

Серія «Мій конспект»  
Заснована 2008 року

І. В. Гандзя

# Англійська мова

(за підручником А. Несвіт)

2  
клас

Харків  
Видавнича група «Основа»  
2013

УДК 37.016  
ББК 72.268.1 Англ  
Г19

**Гандзя І. В.**

**Г19**      Англійська мова. 2 клас (до підручника А. Несвіт). — Х. : Вид.  
група «Основа», 2013. — 144 с. — (Серія «Мій конспект» ).  
ISBN 978-617-00-1849-6.

Видання «Мій конспект» — це посібник, який ставить на меті надати допомогу вчителю в підготовці до уроку.

Автор пропонує плани-конспекти 70 уроків англійської мови, розроблені на основі підручника А. Несвіт “English 2” із використанням додаткових матеріалів.

Є можливість створити власний конспект, використовуючи посібник, який розрахований на вчителів загальноосвітніх закладів, які працюють у 2 класі за підручником А. Несвіт.

УДК 37.016  
ББК 72.268.1 Англ

*Навчальне видання*

Серія «Мій конспект»

**ГАНДЗЯ Ірина Василівна**

**АНГЛІЙСЬКА МОВА. 2 КЛАС**  
**(до підручника А. Несвіт)**

Головний редактор *Н. А. Климишина*  
Технічний редактор *О. В. Лебедева*  
Коректор *О. М. Журенко*

Підп. до друку 3.07.2013. Формат 84×108/16. Папір газет. Гарнітура Шкільна. Друк офсет.  
Ум. друк. арк. 8,4. Зам. № 13-07/15-05.

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Свідоцтво суб'єкта видавничої справи ДК № 2911 від 25.07.2007 р

Віддруковано з готових плівок ТОВ «Тріада Принт»  
м. Харків, вул. Киргизька, 19. тел.: (057) 757-98-16, 757-98-15  
Свідоцтво суб'єкта видавничої справи ДК № 1870 від 16.07.2007 р.

ISBN 978-617-00-1849-6

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# Unit 1. MY FAMILY AND FRIENDS

Дата \_\_\_\_\_

Клас \_\_\_\_\_

## Lesson 1

### Тема. Привітайся з друзями

#### Мета:

**навчальна:** презентувати лексичний матеріал за темою «Моя сім'я і друзі»; ознайомитися з мовними виразами знайомства й вітання; формувати уявлення про мову як засіб спілкування між людьми; ознайомитися з римівками за темою «Знайомство»;

**розвивальна:** розвивати навички аудіювання та діалогічного мовлення;

**виховна:** викликати в дітей бажання вчитися; вивчати іноземну мову; виховувати дисципліну, звичку до систематичної розумової праці.

**Обладнання:** різнокольорові аркуші паперу, фломастери.

### Хід уроку

#### WARM-UP

1. Greet the pupils as they arrive and settle down: "Come in, please. Sit down, please."
2. Say "Hi, I'm (Miss / Mrs)..." two or three times pointing at yourself.
3. **Pair work:** Pupils introduce themselves to their neighbours in the same way.

#### PRESENTATION

4. Listen and repeat (p. 4, ex. 1).  
Say, "Look! Listen! Repeat!"  
Pupils listen and repeat together after each speaker.
  - Good morning, Ann!
  - Good morning, Dan!
  - Good morning, Miss / Mrs...
  - Good morning, children.

#### PRACTICE

5. Dialogue  
Pupils read and practice (p. 4, ex. 1) using their own names, first as a class and then in pairs.
  - Good morning, Sonia!
  - Good morning, Ivan!Go round helping the pairs.  
One or two pairs come to the board and act out the dialogue. Praise their efforts: "Good! Well done!"

#### EXTRA POEM

Good morning, good morning,  
Good morning to you.  
Good morning, good morning,  
I'm glad to see you!  
Good morning, good morning,  
Good morning to you.  
Good morning, dear children,  
I'm glad to see you!  
Good morning, good morning,  
Good morning to you.  
Good morning, dear teacher,  
We're glad to see you!

6. Ask the pupils to identify each other by asking, "Who's this?" and helping them to answer, "This is..."

### **EXTRA "NAME TAGS"**

Pupils have one sheet of paper each. Get them to fold it in half down the centre and draw a base line near the bottom of one side. Write the pupils' names on the board. Read the names on the board one by one. Pupils copy their own names onto the paper.

Go round helping and praising them by saying, "Good!"

7. Look and say (p. 4, ex. 2).

- Hello, Miss / Mrs...
- Hi! Nice to meet you.
- Good morning, Ivan and Masha!
- Nice to meet you, too!

Let individual pupils go out of the classroom and come back in again, saying, "Hello! Good morning! Goodbye!" as they do so.

Draw the pupils' attention to "I'm" and "I am". Write the rule on the board and explain it in their native language.

8. Listen and repeat (p. 5, ex. 3).

Tell the pupils to look at the picture on p. 5, ex. 3. In their native language, ask the pupils to guess what they think the boy is doing.

Read the poem, pausing after each phrase. Pupils repeat the phrases chorally and individually.

Tell the pupils that they are going to learn a greeting poem in English. Explain that it is polite to say "Good morning" and "Good afternoon".

Read the poem again. Tell the pupils to listen to the poem.

Say a line and tell the pupils to repeat after you.

9. Look and say (p. 5, ex. 4).

Tell the pupils to look at the picture.

Ask a pupil to come to the front of the class and act out a simple dialogue.

You: Goodbye, Anna.

Pupil: Goodbye, ...

Ask pairs of pupils to come to the front of the class and act out the dialogue.

— Goodbye, Olga.

— Goodbye, Sasha.

— Bye, Masha.

— See you tomorrow.

10. Speak English (p. 5, ex. 5).

Tell the pupils to do the task. You start the dialogue.

### **ENDING THE LESSON**

11. Say, "Close your books, please". Then say goodbye several times. Pupils repeat two or three times. Make sure that they understand you.

Finish the lesson by waving or shaking hands with each pupil. Say goodbye to individual pupils as they leave the class. Tell the pupils to say goodbye to you.

If you have some extra time, revise the phrases and the rule from ex. 1.

### **HOME WORK**

Learn the poem (p. 5, ex. 3).

Say Hello! and Goodbye!

## Lesson 2

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Про себе

#### Мета:

**навчальна:** презентувати лексичний матеріал за темою «Про себе»; повторити мовні вирази знайомства, вітання та прощання; формувати уявлення про мову як засіб спілкування між людьми; учити читати; закріплювати графічні навички, удосконалювати навички вимови англійських звуків за допомогою розучування римівки / пісні, формувати вміння звертатися до співрозмовників;

**розвивальна:** розвивати навички аудіювання та діалогічного мовлення; зацікавити мовою, яку вивчають;

**виховна:** викликати в дітей бажання вчитися; вивчати іноземну мову; виховувати дисципліну, під час парної роботи — повагу до однокласників, звичку до систематичної розумової праці.

**Обладнання:** постер і картки за темою «Моя сім'я і друзі», CD.

### Хід уроку

#### WARM-UP

1. Greet the pupils with “Hello!” or “Good morning”. Ask them to say hello to the two pupils sitting nearest to them. They can shake hands while saying hello.
2. Revision. Spend three minutes saying to individual pupils, “Hello!” or “Good morning! Nice to see you.” Pupils reply to you.

#### PRESENTATION

3. Listen and repeat (p. 6, ex. 1).  
Tell the pupils to look at the picture.  
Ask an exemplary pupil to come to the front of the class. Read the dialogue together while the class listens.  
Read the dialogue again, pausing after each line for the class to repeat.

#### PRACTICE

4. Read, complete and say (p. 6, ex. 2).  
Ask the pupils to work in pairs and say the dialogue with their partner.  
If you wish, ask some of the pairs to repeat their dialogue aloud for the class.  
Learn the new structure “We are in the second form.” Translate it into their native language. Repeat it several times chorally and individually.

#### EXTRA

Ask the first question to the person sitting next to you. He / She replies and asks the following question to the person sitting next to him / her. Continue in this way around the class.

Ask the pupils to read the dialogue.

When the pupils have finished, let them go round the class greeting each other, asking and answering the questions.

5. Listen and repeat (p. 7, ex. 3).

Tell the pupils that they are going to learn a greeting poem in English. Explain that it is polite to say “Good evening” and “Good night”.

Read the poem.

Tell the pupils to listen to the poem. Read again and pause after each line.

Say a line and tell the pupils to repeat after you.

Read the poem again and ask the pupils to repeat the poem.

6. Work in pairs (p. 7, ex. 4).

Tell the pupils to look at the picture.

In pairs, pupils read and practice Picture 1 only. One or two pairs act out the dialogue.

Then pupils read and practice Picture 2 in pairs. One or two pairs act out the dialogue.

### **EXTRA**

Before starting to play a class or team game, the following procedures are recommended:

1. Divide the class into teams.
2. Use a choosing rhyme to add suspense and involve the pupils in the process of picking players for class or team games:

Eeny, Meeny,  
Miney, Mo,  
Choose a person;  
Off we GO!
3. The pupil chosen is the one you are pointing at on the word GO!
4. Always get the pupils to chant with you.
5. Give each team an English name. e.g., the Tigers or Lions.
6. Vary the team names from lesson to lesson to practice new words.
7. Write team names on the board for scoring during games.

### **ALPHABET RACE**

Divide the class into two teams.

Write the small letters of the alphabet at random across the board as the class chant out the alphabet all together: a, b, c, d, e, f, etc.

Call out one player from each team. Give some chalk to each one.

Explain that they are going to have an Alphabet Race.

Call out any letter of the alphabet.

The two players race to find it on the board. One team crosses off (X) letters if they find them first, and the other team puts circles (O) around letters.

After every two or three letters, two new players come out and take over the race.

Have two or three races if there is time.

### **ENDING THE LESSON**

7. Finish the lesson by saying goodbye to the pupils as they leave.  
Pupils say goodbye to you.

### **HOME WORK**

Bring the alphabet cards and coloured chalk.

Revise the poem (p. 7, ex. 3).



## Lesson 3

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Звідки ти родом?

#### Мета:

**навчальна:** презентувати лексичний матеріал за темою «Звідки ти родом»; повторити мовні вирази знайомства, вітання та прощання; формувати уявлення про мову як засіб спілкування між людьми; повторити англійський алфавіт, учити читати; закріплювати графічні навички, удосконалювати навички вимови англійських звуків за допомогою розучування римівок і складання діалогів;

**розвивальна:** розвивати навички аудіювання й діалогічного мовлення; толерантного ставлення до однокласників;

**виховна:** викликати в дітей бажання вчитися; вивчати іноземну мову; виховувати дисципліну, повагу до однокласників, звичку до систематичної розумової праці.

**Обладнання:** постер і картки за темою «Моя сім'я і друзі», «Свійські тварини»; CD.

### Хід уроку

#### WARM-UP

1. Play or read the alphabet song and ask the pupils to sing or read it. Pupils will probably be able to sing it from memory, but if they need help, tell them to look at ex. 1, p. 8 (Pupil's Book) until they remember it.
2. Ask three or four pupils to come up to the board. Ask them to say the alphabet one by one looking at the letters on the board.
3. Tell three or four pupils to sing the song. Then ask them to circle the vowel letters only.

#### PRESENTATION

4. Look and say (p. 8, ex. 2).

Teach four of the six words using the flashcards: boy, girl, woman, man.

Hold the flashcards so that the whole class can see it. If necessary, walk round the room and show them to the pupils.

