/hungry...?', 'Yes, I am/No, I am not', 'It's dark/hot...', 'Merry X-mas!'

MATERIALS:

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

OUTCOMES:

By the end of the lesson Ps will be able to use numbers from 1 to 20, some emotion words and prepositions of place. They will also be able to identify the learned phonics.

WARM-UP

MP Unit 4. 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 5 layouts, so you can divide your class into 5 teams and let each team one by one do this exercise.
- Play *MP (Unit-4-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 4. Words, 2

- Explain to Ps that they are going to play a game in which they should click on the things or people in the picture.
- Play *MP (Unit-4-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 the things or people which the speaker is naming.

<p><i>Click on the girl who is thirsty.</i> <i>Click on the boy who is hungry.</i> <i>Click on the girl who is tired.</i> <i>Click on the boy who is scared.</i> <i>Click on the toy box.</i> <i>Click on the bed.</i> <i>Click on Santa Claus.</i> <i>Click on the hat.</i></p>	Script
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PRACTICE

PB p.60, t.1

- Get Ps to open their PBs on page 60.
- Hold up your PB and point to the game on page 60.
- Explain to Ps that they are going to listen to an audio and say the number of each picture according to what the speaker says.
- Play *PB Audio (track Unit-4-Les_11-12_1-Revision)* making pauses and get Ps to say numbers of the pictures.

<p>A He is fifteen. (pause) B I am scared in the dark. (pause) C I can't find my pencil. (pause) D She is 16. (pause) E Santa Claus is under the Christmas Tree. (pause) F Sam is hot. (pause) G The presents are in the bag. (pause) H I'm hungry at noon. (pause) I They are 17. (pause) J We are 18. (pause) K I can't find my book. (pause) L She is 13. (pause) M I am tired in the evening. (pause) N The car is under the bed. (pause) O He is 15. (pause) P I am happy in the morning. (pause) Q Sam is thirsty. (pause) R He is 20. (pause) S Sam is cold. (pause) T The dog is on the chair. (pause)</p>	Script
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AB p.51, t.1

- Get Ps to open their ABs on page 51.
- Hold up your AB and point to exercise 1.
- Explain to Ps that they are going to listen to an audio and write the numbers the speaker will say in the blank squares.
- Play *AB Audio (track Engl_2_kl-Робочий зошит-Unit4-Les11-12_Page51_Ex-1)* making pauses and

get Ps to write numbers in the blank squares.

<p>one sixteen twelve nineteen</p>	<p>thirteen eleven eighteen fourteen</p>	<p>seventeen fifteen</p>	Script
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- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to say the numbers one by one.

AB p.51, t.2

- 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 text.
- Point to the words and read them aloud ('present', 'those', 'granny' ...).
- Use the cup with the name sticks (see Starter-Lesson 4) to ask a P to read the first sentence ('..., Santa!'). 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 task on their own and check it afterwards.

MP Unit 4. 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-4-Games-1)*.

<p>yellow, funny,</p>	<p>daddy, they,</p>	<p>toy.</p>	Script
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- 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.

MP Unit 4. 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-4-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.

MP Unit 4. 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-4-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.

ENDING

PB p.60, t.2

- Hold up your PB and point to the game on page 60.
- Tell Ps that they are going to play a game.
- Use the cup with the name sticks (see Starter-Lesson 4) to divide Ps into pairs.
- Ask Ps to take their tokens and dices and put them on the start square.
- Explain to Ps that they should roll the dice in turn and move their tokens to the number of squares based on the results shown on the dice.
- When a P moved his/her token to the corresponding square, he/she should say what is illustrated in the picture in that square.
- Tell Ps to use the structures they've heard while doing exercise 1.
- Let Ps play the game in pairs.
- Walk around the classroom and check whether Ps need help.

LESSON 12 Revision

OBJECTIVES:

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

RECYCLED LANGUAGE:

Feelings and emotions, parts of the day, prepositions of place 'on', 'in', 'under', numbers 1-20, greetings, phonics 'y-', '-y', 'ey', 'ay' and 'oy', structures 'I am hot/cold...', 'Are you thirsty/hungry...?', 'Yes, I am/No, I am not', 'It's dark/hot...', 'Merry X-mas!'

MATERIALS:

PB, MP, cup with the name sticks (see Starter-Lesson 4), sheets of paper, flashcards # 39-46

OUTCOMES:

By the end of the lesson Ps will be able to use numbers from 1 to 20, some emotion words and prepositions of place. They will also be able to identify the learned phonics.

WARM-UP

MP Unit 4. 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-4-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 4. 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-4-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.61, t.3

- Take *flashcards # 39-46* and start showing them to Ps one by one. Get Ps to repeat each word after you.
- Then start showing the flashcards to Ps again. Encourage Ps to name each flashcard in chorus.
- Get Ps to open their PBs on page 61.
- Hold up your PB and point to exercise 3.
- Explain to Ps that they are going to make emotion sheets in groups.
- 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).
- Hand out sheets of paper.
- Hold up your PB and point to the section number 1 coloured in blue. Point to the instructions.
- Tell Ps to write feelings and emotions (hungry, sad, happy etc) on the sheets of paper and draw the appropriate emoji next to each emotion.

PB p.61, t.4,5

- Explain to Ps that they are going to make surveys among group members.
- Tell Ps to work in groups and ask each other the question 'How are you?' and answer it using the structure 'I am ...'

- For example, P1 asks P2 the question 'How are you?'. P2 answers the question, e.g. 'I am hungry', so P1 writes P2's name on the sheet of paper where the word 'hungry' is written and so on.
- Hold up your PB and point to the section number 2 coloured in blue. Point to the instructions.
- Let Ps work in groups. Walk around the classroom and check whether Ps need help.

PB p.61, t.6

- Hold up your PB and point to the section number 3 coloured in blue.
- Tell Ps that they are going to look at the sheets with emotions and say who is sad or who is happy, etc.
- For example, ask a P to hold up one sheet with an emotion and say, e.g. 'Denys and Anna are hungry' and so on.
- Use the cup with the name sticks (see Starter-Lesson 4) to ask Ps to take the cards with emotions and name Ps that are written there using the structure '...(name) and ...(name) are ...(emotion).'

PB p.61, t.7

- Get Ps to open their PBs on page 61.
- Hold up your PB and point to the letter in exercise 7.
- 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 one by one (you can also divide the text into parts and ask Ps to read the parts).

ENDING

PB p. 61, t.8

- Explain to Ps that they are going to write their own letters to Santa Claus and draw pictures for Santa.
- Get Ps to open their exercise books.
- Let them write similar letters to those they've read in exercise 7.
- Walk around the classroom and check whether Ps need help.
- Ask several volunteers to come to the front of the classroom and read their letters.