Pronounce the words clearly.

Do choral and individual repetition. Follow the same procedure three or four times.

Write the words and stick the flashcards under the words. Ask the pupils to spell the words.

When you have practiced the four words thoroughly, teach the other two words: cat, dog. Use the flashcards and follow the same procedure.

#### EXTRA

Learn a poem.

Ask the pupils to say the poem and do the actions.

Pupils point to themselves or their friends.

I am a girl / boy,  
A little one.  
I like to play,  
I like to run.

My name is Andrey / Ann / Max  
And I live here,  
With my Daddy,  
My Mummy, dear.

### **PRACTICE**

5. Listen, match and say (p. 8, ex. 3).

Write the phrases from the exercise on the board.

Read them chorally and individually.

Ask individual pupils to match them. Ask the other pupils read them aloud. Do choral and individual repetition.

Divide the class into two groups and practice the dialogue, with one group reading the questions and the other group reading the answers.

6. Learn the new phrases.

— Where are you from? — I'm from the UK.

— Where do you live? — I live in London.

Explain what "the UK" stands for in their native language.

Let pairs of pupils come to the front of the class and act out the dialogue.

7. Time for fun. Listen and sing (p. 9, ex. 4).

Tell the pupils to listen to the poem. Read it.

Read it again and pause after each line. Read a line and tell the pupils to repeat after you. Encourage the pupils to pretend to speak like the characters of the poem.

### **READING**

8. Work in pairs. Read and act out (p. 9, ex. 5).

Follow the procedure described in Lesson 2.

### **ENDING THE LESSON**

9. Speak English (p. 9, ex. 6).

Finish the lesson by saying to each pupil in turn as they leave, "Where are you from? Where do you live?"

Then say goodbye to the pupils and ask each pupil to reply, "Goodbye".

### **HOME WORK**

Learn the poem (p. 9, ex. 4).

Revise (p. 9, ex. 6).

## Lesson 4

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Мої друзі

#### Мета:

**навчальна:** презентувати новий граматичний і лексичний матеріал за темою «Моя сім'я»; практикувати мовні засоби за темою «Знайомство»; особові займенники;

**розвивальна:** розвивати навички аудіювання, спонтанні відповіді на запитання та швидку реакцію;

**виховна:** виховувати вміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі.

**Обладнання:** таблиця з особовими займенниками; карта світу, національні прапори країн: України, Китаю, США та Великої Британії.

### Хід уроку

#### WARM-UP

1. Chain game: Start an introductions chain round the class, like this:

**T to Pupil 1.** Hello, my name is... What is your name?

Then the teacher throws the ball to the pupil.

**Pupil 1 to T.** My name's Masha.

**Pupil 1 to Pupil 2.** Hello, my name is Masha. What is your name?

Then the pupil throws the ball to the other pupil.

Pupil 2 continues by asking Pupil 3 the question and so on, round the class.

#### PRESENTATION

2. Listen and repeat (p. 10, ex. 1).

**Before listening:** introduce the question "Where are you from?" Then get the pupils to ask you "Where are you from?" so that you can introduce and practice the answer "I am from Ukraine." Practice with individual pupils round the class.

Pupils listen and read.

Pupils listen and repeat, first together and then individually.

#### PRACTICE

In pairs, pupils read and practice Picture 1 only. One or two pairs act out the dialogue.

Pupils in pairs read and practice Picture 2. One or two pairs act out the dialogue.

#### READING

3. Reading game. Listen and repeat (p. 10, ex. 2).

Divide the class into two teams and play the game. Individual pupils read the phrase and make up a dialogue. Then the best group acts out the dialogue.

4. Work in pairs. Acting out (p. 11, ex. 4).

Tell the pupils to look at the picture. In pairs, pupils read and Practice the dialogue. Go around helping the pairs.

One or two pairs act out the dialogue. Praise their efforts: "Good! Well done!"

5. Look and say (p. 11, ex. 4).

Let the pupils do this activity using the table "Personal Pronouns". If you wish, you can have the pupils change partners.

Then pupils read the sentences. Praise their efforts: "Good! Well done!"

6. Listen and read (p. 11, ex. 5).

Read the names.

### EXTRA

Ask the pupils to say the poem and do the actions. Pupils point at themselves or their friends.

My name is Ann,  
Her name is Nan,  
His name is Ben,  
Say it again.

Repeat this poem two or three times.

Replace the names in the poem with the names of the pupils in your class.

Say the poem again pointing to the children.

My name is Kate,  
Her name is Jul,  
His name is Andy,  
Say it again.

My name is Mary,  
Her name is Tania,  
His name is Kirill,  
Say it again.

My name is Kolia,  
Her name is Nadia,  
His name is Anton,  
Say it again.

7. Speak English (p. 11, ex. 6). Ask the pupil to come up to the board one by one and speak about his / her friend using the phrases:

I have got a friend.

His / Her name is...

He / She is from...

He / She lives in...

### ENDING THE LESSON

8. If there is time, sing or recite the Alphabet song (p. 8, ex. 1) again or revise the extra poems (Lessons 3–4).

### HOME WORK

Revise (p. 11, ex. 4).

Do ex. 6, p. 11.

## Lesson 5

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Моя сім'я

#### Мета:

**навчальна:** презентувати новий граматичний і лексичний матеріал за темою «Моя сім'я»; практикувати мовні засоби за темою «Цифри» та «Знайомство»; «Дієслово to be»;

**розвивальна:** розвивати навички аудіювання, спонтанні відповіді на запитання та швидку реакцію;

**виховна:** виховувати вміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі.

**Обладнання:** м'яч, картки з цифрами від 1 до 10, картки за темою «Сім'я», плакат «Дієслово to be».

### Хід уроку

#### WARM-UP

##### 1. Revise personal pronouns.

Point at a boy and a girl in the class and say "he / she". Point at boys and girls and say "they".

Point at yourself and say "I". Come up to somebody. Take his / her hand and say "we". Then point at somebody else and say "you".

##### 2. Ask a pupil to come to the front of the class and repeat the actions. If the pupil hesitates, help him / her.

#### PRESENTATION

##### 3. Look and match. Say (p. 12, ex. 1).

Stick the family cards to the board. Teach four of the eight words using the flashcards: mother, father, daughter, son.

Point to the flashcards and make sure the whole class can see them. If necessary, walk round the room and show them to the pupils.

Pronounce every word clearly.

Do choral and individual repetition. Follow the same procedure three or four times.

Write the words and stick the flashcards under the words. Ask the pupils to spell the words. Draw the pupils' attention to the word "daughter".

When you have practiced these four words thoroughly, teach the other four words: aunt, uncle, sister, brother. Use the flashcards and follow the same procedure.

#### PRACTICE

##### 4. Revise the numbers from 1 to 10.

Use the number flashcards. Stick them next to the family flashcards or write the numbers next to them.

Follow the same procedure as in ex. 1, p. 12.

Ask the pupils to answer your questions and point at the pictures.

— What is number 1?

— It's a father.

— What is number 2?

— It's a mother... and so on.

Pupils answer the questions and point at the pictures in their text books.

##### 5. Listen and repeat (p. 12, ex. 2).

Read the dialogues and act them out. In pairs, pupils read and practice Dialogue 1 only. One or two pairs act out the dialogue.

In pairs, pupils read and practice Dialogue 2. One or two pairs act out the dialogue.

Pupils read and practice Dialogue 3 in pairs. One or two pairs act out the dialogue.

**6. Pair work. Acting out (p. 13, ex. 3).**

Act out the dialogues. Repeat with a different pupil, but this time let the pupil choose the partner to act them out with.

Repeat with several different pupils.

**7. Grammar. The Verb to Be.**

Work with the poster "The Verb to Be" or write the verb "to be" with different personal pronouns on the board. Read and translate the meanings of the verb "to be" into their native language. Explain the short forms too.

Revise the meanings of the verb "to be" using the table in the book (p. 13).

**READING AND WRITING**

**8. Complete and say (p. 13, ex. 4).**

Write the sentences on the board leaving gaps for the verb "to be".

Do the task together with the pupils explaining why you use "am", "is" or "are". Pupils can explain in their native language. Use their native language to correct them if necessary.

**Key:** 1. My family is large. 2. We are a family of four. 3. This is my father. I am his son. Jane is his daughter. 4. He is a pupil. 5. They are my brothers. 6. My sister's name is Helen.

**9. Speak English (p. 13, ex. 5).**

Pupils listen to your story about a relative.

I have got a sister. Her name is Ann. She is big. She is ten. She is from Ukraine. She lives in Kharkiv.

Ask the pupils to tell you about their relatives. Help or correct them if they have difficulties.

**ENDING THE LESSON**

**Game: Number Bingo!**

Pupils draw a six-square bingo frame and write a different number between 0 and ten in each square of the frame. They cross off each number as it is called out.

**HOME WORK**

Learn the forms of the verb "to be" (p. 13).

Do ex. 5, p. 13.

Learn the new words.

## Lesson 6

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Мої дідусь та бабуся

#### Мета:

**навчальна:** презентувати новий граматичний і лексичний матеріал за темою «Моя сім'я»; практикувати лексичні одиниці за темою «Знайомство»; «Указові займенники»;

**розвивальна:** розвивати навички аудіювання, спонтанні відповіді на запитання та швидку реакцію; розвивати міжособове спілкування в парі, групі; розвивати комунікативні здібності;

**виховна:** виховувати вміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі, виховувати соціокультурні компетенції.

**Обладнання:** картки за темою «Сім'я», плакат «Указові займенники».

### Хід уроку

#### WARM-UP

1. Revise the family words by pointing at the family cards and asking the pupils to say the words. Do choral and individual repetition.
2. Ask five pupils to come to the front of the class and give them each a family card. Each pupil writes a word. Correct the spelling.
3. Repeat with different pupils.

#### PRESENTATION

4. Listen and repeat (p. 14, ex. 1).

Stick the family cards to the board. Teach the words using the flashcards: a grandpa, a grandma, a grandson, a granddaughter, grandparents.

Point to the flashcards and make sure the whole class can see them. If necessary, walk round the room and show them to the pupils.

Pronounce every word clearly.

Do choral and individually repetition. Follow the same procedure three or four times.

Write the words and stick the flashcards under the words. Ask the pupils to spell the words. Draw the pupils' attention to the word "granddaughter".

5. Listen and repeat (p. 14, ex. 2).

Read the first part of the dialogue. Pupils listen and point at each speaker in turn.

In pairs, pupils read and practice Dialogue 1 only. One or two pairs act out the dialogue.

Pupils read and practice Dialogue 2 in pairs. One or two pairs act out the dialogue.

Pupils read and practice Dialogue 3 in pairs. One or two pairs act out the dialogue.

Teach the structures "this is — these are" and "that is — those are". Translate them. Then give examples: "This is a pen." (showing a pen to the pupils) and "These are pens." (showing pens to the pupils).

Then take a pen and put it near the door. Come back to your table. Point at the pen and say, "That is a pen."

Do the same with several pens: "Those are pens."

#### PRACTICE

6. Read, complete and say (p. 14, ex. 3).

Revise the meanings of the verb "to be" using the table in the book (p. 13).

Do the task together with the pupils explaining why you use “this is — these are” and “that is — those are”. Pupils can explain in their native language. Use their native language to correct them if necessary.

**Key:** 1. This is my father. 2. These are my parents. 3. That is my granny. 4. Those are my grandparents. 5. This is my sister, and that is my brother. 6. These are my parents, and those are my grandparents.

#### **READING AND WRITING**

7. Listen and repeat (p. 15, ex. 4).

Tell the pupils to look at the picture.

Ask questions about the picture: “Who are they? Where are they?”

Pupils listen and read the poem to themselves.

Pupils listen and repeat after the teacher, first together and then individually.

Ask the pupils to read the poem. Go around helping the pupils to read.

8. Look, complete and say (p. 15, ex. 5).

Pupils do the task explaining why they use “this — these” and “that — those”. Pupils can explain in their native language. Use their native language to correct them if necessary.

**Key:** 1. This is me. My name is Oscar. 2. That is my Aunt Anna. 3. These are my cousins, Tom and Bob. 4. Those are their grandparents. 5. That is their garden. 6. That is their house.

#### **ENDING THE LESSON**

9. Speak English (p. 15, ex. 6).

Ask the pupils to speak about their relatives. Use the patterns. Help or correct them if they have difficulties.

#### **HOME WORK**

Bring the photos of your family.

Do ex. 6, p. 15.

Read the poem (p. 15, ex. 4).

Learn the new words.



## Lesson 7

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. У моїй родині

#### Мета:

**навчальна:** презентувати новий граматичний і лексичний матеріал за темою «Моя сім'я»; практикувати лексичні одиниці за темою «Моя сім'я»; «Артиклі»;

**розвивальна:** розвивати навички аудіювання, спонтанні відповіді на запитання та швидку реакцію; розвивати комунікативні здібності учнів;

**виховна:** виховувати вміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі, виховувати соціокультурні компетенції.

**Обладнання:** картки за темою «Сім'я», плакат «Артиклі. Неозначений артикль».

### Хід уроку

#### WARM-UP

##### PICTURE FLASHCARDS

Hold up the flashcards one at a time and ask several questions about each one, e.g., "Is it a mother?" Pupils reply, "Yes, it is. / No, it isn't."

Revise all the family words, old and new, using the flashcards or photos. Do choral and individual repetition.

Play a team game. Divide the class into two teams. Hold up a flashcard or a photo. A pupil from one team says the word. If it is correct, the team wins a point. If the pupil does not know the word, the other team can try to say the word — to win a bonus point.

#### PRESENTATION

1. Listen and repeat (p. 16, ex. 1).

Introduce the new words using the book pictures and miming.

Pupils listen and repeat.

#### QUESTION — ANSWER

T (pointing at Picture 1 and asking). Is it a poem?

P. No, it isn't.

T. Is it a story?

P. Yes, it is.

Then ask about different pictures on p. 16, ex. 1, helping the pupils to use the short answers correctly.

2. Teach the articles *a*, *an* using the words "an apple pie", "an old man", "a young woman".

#### PRACTICE

3. Work in pairs. Ask and answer (p. 16, ex. 2).

Point at one of the pictures (p. 16, ex. 1) and help the pupils to ask you a question about it using "Is this a / an...?" Answer their questions with short answers, as before. Ask and answer the questions about two or three pictures, then tell the pupils to work in pairs with the other pictures.

Use the family photos too. Help or correct the pupils if they have difficulties.

4. Listen and read (p. 16, ex. 3).

Read the sentences. Pupils listen.

Read again, pausing after each sentence to let the pupils point at the pictures.

Ask the pupils to read the text. Do choral and individual repetition.

#### READING AND WRITING

5. Choose and say (p. 16, ex. 4).

Read the sentences and choose the right answers. Ask the exemplary pupils to do the task. Then the other pupils can repeat.

- Key:** 1. The story is about Ann and Alan. 2. The children have got an aunt.  
3. Aunt Amy cooks a pie.  
6. Find and say (p. 16, ex. 5).  
Read the task in their native language. Read the example.  
Make up your own example: "An apple is red."  
Ask the pupils to give their own examples.

#### **ENDING THE LESSON**

7. Speak English (p. 16, ex. 6).  
Work in pairs.  
Ask the pupils to put their family photos on the desks.  
Ask them to read the questions and answer them using the patterns.

#### **EXTRA**

##### **NUMBER RACE**

- Have a Number Race with numbers 0–10 on the board.  
Divide the class into two teams.  
Write the numbers on the board at random as the class chant out them: one, two, three, four, etc.  
Call out one player from each team. Give some chalk to each one.  
Explain that they are going to have a Number Race.  
Call out any number from the board.  
The two players race to find it on the board.  
One team crosses off (X) numbers if they find them first, and the other team circles (O) them.  
After every two or three numbers, two new players come out and take over the race.  
Have two or three races if there is time.

#### **HOME WORK**

- Bring the photos of your family and a few sheets of paper.  
Do ex. 6, p. 16.  
Learn the new words.

## Lesson 8

Дата \_\_\_\_\_

Клас \_\_\_\_\_

**Тема. Мій дядько — сильний**

**Мета:**

**навчальна:** презентувати новий граматичний і лексичний матеріал за темою «Моя сім'я»; практикувати лексичні одиниці за темою «Моя сім'я»;

**розвивальна:** розвивати компетенції читання й аудіювання, спонтанні відповіді на запитання та швидку реакцію; розвивати комунікативні здібності учнів;

**виховна:** виховувати вміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі, виховувати шанобливе ставлення до сім'ї, родичів.

**Обладнання:** картки й фотографії учнів за темою «Сім'я».

### Хід уроку

#### WARM-UP

1. Use the family photos. Say, "Show me a..." Pupils show the photos of their families.
2. Revise the vocabulary asking "Who's this? Is this your sister?" Use the pupils' family photos.

#### PRESENTATION

3. Listen and repeat (p. 18, ex. 1).  
Introduce the new words. Use the book pictures and miming.  
Do choral and individual repetition.

#### QUESTION – ANSWER

**Teacher** (points to picture 1 and asks). Is he kind?

**Pupil.** Yes, he is.

**Teacher.** Is he strong?

**Pupil.** No, he isn't.

Then ask about different pictures on p. 18, ex. 1, helping pupils to use the short answers correctly.

Use flashcards too. Stick them on the board showing the pictures and ask Yes/No questions.

To help the pupils, write examples of short answers on the board. Ask a question and point to the correct short answer to encourage the pupils to read it.

When the pupils are quite confident in using short answers, point to an incorrect answer and see if they follow your lead or choose the right answer themselves.

Praise the pupils for the efforts and correct answers.

#### PRACTICE

4. Listen and read (p. 18, ex. 2).  
Read the poem. Pupils listen.  
Read again, pausing after each sentence to let the pupils point at the pictures.  
Ask the pupils to read the poem. Do choral and individual repetition.  
Read the poem in pairs.
5. Work in pairs (p. 18, ex. 3).  
Ask the pupils to put their family photos on the desks.  
Ask the pupils to read the questions and answer them using the patterns. If the pupils have difficulties, ask them to use the questions from ex. 6, p. 17.

#### READING AND WRITING

6. Time for fun. Look and say (p. 19, ex. 4).  
Explain how to make the Family Book in their native language. Pupils can use their family photos or draw pictures.

Read the text about a grandpa. Pupils listen and read to themselves.

Ask a pupil to make up his / her own story about his / her member of the family.

Tell the pupils to make the Family Book at home.

**7. Listen and read (p. 19, ex. 5).**

Read the drills. Draw the pupils' attention to the sounds /æ/and /e/.

Do choral and individual repetition.

**ENDING THE LESSON**

**8. Speak English (p. 16, ex. 6).**

Work in pairs.

Ask the pupils to put their family photos on the desks.

Ask them to introduce their relatives to each other.

**HOME WORK**

My Family Book.

Do ex. 6, p. 19.

Learn the new words.

## Lesson 9

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Повторення граматики

#### Мета:

**навчальна:** повторити лексико-граматичні структури, закріпити їх у мовленні, навчити користуватися граматичною опорною таблицею «Дієслово to be», удосконалювати навички вимови англійських звуків за допомогою розучування римівок і складання діалогів;

**розвивальна:** розвивати мовленнєві компетенції, спонтанні відповіді на запитання та швидку реакцію; розвивати комунікативні здібності учнів, розвивати навички аудіювання та діалогічного мовлення; толерантного ставлення до однокласників;

**виховна:** викликати в дітей бажання вчитися; вивчати іноземну мову; виховувати дисципліну, повагу до однокласників, звичку до систематичної розумової праці.

**Обладнання:** таблиця «Дієслово to be», картки за темою «Моя сім'я».

### Хід уроку

#### WARM-UP

1. Write a poem on the board leaving out the verb "to be".

Ask the pupils to fill in the gaps.

I am Yura.  
You are Shura.  
He is Sasha.  
She is Masha.  
Am I Yura?  
Are you Shura?  
Is he Sasha?  
Is she Masha?

Read the poem chorally and individually.

#### PRESENTATION

2. Look and learn (p. 20, ex. 1).

Read and learn the table. Explain how to use it. Use the pupils' native language.

Ask the pupils to read all the columns chorally.

#### EXTRA

##### Game:

Hide an object behind your back, so pupils cannot see it.

Ask pupils to guess what it is.

Present the structure of the question before the game starts.

**Teacher.** Is it a (pen)? Yes, it is. No, it isn't.

Write the question and possible answers on the board.

Point to these structures every time you say them. It will help pupils to remember how to read these words better.

**Pupil.** Is it a pen?

**Teacher.** No, it isn't.

**Pupil.** Is it a pencil?

**Teacher.** Yes, it is.

Then ask one pupil to say an affirmative sentence:

It's a pen.

Play two or three rounds.

One pupil can be a leader and hide an object behind his back.

## **EXTRA**

### **Pair work:**

Pupils take turns to name any picture on the page.

Their partner listens and responds by pointing to the picture and word named.

The aim is to do it as fast as possible, playing 'word-tennis' until one of the pupils makes a mistake.

They can keep scores.

Go round to help and supervise the pairs.

## **PRACTICE**

### **3. Complete and say (p. 20, ex. 2).**

Complete the sentences using the table (ex. 1, p. 20).

**Key:** 1. I am a pupil. 2. My grandparents are kind. 3. My friend is strong. 4. Is your sister five? — Yes, she is. 5. Ann and Dan are cousins. 6. I think I am a good child.

### **4. Speak in class (p. 20, ex. 3).**

Look at the pictures. Describe the people in the pictures. Use the sentences.

Then ask the pupils to say the opposite. If the pupils have difficulties, write the opposites on the board. It helps them to choose the opposites.

**Key:** 2. He is weak. He isn't weak. 3. They are old. They aren't old. 4. We are young. We aren't young.

## **READING AND WRITING**

### **5. Write the answers (p. 21, ex. 4).**

Pupils read the sentences.

Pupils write the sentences in their activity books.

**Key:** 1. Is your aunt young? — Yes, she is. 2. Is your brother strong? — No, he isn't. 3. Are you a pupil? — Yes, I am. 4. Are your grandparents kind? — Yes, they are. 5. Are they your mother's parents? — No, they aren't. 6. Have you got many friends? — Yes, I have. / No, I haven't. 7. Has she got a sister? — No, she hasn't. 8. Do you visit your aunt and uncle on Sundays? — Yes, I do. / No, I don't.

### **6. Listen and do (p. 21, ex. 5).**

Read the poem. Pupils listen.

Read again, pausing after each sentence to let the pupils point at the pictures.

Ask the pupils to read the poem. Do choral and individual repetition.

Read the poem and translate the words of the poem if necessary.

Tell the pupils to stand up. Recite the poem and do the actions. Ask the pupils to repeat after you.

## **ENDING THE LESSON**

### **7. Write (p. 21, ex. 6).**

Explain how to do the exercise.

Ask an exemplary pupil to come up to the board and write the first sentence.

Pupils do the same in their activity books.

Ask another pupil to write the next sentence... and so on.

## **HOME WORK**

Learn the table (p. 20).

Learn the poem (p. 21, ex. 5).

## Lesson 10

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Перевір себе!

#### Мета:

**навчальна:** повторити й закріпити лексико-граматичні структури, узагальнити вивчений лексичний матеріал за темою «Моя сім'я»;

**розвивальна:** розвивати комунікативні компетенції, розвивати довільну пам'ять, здатність узагальнювати вивчений матеріал;

**виховна:** викликати в дітей бажання вчитися, зацікавленість процесом пізнання; виховувати дисципліну, повагу до однокласників, звичку до систематичної розумової праці.

**Обладнання:** таблиці «Дієслово to be», картки й постер до теми «Моя сім'я».

### Хід уроку

#### WARM-UP

1. Play “Wind the Bobbin’ Up” using the movements.

#### PRESENTATION

2. Listen and match (p. 22, ex. 1).

Read Dialogue 1. Pupils listen.

Read again, pausing after each sentence to let the pupils point at the pictures.

Ask the pupils to read the dialogue too. Do choral and individual repetition.

Read the dialogue in pairs.

Ask the pupils to read Dialogue 2. Do choral and individual repetition.

— Act out Dialogue 2.

#### PRACTICE

3. Choose and say (p. 22, ex. 2).

— Ask the pupils “Who is the man? How many children are there? What animal is it?” etc. They look and answer.

Then pupils read the sentences and choose the right answers.

#### READING AND WRITING

4. Listen and read (p. 23, ex. 3).

Ask the pupils to read the text individually.

Ask the pupils “What is the uncle’s name? What is the aunt’s name? Where do they live? Where does their friend live? What is his name?” etc.

Read the text again one by one.

#### EXTRA

**Pair work:** pupils point at the picture and ask questions about the people. “Who’s this? Do they live in China?” etc. Help or correct the pupils if they have difficulties.

5. Choose and say (p. 23, ex. 4).

Ask the pupils to read the sentences individually and choose the correct answers.

**Key:** 1. Uncle Ustym lives in the USA. No. 2. Uzo comes to Ukraine in November. Yes. 3. Aunt Ulyana cooks a fish pie. No.

#### EXTRA

##### Game

Write some words on the board, e.g., *nice, kind, strong, weak, pretty*.

Pupils close their eyes while you erase one word.

Pupils then open their eyes and try to remember what is missing.

They can either say the word or write it down.

If the pupils can't remember the word, show it with gestures to help and encourage them to remember.

Repeat lexical sets two or three times.

**6. Find and say (p. 23, ex. 5).**

This activity helps the pupils to associate spoken sounds with written letters.

Explain the task in English. Then translate it.

Read the text (p. 23, ex. 3) again.

Find the "U u" words.

Ask the pupils to write the words on the board or do it yourself to save time.

Make up sentences with the "U u" words.

**Key:** 1. Aunt Ulyana is kind. 2. Aunt Ulyana cooks well. 3. I live in Ukraine, etc.

**ENDING THE LESSON**

**7. Write (p. 23, ex. 6).**

Revise the family words. Use the flashcards.

Ask the pupils to write 2–3 sentences about their families. Use the patterns.

Pupils make their sentences. They write them down into their activity books.

**8. Speak English (p. 23, ex. 7).**

**Pair work:** Pupils ask questions about their partners' grandparents using the questions from ex. 7.

**HOMEWORK**

Do ex. 7, p. 23.

Make a story about your family. Use the Family Book.



## Unit 2. LET'S HAVE FUN

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Lesson 1

#### Тема. Мої іграшки

##### Мета:

**навчальна:** повторити раніше вивчені лексичні одиниці, звуки, граматичні структури, закріпити вивчені лексичні одиниці, вивчити нову римівку;

**розвивальна:** розвивати логічне мислення, увагу й зорову пам'ять, спостережливість, удосконалювати фонетику й артикуляцію звуків, усні комунікативні уміння з опорою на наочність;

**виховна:** виховувати культуру співбесіди, взаємоповагу, культуру спілкування, зацікавленість у розширенні своїх знань.

**Обладнання:** цифри, картки за темою «Іграшки».

### Хід уроку

#### WARM-UP

1. Counting Chain Game. Start a counting chain: the first pupil in the chain says "Zero", the next pupil says "One", the next one says "Two", and so on. After "Ten" go back to "Zero" again. Any pupil who hesitates or says the wrong number is out. The last two or three pupils to remain in are the winners.

#### PRESENTATION

2. Look, point and say (p. 24, ex. 1).

To revise the toy words in the exercise, tell the pupils to say each word two or three times, pointing at the picture: "bear... bear". Pupils listen and repeat. Build up to a full sentence each time: "a bear... It's a bear". Pupils repeat the sentences after you.

#### PRACTICE

3. Work in pairs (p. 24, ex. 2).

Pupils listen to the toy named, find and point at it. Ask them to say the numbers to check.

Ask questions about the toys. Ask the pupils to give you the answers using the pattern:

Is Number 1 a teddy bear? — Yes, it is.

Tell the pupils to ask questions about the toys using the questions. Help or correct the pupils if they have difficulties.

#### EXTRA

##### Game

#### THE FEELY BAG

The Feelie Bag should contain small cards or squares of paper, each with one of the small letters of the alphabet (a-z) on it.

Divide pupils into two teams.

Draw one letter-card out of the bag and challenge each team to think of a word beginning with that letter.

One team member then spells out the word suggested.

Write all their words on the board.

Correct spelling mistakes.

Keep the score on the board.

Play several rounds for each team.

If the pupils can't think of a word, help with gestures or let them use the text-book to find the words to match the letter.

Let some pupils draw the cards from the bag; it will involve them into the game even more.

**4. Listen and repeat (p. 24, ex. 3).**

Read the poem. Pupils listen.

Read again, pausing after each sentence to let the pupils point at the pictures. Translate into their native language if the sentences are difficult to understand.

Ask the pupils to read the poem after you. Do choral and individual repetition.

Take turns to read the poem.

**5. Look and say "Yes" or "No" (p. 25, ex. 4).**

Ask the pupils to read the sentences individually and choose the correct answers, "Yes" / "No".

**READING AND WRITING**

**6. Listen and read (p. 25, ex. 5).**

Read the drills. Pupils listen and repeat.

Ask the pupils to read the chains one by one. Draw the pupils' attention to the vowels. Ask the pupils to pronounce slowly and correctly.

**ENDING THE LESSON**

**7. Speak English (p. 25, ex. 6).**

Ask the pupils to speak about their brother's / sister's toys. Tell them to use the sentences from the exercise.

Go around the class, point at toys and ask the pupils to speak about them.

Then let the pupils do the activity in pairs. Go around the class helping where necessary.

**HOME WORK**

Bring a favourite toy.

Revise the toy words.

Read the poem (p. 24, ex. 3).

## Lesson 2

Дата \_\_\_\_\_

Клас \_\_\_\_\_

**Тема. Давай пограємось!**

**Мета:**

**навчальна:** ознайомити з новими лексичними одиницями, учити вести бесіду, слухати співрозмовника; повторити правила читання голосних у закритому складі;

**розвивальна:** розвивати логічне мислення, увагу й зорову пам'ять, спостережливість, удосконалювати фонетику й артикуляцію звуків, усні комунікативні вміння з опорою на наочність;

**виховна:** виховувати культуру співбесіди, взаємоповагу, культуру спілкування, зацікавленість у розширенні своїх знань.

**Обладнання:** картки за темою «Іграшки», іграшки.

### Хід уроку

#### WARM-UP

##### 1. Game: Guess!

Choose one word from Lesson 1, draw a picture of it adding one little detail at a time. After adding each new detail, ask "What's this?" and say "Guess!" until the pupils guess correctly. Complete the drawing and say, "Yes. Well done. It's a..."

#### PRESENTATION

##### 2. Listen and repeat (p. 26, ex. 1).

Teach four of the eight words using the toy flashcards.

Hold the flashcard so that the whole class can see it. If necessary, walk round the room and show it to the pupils.

Say the word clearly. Do choral and individual repetition. Follow the same procedure three or four times.

Write the words and put the flashcards under the words. Ask the pupils to say the letters of the words.

When you have practiced the four words thoroughly, teach the other four words. Use the flashcards and follow the same procedure.

Make sentences using the structures "This is...", "I see...", "I have got...", "He / She has got..."

If you mostly have good pupils, you may divide them into two teams and play a game. A pupil from one team says a sentence. If it is correct, the team wins a point. If the pupil does not make a sentence, the other team can try to say the sentence — to win a bonus point.

#### PRACTICE

##### 3. Work in pairs (p. 26, ex. 2).

Read the dialogue. Pupils listen and point at each speaker in turn.

In pairs, pupils read and practice the dialogue only. One or two pairs act out the dialogue.

In pairs, pupils read and practice the dialogue using some other toy flashcard, for example, "a bear" and the words "Christmas present" and "brown". One or two pairs act out the dialogue. Write the words on the board to help the pupils to act out the dialogue.

##### 4. Listen and read (p. 27, ex. 3).

Tell the pupils to look at the picture on p. 27, ex. 3. Read the sentences. In their native language, ask the pupils to guess what they think the boy is doing. Then repeat the question in English.

Read the text, pausing after each sentence. Pupils repeat the sentence chorally and individually.

Tell the pupils that they are going to read the text too.  
Read the sentences again.  
Pupils read the text.

### **READING AND WRITING**

**5. Choose and say (p. 27, ex. 4).**

Read the sentences and choose the right answers. Ask the exemplary pupils to do the task first. Pupils listen and follow in their books. Then other pupils can repeat it.

**Key:** 1. The story is about a boy and his toy. 2. Roy has got a plane. 3. Ray has got a lorry.

**6. Find and say. Write (p. 27, ex. 5).**

This activity helps the pupils associate spoken sounds with written letters.

Explain the task in English.

Read the text (p. 27, ex. 3) again.

Find the “R r” words.

Ask the pupils to write the words on the board or you can do it yourself to save time.

Make up sentences with the “R r” words.

Example: Roy has got toys. Ray is a robot, etc.

**7. Listen and read (p. 27, ex. 6).**

Read the drills. Draw the pupils’ attention to the vowel sounds.

Do choral and individual repetition.

**8. Speak English (p. 27, ex. 7).**

Ask the pupils to say some sentences about their toys, using the patterns.

### **ENDING THE LESSON**

Finish with a Memory Game. Stick toy flashcards to the board. Pupils close their eyes while you remove one flashcard. Pupils then open their eyes and try and remember what is missing. They can either say the word or write it down.

### **HOME WORK**

Do ex. 3 and ex. 6, p. 27.

Learn the new words.

## Lesson 3

Дата \_\_\_\_\_

Клас \_\_\_\_\_

**Тема. Це — їхній корабель**

**Мета:**

**навчальна:** ознайомити з новими лексичними одиницями, учити вести бесіду, слухати співрозмовника, повторити правила читання голосних у закритому складі, повторити особові та присвійні займенники;

**розвивальна:** розвивати логічне мислення, увагу та зорову пам'ять, спостережливість, удосконалювати фонетику та артикуляцію звуків, правила читання голосних букв у закритому складі, розвивати усні комунікативні уміння з опорою на наочність;

**виховна:** виховувати культуру співбесіди, взаємоповагу, культуру спілкування, виховувати зацікавленість у розширенні своїх знань.

**Обладнання:** картки за темою «Іграшки», іграшки, таблиця «Особові та присвійні займенники».

### Хід уроку

#### WARM-UP

1. Disappearing Cards. Stick five flashcards to the board. Do choral repetition of the words in sequence. Then remove one of the flashcards from the sequence. Pupils chant the whole sequence of five words, including the missing one. Repeat, taking away another flashcard. Continue till there are no flashcards on the board and pupils are saying the whole sequence from memory. You can also play by writing five words on the board, then rubbing them out one at a time.

#### PRESENTATION

2. Listen and repeat (p. 28, ex. 1).

Read the new words. Say the words, using the book pictures and miming. You can use real objects. Pupils listen and repeat.

- a. Stress the plural.

Make sentences with the new words.

- b. Pupils complete the sentences with the new words too.

Do choral and individual repetition.

#### EXTRA

**Pair work:**

Pupils take turns to name any picture on page 28 ex. 1.

Their partner listens and responds by pointing to the picture and word named.

The aim is to do it as fast as possible, playing 'word-tennis' and swapping roles when one pupil makes a mistake.

They can keep scores.

Go round to help and supervise their work.

Play several rounds for each pair.

#### PRACTICE

3. Look and say (p. 28, ex. 2).

Point at the tables "Object pronouns" and "Subject pronouns". Revise them.

Make pairs: "I — my", "you — your", etc.

Read the sentences. Point out the object pronouns.

4. Work in pairs (p. 28, ex. 3).

Ask the pupils to read and answer the questions in pairs.

Pupils read and practice in pairs. One or two pairs act out the dialogue.

## READING AND WRITING

### 5. Listen and do (p. 29, ex. 4).

Read the poem and mime. Pupils listen and watch.

Read again, pausing after each sentence to let the pupils mime.

Ask the pupils to read the poem too. Do choral and individual repetition.

Read the poem and translate some words if necessary.

Tell the pupils to stand up. Say the poem and do the actions. Ask the pupils to repeat after you.

## EXTRA

Learn a poem.

Ask pupils to say the poem and do the actions.

Pupils point at themselves or their friends.

I like to skip,  
I like to jump,  
I like to run about,  
I like to play,  
I like to sing,  
I like to laugh  
And shout.

### 6. Complete and write (p. 29, ex. 5).

Point at the table "Object pronouns". Revise the pronouns.

Read and complete the sentences.

Key: 1. His; 2. Their; 3. My; 4. Our; 5. Her; 6. Your.

### 7. Listen and read (p. 29, ex. 6).

Read the drills. Draw the pupils' attention to the vowel sounds.

Do choral and individual repetition.

### 8. Speak English (p. 29, ex. 7).

Ask the pupils to look at their friends' toys.

Ask the pupils to say some sentences about their friends' toys, using the patterns.

## ENDING THE LESSON

Read any poem the pupils wish to recite or play any game the pupils wish to repeat.

## HOME WORK

Bring a favourite toy.

Do ex. 6, p. 29.

## Lesson 4

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Моя улюблена іграшка

#### Мета:

**навчальна:** практикувати всі види мовленнєвої діяльності, ознайомити з новими лексичними одиницями, модальним дієсловом “can”, активізувати вивчений лексико-граматичний матеріал, розвивати вміння та навички читання, письма, усного мовлення;

**розвивальна:** розвивати логічне мислення, увагу та зорову пам'ять, спостережливість, удосконалювати фонетику та артикуляцію звуків;

**виховна:** виховувати культуру співбесіди, зацікавленість у розширенні своїх знань, загальну культуру учнів.

**Обладнання:** таблиця «Модальне дієслово can», картки до теми «Дієслова».

### Хід уроку

#### WARM-UP

1. Start a Counting Chain round the class to revise the numbers 1–10. Pupils who hesitate are “out” (see Lesson 5).
2. Ask the pupils to remember and chant the ABC rhyme (see Lesson 3).

#### PRESENTATION

3. Listen and repeat. Say (p. 30, ex. 1).  
Books closed. You need six cards with the new words.  
Teach the new words. Say the words, using the pictures and miming.  
Do choral and individual repetition.  
Read the sentences. Then ask and answer the questions.

T. Can you fly?

P. No, I can't.

T. Can the bear drive a bike?

P. Yes, it can. / No, it can't.

4. Speak in class (p. 30, ex. 2).

Look at the pictures.

Ask the pupils what the children can do.

Explain what “a tick” and “a cross” mean.

Then read the examples.

Ask the pupils to speak about themselves using the examples.

5. Play a game (p. 30, ex. 3).

Read the rules.

Ask the pupils to mime the actions. The other pupils try to guess.

Help or correct the pupils if they have difficulties.

#### PRACTICE

6. Work in pairs. Ask and answer (p. 31, ex. 4).

Tell the pupils to look at the picture. In pairs, pupils read and practice the dialogue. Go around helping the pairs.

One or two pairs act out the dialogue. Praise their efforts: “Good! Well done!”

#### READING AND WRITING

7. Complete and write (p. 31, ex. 5).

Learn the rule. Explain to the pupils when they must use the modal verb “can” and “can't”.

Drill the answer form. Ask more questions. Pupils answer each time “Yes, I can.” / “No, I can't.”

To teach “No, I can’t” ask questions about things that are not in the picture. Pupils answer “No.” Expand the answer to “No, I can’t” and drill the new form.

Do the task. Complete the sentences. Help the pupils to do the task well by miming and using flashcards.

**Key:** 2. can, can’t; 3. can, can’t; 4. can’t; 5. can, can’t; 6. can.

**8.** Listen and read (p. 31, ex. 6).

Read the drills. Draw the pupils’ attention to the vowel sounds.

Do choral and individual repetition.

**9.** Speak English (p. 31, ex. 7).

Ask the pupils to show their toys.

Ask the pupils to describe their toys, using the patterns.

### **ENDING THE LESSON**

Read any poem the pupils wish to recite or play any game the pupils wish to repeat.

### **HOME WORK**

Bring a favourite toy.

Do ex. 2, p. 30.

Read ex. 6, p. 31.



## Lesson 5

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Моє улюблене заняття

#### Мета:

**навчальна:** ознайомити з новими лексичними одиницями, повторити раніше вивчені лексичні одиниці, звуки, граматичні структури, активізувати вивчений лексико-граматичний матеріал, розвивати вміння та навички читання, письма, усного мовлення;

**розвивальна:** розвивати логічний виклад думок, вміння робити власні висновки, розвивати пізнавальний інтерес в учнів, підтримувати високий рівень мотивації до вивчення англійської мови, розвинути й доповнити лексичний запас із теми «Прикметники»;

**виховна:** виховувати зацікавленість у розширенні своїх знань, загальну культуру учнів, культуру співбесіди.

**Обладнання:** картки за темою «Прикметники», «Іграшки».

### Хід уроку

#### WARM-UP

1. Write the anagrams “lownc and zzuple” on the board — and explain to the pupils that they are the names of two toys (“clown”, “puzzle”). They need to guess the words.

#### PRESENTATION

2. Listen and repeat. Say (p. 32, ex. 1).

Books are open. You read the new words. Translate them into their native language.

Teach the new words. Say the words, using the pictures and nouns.

Do choral and individual repetition.

Make up sentences.

3. Work in pairs. Point and say (p. 32, ex. 2).

Pupils look at the pictures. Mime looking for something in the pictures, as if it were very difficult to see. Ask the pupils: “Can you see a bird? Can you see a ball?” etc. Pupils answer: “Yes, I can.”

Then you say: “I like books. They are interesting. I don’t like bikes. They are slow.”

Read the example too. Ask the pupils to repeat.

Ask the pupils to describe the things using the adjectives.

Help the pupils to do the task well by miming and using flashcards.

4. Work in pairs. Ask and answer (p. 32, ex. 3).

Pupils look at the pictures.

Ask the pupils to name the pictures.

Then ask questions about the things. Pupils answer them. Help the pupils to answer correctly using positive and negative answers.

Do choral and individual repetition.

#### PRACTICE

5. Listen and read (p. 33, ex. 4).

Pupils read the text silently for a minute or two, or they take turns to read aloud, sentence by sentence, round the class. Help their understanding of the passage by pointing at the pictures. If they read the text aloud, help them with the rhythm.

6. Choose and say (p. 33, ex. 5).

In answering the questions there are three options: a) Pupils can try to read and answer the questions themselves. b) They can work in pairs to find and agree

on the right answers. c) The answers can be found all together as a class before the pupils write them down.

**Key:** 1. a girl and a doll; 2. a doll; 3. cook.

### **READING AND WRITING**

7. Find and say. Write (p. 33, ex. 6).

Read the text again.

Write the words with missing letters on the board.

Ask the pupils to guess what words are on the board.

Ask the pupils to find the words in the text and complete with the missing letters.

### **ENDING THE LESSON**

8. Speak English (p. 33, ex. 7).

Ask the pupils to tell you their hobbies. They can answer in English or in their native language.

Ask the pupils to describe their hobbies, using the new adjectives. Help the pupils to answer correctly.

### **HOME WORK**

Do ex. 1, p. 32.

Read ex. 4, p. 33.

Describe your hobby.

## Lesson 6

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Щонеділі

#### Мета:

**навчальна:** ознайомити з новими лексичними одиницями, повторити раніше вивчені лексичні одиниці, звуки, граматичні структури, активізувати вивчений лексико-граматичний матеріал, розвивати вміння та навички читання, письма, усного мовлення;

**розвивальна:** розвивати логічний виклад думок, вміння робити власні висновки, пізнавальний інтерес в учнів, підтримувати високий рівень мотивації до вивчення англійської мови, розвинути й доповнити лексичний запас із теми «Прикметники».

**виховна:** виховувати зацікавленість у розширенні своїх знань, загальну культуру учнів, культуру співбесіди.

**Обладнання:** постер на тему «Дозвілля».

### Хід уроку

#### WARM-UP

1. Asking about abilities. "Can you skip? Can you fly? Can you cook? Can you read?" etc.

#### PRESENTATION

2. Listen and repeat. Say (p. 34, ex. 1).

Books are open.

Teach the new words. Say the words, using the pictures and miming.

Do choral and individual repetition.

Read the sentences. Then ask and answer the questions about the pupils using the pictures.

T. Can you skip?

P. No, I can't.

T. Have you got rollers?

P. Yes, I have. / No, I haven't.

T. Can you roller-blade?

P. Yes, I can. / No, I can't.

#### EXTRA

Learn a poem.

- Ask pupils to say the poem and do the actions.
- Pupils point to themselves or their friends.

We are happy boys and girls,  
We play and dance and sing.  
We love all sorts of games and sports,  
We sit on a swing, a swing.

- Say the poem with some gaps.  
The pupils listen and finish your lines.
- Say the poem in a whisper.  
The pupils repeat after you but loudly.
- Say the poem and show the gestures.  
Do the wrong gestures.  
The pupils repeat only the correct gestures.

### **PRACTICE**

**3. Look and say. Answer the questions (p. 34, ex. 2).**

Look at the picture. Ask simple questions about the picture: "How many children are there? Where are the children? Are the children big?" etc.

One pupil reads the questions to the class. The other pupils answer. Help the pupils to answer correctly.

**Pair work:** Pupils ask each other again. Go round helping them to use the answers correctly.

**4. Time for fun. Listen and repeat (p. 35, ex. 3).**

**Before listening:** Ask the question "What's a swing?"

Tell the pupils to listen to the poem. Read it.

Read it again and pause after each line. Read a line and tell the pupils to repeat after you.

If the pupils have difficulties, translate the lines into their native language.

**5. Listen and read (p. 35, ex. 4).**

Pupils read the words silently for a minute or two, or they take turns to read aloud, sentence by sentence, round the class.

Read the words again. Pupils can clap or tap while reading the words.

**6. Speak English (p. 35, ex. 6).**

Look at the picture. Ask the questions. "Where are the children? Are they boys? Are they girls?"

Read the story about free time.

Ask some pupils to speak about their free time. If necessary, read the text again. Then ask them to retell it.

### **ENDING THE LESSON**

**7. Read "The Swing Poem" or play the game "Write anagrams", whichever the pupils prefer.**

### **HOME WORK**

Speak about your hobby and free time.

## Lesson 7

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Я люблю спорт

#### Мета:

**навчальна:** ознайомити з новими лексичними одиницями, повторити раніше вивчені лексичні одиниці, звуки, граматичні структури, уміння вести бесіду, слухати співрозмовника, перевірити й закріпити знання за заданою темою, закріпити вживання лексичних структур;

**розвивальна:** розвивати логічне мислення, увагу й зорову пам'ять, спостережливість, удосконалювати фонетику та артикуляцію звуків, усні комунікативні уміння з опорою на наочність;

**виховна:** виховувати культуру співбесіди, взаємоповагу, навички здорового способу життя.

**Обладнання:** постер на тему «Спорт».

### Хід уроку

#### WARM-UP

1. Play a few rounds of Spelling Shark (This is a version of the traditional Hangman game.) Briefly explain the rules to the class. You can play the game to revise the vocabulary for the lesson.

Think of any sport activity, e.g., "skip". Don't say it aloud. Draw a "cliff" line on the board. At the bottom of the "cliff" draw a shark and the sea.

Write the word with two blanks: "\_ki\_". Pupils take turns to guess one letter in the sport activity. If that letter is in the word, write it in the appropriate blank. If it is not in the word, draw a little "stick figure" starting to walk towards the edge of the cliff. Pupils must guess all the letters correctly before the stick figure falls off the cliff and into the shark's jaws.

#### PRESENTATION

2. Listen and repeat (p. 36, ex. 1).

Tell the pupils to look at the picture on p. 36, ex. 1. Ask the pupils to guess what they think the children are doing.

Read the words, pausing after each word. Pupils repeat the words chorally and individually.

Read the sentences.

Then ask the questions about the sports: "What sport do you like? Does your friend play hockey?" etc.

3. Look and say (p. 36, ex. 2).

Ask the pupils to look at the pictures and read the explanation.

Look at Picture 1 and make sentences to explain: "Ann likes swimming, but she doesn't like aerobics." Ask the pupils to repeat after you.

Pupils make sentences to Pictures 2 and 3.

4. Listen, read and act out (p. 36, ex. 3).

Ask the pupils to look at the pictures. Then ask the questions: "What animals can you see? Are they friends? What activities do they like? What is the dog's name? What is the cat's name?"

Read the dialogue. Pupils listen and point at the pictures. In pairs, pupils read and practice it.

Act out the dialogue. Repeat with a different pupil, but this time let the pupil choose a partner to act it out with.

Repeat with several different pupils. Ask the pupils to imitate the sounds and mime the actions.

Help or correct the pupils if they have difficulties.

### PRACTICE

**5. Listen and read (p. 37, ex. 4).**

Ask the pupils to look at the picture.

They listen as you read the text.

Read the sentences. Pupils listen.

Read again, pausing after each sentence.

Ask the pupils to read the text. Do choral and individual repetition.

**6. Choose and say (p. 37, ex 5).**

After reading the text (p. 37, ex. 4) you can check the understanding of the text.

Read the sentences and answer "Yes" or "No".

**Key:** 1. No. 2. Yes. 3. Yes.

Ask the questions: "Do you want to be famous? Do you like swimming? Do you go to the swimming pool?"

### READING AND WRITING

**7. Write and say (p. 37 ex 6).**

Ask the pupils to write questions to Sam about his hobby.

Write a table on the board and ask the pupils to make questions using the table.

Do you	like swimming?
	go to the swimming pool?
	go swimming on Sundays?
	want to be famous?

Pupils make questions and read them aloud.

They write the questions down.

### ENDING THE LESSON

**8. Speak English (p. 37, ex. 7).**

Explain to the pupils that they have to speak about their hobby.

Tell them about your hobby: "I like aerobics. It is a good sport. I go to the sport center on Monday and Wednesday. I am good at aerobics."

Ask the pupils to read the example individually.

Ask the pupils to speak about their hobby. Help or correct the pupils if they have difficulties.

### HOME WORK

Do ex. 7, p. 37.

Read ex. 4, p. 37.

## Lesson 8

Дата \_\_\_\_\_

Клас \_\_\_\_\_

**Тема. Сьогодні — неділя!**

**Мета:**

**навчальна:** ознайомити з новими лексичними одиницями, формувати навички вживання нових лексичних одиниць, удосконалювати компетенції читання, аудіювання й усного монологічного мовлення;

**розвивальна:** розвивати логічне мислення, увагу та зорову пам'ять, спостережливість, удосконалювати фонетику та артикуляцію звуків, учити працювати в парі, групі, логічно висловлювати думку;

**виховна:** виховувати культуру співбесіди, взаємоповагу та любов до англійської мови, культуру спілкування, виховувати зацікавленість у розширенні своїх знань.

**Обладнання:** матеріали для створення проектною роботи.

### Хід уроку

#### WARM-UP

1. Play a few rounds of the Spelling Shark with any of the new sport or hobby words.

Use the words from Lessons 7 and 8.

Then make word combinations or sentences with the words.

#### PRESENTATION

2. Listen and repeat (p. 38, ex. 1).

Tell the pupils to look at the pictures on p. 38, ex. 1. Ask the pupils to guess where the children are.

Read the words, pausing after each word. Pupils repeat the words chorally and individually.

Use the words in sentences.

Ask the pupils to repeat the sentences.

Then ask the questions about the new words:

Is the village big?

Is the garden nice?

Are the children hopping? Can children hop in hopscotch?

Are the children running? Is it fun to play hide-and-seek?

3. Work in pairs. Ask and answer (p. 38, ex. 2).

Pupils look at the pictures.

Ask the pupils to read the word combinations.

Then ask the questions about the things. Pupils have to answer them. Help the pupils to answer correctly using positive and negative answers.

Do choral and individual repetition.

— Where are the children? — At school. / In the park. / At home, etc.

#### EXTRA

Pupils try to learn the poem.

Where do you live, little Mouse?

Where do you live? At the zoo?

In the village? Oh, no. Do you?

Do you live at the zoo?

I live in a house just like you!

#### PRACTICE

4. Speak in class (p. 38, ex. 3).

Read the sentences yourself or ask an exemplary pupil to do it.

Pupils listen and read in silence.

Pupils read, first together and then individually.  
Then they try to say how they spend their weekend.  
Help the pupils to use the new word combinations.

### **READING AND WRITING**

**5. Time for fun. Look, make and say (p. 39, ex. 4).**

Explain to the pupils how to make the project in their native language. Then say it in English and mime.

Read the text about a visit to grandparents. Pupils listen and read in silence.

Ask a pupil to make up his / her own story about his / her visit to grandparents.

Tell the pupils to write "A Visit to Grandparents" at home.

**6. Listen and read (p. 39, ex. 5).**

Read the drills quickly, first together and then individually.

**7. Speak English (p. 39, ex. 6).**

Explain to the pupils that they are going to speak about their weekend.

Tell them about your weekend using the sentences from p. 38, ex. 2, 3.

Explain to the pupils that they have to speak about their weekend.

Tell them about your weekend: "I like Sunday. It is a good day. I go to the sport center. I like to play football. I visit my grandparents in the village. I watch TV at home. I like to go to the zoo. I like bears. They are big and they like to dance."

Ask the pupils to tell their stories individually.

Help or correct the pupils if they have difficulties using the words from p. 38, ex. 2, 3.

### **ENDING THE LESSON**

**8. Revise any poem the pupils like.**

### **HOME WORK**

Write "A Visit to Grandparents".

Learn the new words and word combinations.



## Lesson 9

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Повторення граматики

#### Мета:

**навчальна:** повторити та узагальнити граматичний матеріал, закріпити вживання граматичних структур, активізувати вивчений лексико-граматичний матеріал, розвивати вміння та навички читання, письма, усного мовлення;

**розвивальна:** розвивати інтелектуальні й пізнавальні здібності, різні типи пам'яті — слухову, зорову, оперативну, тривалу, увагу, уяву, учити працювати в парі, групі, логічно висловлювати думку;

**виховна:** виховувати культуру співбесіди, зацікавленість у розширенні своїх знань, загальну культуру учнів.

**Обладнання:** граматичні таблиці.

### Хід уроку

#### WARM-UP

1. Do a few minutes' revision.

Ask the questions: "Where are you? Where are your grandparents? Where do you play football? Where do you play hide-and-seek? Where do you see animals?"

#### PRACTICE

2. Look at the table "Plural Nouns". Read the examples. Explain the rule. Do it in their native language. Give other examples.

3. Write (p. 40, ex. 1).

Write the words in singular from the exercise on the board in a column.

Ask the pupils to write the words in plural.

Explain the rule. Then ask the pupils to explain too.

#### EXTRA

Play a game with pairs of objects partly hidden in your hand. Say, "I've got two... (pens), I've got three... (pencils)". Pupils finish the sentences using plural. Play the game two or three times with different objects and different pupils.

4. Complete and say (p. 40, ex. 2).

Pupils read the sentences and complete using the words from the table. Draw the pupils' attention to the word "your". Explain that the pupils may use it two times.

**Key:** 1. Your; 2. Our; 3. His; 4. Its; 5. Her; 6. Your; 7. My; 8. Their.

5. Match and say (p. 40, ex. 3).

In pairs, pupils read and practice the sentences. One or two pairs act out each sentence. Help or correct the pupils if they have difficulties.

#### READING AND WRITING

6. Write and say (p. 41, ex. 4).

Read the task in their native language.

Tell the pupils to look at the picture to write the sentences correctly. Point out that the first letter of the first word is capitalized and the last word has got a full stop after it.

Make up sentences.

Ask the pupils to write them down on the board and in their copy books.

**Key:** 1. It is Sunday today. 2. Jane and Peter are not at school. 3. They can play. 4. They play computer games. 5. Peter has got a sister. 6. Look at her! 7. She makes puzzles. 8. The children are happy.

Revise the table "Present Simple Tense". Drill the pronunciation of affirmative forms. Point out the difference between "He / She plays..." on the

board, as well as “do — does”, “go— goes”, “watch — watches”, “have got — has got”.

**7. Write (p. 41, ex. 5).**

Write sentences and explain the rule.

**8. Speak English (p. 41, ex. 6).**

Explain to the pupils that they have to speak about their week.

Tell them about your week: “I go to school every day. I read, write and play games at school. I play games in the yard. I visit my grandparents. I watch TV at home. I can play computer games. I go to bed.”

Ask the pupils to tell their stories individually.

Help or correct the pupils if they have difficulties.

### **ENDING THE LESSON**

#### **EXTRA**

Play the game Bingo! with the hobby words the pupils know. Get the pupils to suggest and spell the hobby words. Write them in a list on the board. Pupils choose and write down any four hobby words and the game begins. Pupils cross off the words as they are called out.

#### **HOME WORK**

Revise the new words.

Speak about your weekend and your week.

## Lesson 10

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Перевір себе!

#### Мета:

**навчальна:** повторити та закріпити лексико-граматичні структури, узагальнити вивчений лексичний матеріал за темою «Давайте розважатися»;

**розвивальна:** розвивати комунікативні компетенції, довільну пам'ять, здатність узагальнювати вивчений матеріал;

**виховна:** викликати в дітей бажання вчитися, до процесу пізнання; виховувати дисципліну, повагу до однокласників, звичку до систематичної розумової праці.

**Обладнання:** таблиці «Теперішній неозначений час», картки й постер до теми «Давайте розважатися».

### Хід уроку

#### WARM-UP

1. Begin with a five minute revision. Go round the class, asking individual pupils, "What's your hobby? What do you do in the park?" etc.

#### PRESENTATION

2. Listen and match. Act out (p. 42, ex. 1).

Ask the pupils to look at the pictures.

Ask the pupils to read the dialogues.

Pupils read the dialogue in pairs. They point at the pictures. In pairs, pupils read and practice it.

Ask the pupils to act out the dialogues. Repeat with a different pupil, but this time let the pupil choose a partner to act them out with.

Repeat with several different pupils. Ask the pupils to imitate the sounds and mime the actions.

Help or correct the pupils if they have difficulties.

#### PRACTICE

3. Find and say (p.42, ex. 2).

Ask the pupils to look at the pictures and choose the right words.

**Key:** 1. Robot; 2. Puzzle; 3. Plane; 4. Ship; 5. Clock; 6. Swing.

#### READING AND WRITING

4. Listen and read (p. 43, ex. 3).

Ask the pupils to read the text individually.

Ask the pupils, "What is the boy's name? What is the girl's name? Where do they live? What does Xeno like? What does Xena do? What can Xena play?" etc.

Take turns to read the text again.

5. Choose and say (p. 43, ex. 4).

Ask the pupils to read the sentences individually and choose the correct answers.

**Key:** 1. Cousins; 2. Football; 3. Music.

6. Find and say (p. 43, ex. 5).

This activity helps the pupils to associate spoken sounds with written letters.

Explain the task in English.

Read the text (p. 43, ex. 3) again.

Find the "X x" words.

Ask the pupils to write the words on the board or you can do it yourself to save time.

Make up sentences with the "X x" words.

**Key:** I can't play the xylophone. I like X-mas parties.

## **EXTRA**

### **Game**

#### **Guess**

Write the structure of the questions to use for this game:

Is it...?

Draw simple pictures on the board slowly adding little details.

After each new little detail pupils try to guess an object.

They ask you questions.

**Pupil.** Ball?

Point to the structure and encourage them to ask a correct question.

**Pupil.** Is it a ball?

**Teacher.** Yes, it is. or No, it isn't.

If necessary, help pupils by saying the beginning of the question or by pointing to the structure on the board.

**Teacher.** Is it a...? Guess!

### **Pair work:**

Pupils continue this guessing game in pairs.

Any picture in this unit can be used as a model.

## **7. Speak English (p. 43, ex. 6).**

**Pair work:** Pupils ask questions about their partners' grandparents, brothers and sisters. Then they make up short stories. You can write some questions on the board to help.

## **HOME WORK**

Do ex. 7, p. 43.

Make up a story about your family. Use the Family Book.

## Unit 3. APPEARANCE

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Lesson 1

**Тема. У мене — щасливе обличчя!**

**Мета:**

**навчальна:** ознайомити з новими лексичними одиницями, активізувати вивчений лексико-граматичний матеріал, розвивати вміння й навички читання, письма, усного мовлення;

**розвивальна:** розвивати логічне мислення, увагу та зорову пам'ять, спостережливість, удосконалювати фонетику та артикуляцію звуків, розвивати усні комунікативні вміння з опорою на наочність;

**виховна:** виховувати зацікавленість у розширенні своїх знань, загальну культуру учнів.

**Обладнання:** таблиця за темою «Зовнішність», лялька.

### Хід уроку

#### WARM-UP

1. Play one or two rounds of the Spelling Shark with any new words from the previous unit, especially the hobbies.

#### PRESENTATION

2. Listen and repeat (p. 44, ex. 1).

Teach and then drill the new words shown in the picture of a clown: "Touch your own hair, eye, nose", etc. as the pupils listen and repeat.

Ask "What's this?" as you point at parts of the face and body again. Pupils answer.

Pupils take turns to read out the words for the parts of the face and body. Help with pronunciation.

3. Point and say (p. 44, ex. 2).

Pupils take turns to point at the parts of the face and body. Help with pronunciation, singular and plural.

Point out that the word "eye" refers to one eye and that the word "eyes" refers to both eyes together.

#### PRACTICE

4. Listen, read and act out (p. 44, ex. 3).

Ask the pupils to look at the pictures. Then ask the questions: "Who can you see? What does the girl have? What does the boy have?"

Read Dialogue 1. Pupils listen and point at the picture. In pairs, pupils read and practice it.

Act out the dialogue. Repeat with different pupils, but this time let the pupils choose a partner to act it out with.

Act out Dialogues 2, 3, and 4. In pairs, pupils read and practice them.

Repeat with several different pupils. Ask the pupils to imitate the sounds and mime the actions.

Help or correct the pupils if they have difficulties.

#### READING AND WRITING

5. Speak in class. Say "Yes" or "No" (p. 44, ex. 4).

After reading the dialogues (p. 44, ex. 3) you can check the understanding of the dialogues.

Read the sentences and answer "Yes" or "No".

**Key:** 1. Yes. 2. No. 3. No. 4. Yes. 5. No. 6. No. 7. Yes.

6. Play the game “Miss Alison Says”. Call out instructions for the whole class. If you start the instruction with the phrase “Miss Alison says”, the class should follow the instruction, but if you don’t say “Miss Alison says”, they shouldn’t, and any pupil who does the action is out. Play the game until only one pupil is left. (This is the game called “Simon Says”).

#### **ENDING THE LESSON**

7. Speak English (p. 37, ex. 7).

Explain to the pupils that they have to describe their favourite toy.

Describe a doll: “Look, this is a doll. It’s got a round face, a small nose and rosy cheeks. Its hair is long and fair. Its eyes are big and blue. It’s pretty.”

Ask the pupils to describe the doll individually.

Help or correct the pupils if they have difficulties.

#### **HOME WORK**

Learn the new words (p. 44, ex. 1).

Read ex. 3, p. 44.

Bring your favourite toy. Describe it (p. 45, ex. 6).

## Lesson 2

Дата \_\_\_\_\_

Клас \_\_\_\_\_

**Тема. Це — я!**

**Мета:**

**навчальна:** повторити раніше вивчені лексичні одиниці, звуки, питальні структури, закріпити вивчені лексичні одиниці, активізувати вивчений лексико-граматичний матеріал, розвивати вміння та навички читання, письма, усного мовлення, уміння вести бесіду, слухати співрозмовника;

**розвивальна:** розвивати різні типи пам'яті — слухову, зорову, оперативну, учити працювати в парі, групі, логічно висловлювати думку, вміння спілкуватися, підтримувати високий рівень мотивації до вивчення англійської мови, розвинути й доповнити лексичний запас із теми «Зовнішність. Частини тіла»;

**виховна:** виховувати культуру співбесіди, взаємоповагу, зацікавленість у розширенні своїх знань, загальну культуру учнів.

**Обладнання:** таблиці «Зовнішність. Частини тіла», лялька.

### Хід уроку

#### WARM-UP

##### 1. Dictation:

Give a simple "Picasso dictation", in which pupils listen and draw what they hear instead of writing it down word for word.

Demonstrate or explain the procedure to the pupils. Then dictate every part of the following description two or three times, giving the pupils plenty of time to draw their pictures: "I'm a small monster. I've got a big head. I've got three eyes. I've got two noses and one big mouth. I've got long hair."

##### 2. Game

"Disappearing Items"

Draw or stick six pictures of toys to the board.

Do choral repetition of the words in sequence: e.g., *a monster, a plane, a robot, a lorry, a doll*.

Then erase or remove one of the pictures.

Pupils chant the whole sequence, including the missing word.

Repeat and erase or remove another card.

Continue till there are no pictures on the board and pupils are saying the whole sequence from memory.

You can also play this by writing five words on the board, and erasing them one at a time.

#### PRESENTATION

##### 2. Listen and repeat (p. 46, ex. 1).

Teach and then drill the new words shown in the picture of a clown: "Touch your own arm, hips, leg", etc. as the pupils listen and repeat.

Ask "What's this?" as you point at parts of the face and body again. Pupils answer.

Pupils take turns to read out the words for the parts of the face and body. Help with pronunciation.

Point out that the word "foot" refers to one foot and the word "feet" refers to both feet together. Do the same with "a tooth — teeth".

#### PRACTICE

##### 3. Work in groups of four. Play a guessing game (p. 46, ex. 2).

Read the rules of the game.

Read the example.

Play the game in groups of four. You can go round the class and help the pupils to make questions and correct mistakes.

**4. Listen, point and sing (p. 47, ex. 3).**

Revise the numbers from 1 to 10.

Use the number flashcards. Stick them to the board.

Ask the pupils to answer your question and point at the pictures: "How many fingers do you have?"

Read the lines of the song. Pupils listen.

Pupils listen and repeat after the teacher, first together and then individually.

Ask the pupils to sing the song. Go around helping the pupils to read.

**READING AND WRITING**

**5. Complete and say (p. 47, ex. 4).**

Look at the pictures.

Read the words in the table.

Match the pictures with the words from the table.

**Key:** 1. a nice smile; 2. dark hair; 3. big ears; 4. a big nose; 5. a long neck.

**6. Listen and read (p. 39, ex. 5).**

Read the drills quickly, first pupils read together and then individually.

**7. Speak English (p. 47, ex. 5).**

Explain to the pupils that they have to describe their faces and body.

Tell them to use sentences from p. 44, ex. 3.

Ask the pupils to tell their stories individually.

Help or correct the pupils if they have difficulties.

**ENDING THE LESSON**

**8. Revise any poem the pupils like. Revise the new one.**

**HOME WORK**

Draw your face.

Learn the new words and word combinations.



## Lesson 3

Дата \_\_\_\_\_

Клас \_\_\_\_\_

**Тема.** Як він / вона виглядає

**Мета:**

**навчальна:** вивчити новий вірш, активізувати вивчений лексико-граматичний матеріал, розвивати вміння та навички читання, письма, усного мовлення;

**розвивальна:** розвивати усні комунікативні вміння з опорою на наочність;

**виховна:** виховувати зацікавленість у розширенні своїх знань, загальну культуру учнів.

**Обладнання:** таблиці «Зовнішність. Частини тіла», лялька.

### Хід уроку

#### WARM-UP

1. Play a simple “Draw, fold and pass” game, like this:

Each pupil has a blank sheet of paper. Give an instruction: “Draw the head... Draw the nose, the eyes, and the mouth.” Pupils draw a head with eyes, nose and mouth. They then fold over the top of their paper to cover the head they have drawn, and pass on the paper to their neighbour.

Give other instructions (...the body ...the arms ...the hands, etc). Pupils draw, fold, and pass the paper to their neighbor each time.

After drawing the feet, pupils unfold the whole drawing and describe the one they have using the adjectives they know.

#### PRESENTATION

2. Listen and repeat (p. 48, ex. 1).

Teach and then drill the new words shown in the picture. If the pupils have difficulties, translate the words into their native language.

Pupils take turns to read out the words. Help them with pronunciation.

#### PRACTICE

3. Work in pairs. Ask and answer (p. 48, ex. 2).

Some pupils read the questions, others answer them, using the pictures (p. 48, ex. 1).

Write a table with questions on the board to help the pupils to make questions.

Who has got	fair hair?
	curly hair?
	straight hair?
	green eyes?
	brown eyes?
Who is	slim?
	fat?
	tall?
	short?

4. Listen and do (p. 48, ex. 3).

Read the poem. Pupils listen.

Read again, pausing after each sentence. Tell the pupils to stand up. Let the pupils repeat the actions after you.

Ask the pupils to read the poem too. Do choral and individual repetition.

Read the poem and translate the difficult words if necessary.

Say the poem together and do the actions. Ask the pupils to repeat after you.

#### READING AND WRITING

5. Listen and read (p. 49, ex. 4).

Ask the pupils to read the text individually.

Ask the pupils, “Who is Monica? Is her face funny? How many hands has she got? What is her mother’s name?” etc.

Take turns to read the text again.

**6. Choose and say (p. 49, ex. 5).**

Ask the pupils to read the sentences individually and choose the correct answers.

**Key:** 1. a mother and a daughter; 2. a funny face; 3. play music.

**7. Find and say (p. 49, ex. 6).**

This activity helps the pupils to associate spoken sounds with written letters.

Read the text (p. 49, ex. 4) again.

Find the “M m” words.

Ask the pupils to write the words on the board or you can do it yourself to save time.

Make up sentences with the “M m” words.

**Key:** Mira is Monica’s mother.

**ENDING THE LESSON**

**8. Speak English (p. 49, ex. 7).**

Describe your friend’s appearance. Complete the sentences.

**HOME WORK**

Learn the words.

Bring a photo of your mother. Describe your mother.

## Lesson 4

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Pozнайомтеcь із Піноккіо!

#### Мета:

**навчальна:** закріпити вживання лексичних структур, формувати лексичні навички й навички вимови, удосконалювати компетенції читання, аудіювання, усного мовлення, формувати навички вживання нових лексичних одиниць;

**розвивальна:** розвивати усні комунікативні уміння з опорою на наочність, узагальнити та систематизувати лексичні одиниці за темою «Зовнішність. Частини тіла», розвивати інтелектуальні й пізнавальні здібності, різні типи пам'яті — слухову, зорову, оперативну;

**виховна:** виховувати зацікавленість у розширенні своїх знань, загальну культуру учнів.

**Обладнання:** таблиця "Present Simple. Negative".

### Хід уроку

#### WARM-UP

1. Play a simple "Draw, fold and pass" game.

#### PRESENTATION

2. Listen and repeat (p. 50, ex. 1).

Teach and then drill the new words shown in the picture. Say the word and mime. If the pupils have difficulties, translate the words into their native language.

Pupils take turns to read out and mime the words. Help them with pronunciation.

#### EXTRA

##### Pair work:

Pupils take turns to name any picture on page 28 ex. 1.

Their partner listens and responds by pointing to the picture and word named.

The aim is to do it as fast as possible, playing 'word-tennis' and swapping roles when one pupil makes a mistake.

They can keep scores.

Go round to help and supervise their work.

Play several rounds for each pair.

Then ask pupils to show the actions that correspond to the new words.

##### Game

#### PLEASE AND THANK YOU

The teacher writes the structure on the board: "Show me..., please".

The teacher explains what instructions to follow.

Teacher. When I say "Please", you do what I say. If I don't say "Please", you don't do what I say.

First practice and demonstrate how it works.

Examples of instructions:

Show me your nose.

Show me your nose, please.

Show me your hair.

Show me your hair, please.

Show me your hands.

Show me your hands, please.

Show me your face.

Show me your face, please.

Pupils should only react if you say please.

Play a few rounds and then let a pupil be the leader of this game.

**3. Listen and sing (p. 50, ex. 2).**

Read the lines of the song. Pupils listen.

Pupils listen and repeat after the teacher, first together and then individually.

Ask the pupils to sing the song. Go around helping the pupils to read.

**4. Speak English (p. 50, ex. 3).**

Read the sentences. Tell the pupils that they are positive.

Look at the table "Present Simple. Negative".

Read the sentences in pairs. Stress the structure "have got / has got" and "haven't got / hasn't got".

**PRACTICE**

**5. Look and say (p. 51, ex. 4).**

Ask the pupils to look at the picture.

Read the sentences and say "Yes" or "No".

**Key:** 1. Yes / No. 2. It is not clear who is Sue, so choose your own answer.

3. Yes. 4. Yes. 5. Yes / No. 6. Yes.

**READING AND WRITING**

**6. Write (p. 51, ex. 5).**

Look at the table "Present Simple. Negative".

Make the sentences negative. Change the structure "have got / has got" into "haven't got / hasn't got".

**7. Listen and read (p. 51, ex. 6).**

Read the drills quickly, first together and then individually.

**ENDING THE LESSON**

**8. Speak English (p. 51, ex. 7).**

Describe your friend's appearance and say what he / she can do. Complete the sentences.

**HOME WORK**

Learn the words.

Describe your friend.

## Lesson 5

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Мій одяг

#### Мета:

**навчальна:** практикувати всі види мовленнєвої діяльності, ознайомити з новими лексичними одиницями, вивчити новий вірш, учити вести бесіду, слухати співрозмовника;

**розвивальна:** розвивати логічне мислення, увагу та зорову пам'ять, спостережливість, удосконалювати фонетику та артикуляцію звуків, усні комунікативні уміння з опорою на наочність;

**виховна:** виховувати загальну культуру спілкування учнів, зацікавити у розширенні своїх знань.

**Обладнання:** таблиця й картки на тему «Мій одяг».

### Хід уроку

#### WARM-UP

1. Play a game of anagrams on the board, using the new words learnt in the unit.

#### PRESENTATION

2. Listen and repeat (p. 52, ex. 1).

Teach and then drill the new words shown in the pictures. Say the word and point at the picture. Pupils listen and repeat several times.

Pupils take turns to read out the words. Point at their clothes. Help them with pronunciation.

Use the new words in the structure "This is... These are..."

3. Work in pairs (p. 52, ex. 2).

Revise the colours. Show a card with a colour or a pencil. Pupils say its colour.

Ask questions about the colours of the clothes on the washing line, using the picture (p. 52, ex. 3). What colour is the blouse? What colour is the hat?

#### PRACTICE

4. Listen and sing (p. 52, ex. 3).

Pupils read the phrases describing the clothes on the washing line.

Ask the pupils to read the words of the song again and point at the clothes on the washing line.

#### EXTRA

If the pupils have coloured pencils, play one or two rounds of Coloured Bingo! Pupils draw a small colour flashcard using four of the eight colours they now know. Call out the colour words and play Bingo!

5. Speak in class (p. 53, ex. 4).

Ask the pupils to tell the class what clothes they have got on.

Ask about the colour of their clothes.

Ask four or five pupils to describe the clothes.

#### READING AND WRITING

6. Find the opposites (p. 53, ex. 5).

Write the opposites on the board.

Ask the pupils to come up to the board and find the opposites. Then they match them.

Read the opposites chorally.

7. Match and say (p. 53, ex. 6).

Read the sentences of the first column. Then read the second one.

Ask the pupils to match them together.

**Key:** 1. D. 2. C. 3. F. 4. B. 5. A. 6. E.

### ENDING THE LESSON

**8. Look and say (p. 53, ex. 7).**

Read the lines of words. Pupils listen and read.

Ask the pupils to take turns to read the lines.

**9. Play a few games of “What can I see on a washing line?”**

Stick the clothes pictures to the board pretending to hang them out on a washing line.

Concentrate on the new clothes words and their colours. Let the pupils take over.

**10. Speak English (p. 53, ex. 8).**

Ask a pupil to come up to the board.

Pupils look at their clothes and describe them using the new clothes words and colours.

### HOME WORK

Draw a washing line with clothes. Colour the clothes.

## Lesson 6

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Шкільне свято

#### Мета:

**навчальна:** практикувати всі види мовленнєвої діяльності, ознайомити з новими лексичними одиницями, учити вести бесіду, слухати співрозмовника;

**розвивальна:** розвивати логічне мислення, увагу та зорову пам'ять, спостережливість, удосконалювати фонетику та артикуляцію звуків, усні комунікативні уміння з опорою на наочність;

**виховна:** виховувати загальну культуру спілкування учнів, зацікавити в розширенні своїх знань.

**Обладнання:** таблиця й картки на тему «Мій одяг».

### Хід уроку

#### WARM-UP

1. Play one or two rounds of the Spelling Shark with any new words from the previous lesson.

#### PRESENTATION

2. Listen and repeat (p. 54, ex. 1).

Teach and then drill the new words shown in the pictures. Say a word and point at the picture. Pupils listen and repeat several times.

Pupils take turns to read out the words. Point at their clothes. Help them with pronunciation.

Use the new words in the structure "This is.... These are..."

3. Work in groups. Act out (p. 54, ex. 2).

Ask a few questions in English about the picture: "Who's the woman? What's her name? How many children can you see? What colour is the umbrella? Who has got a hat? What colour is it?" etc.

Dialogue: In pairs, pupils read and practice the story.

One or two pairs act out the dialogue.

4. Read the rule "Possessive Case".

Point out the form and meaning of the possessive singular "\_'s", using the pupils' possessions in the classroom as examples: "This is Mary's desk. This is Oleg's pen." etc. Write several examples on the board and show how the "\_'s" is added to the end of proper names or nouns to indicate ownership (the desk of Mary, the pen of Oleg).

Then read the rule from the book.

#### PRACTICE

5. Look and say (p. 55, ex. 3).

Drill the possessive case singular "\_'s" and the new words several times: "Look at Dan. Dan has got a hat and boots. This is Dan's hat and these are Dan's boots."

Pupils take turns to describe other children in the same way, using pictures.

#### EXTRA

Collect one possession from each pupil.

Take turns to name each one: "Ann's rubber", etc. Put all the objects in a pile on the table.

Teach the question "Whose...? Whose pen is it?" Drill the question several times.

Pupils take turns to come up to the board and take guesses about the objects or ask questions: "Whose rubber is it? Is this Max's pen?"

**READING AND WRITING**

**6. Write (p. 55, ex. 4).**

Write an example on the board.

Read the dialogue.

Complete the sentences. Write them on the board.

Read in pairs and check the pronunciation of the words.

**ENDING THE LESSON**

**7. Speak English (p. 55, ex. 5).**

Stick some pupils' photos to the board.

Ask a pupil to come up to the board and describe who he sees in the photo.

**HOME WORK**

Bring another photo and describe it.

Revise (p. 55, ex. 3).



## Lesson 7

Дата \_\_\_\_\_

Клас \_\_\_\_\_

**Тема. Який одяг ти носиш?**

**Мета:**

**навчальна:** практикувати всі види мовленнєвої діяльності, вивчити новий вірш, учити вести бесіду, слухати співрозмовника;

**розвивальна:** розвивати логічне мислення, увагу та зорову пам'ять, спостережливість, удосконалювати фонетику та артикуляцію звуків, усні комунікативні уміння з опорою на наочність;

**виховна:** виховувати загальну культуру спілкування учнів, зацікавити в розширенні своїх знань.

**Обладнання:** фотографії учнів.

### Хід уроку

#### WARM-UP

1. Pick up the pupils' possessions at random. Ask other pupils, "Is this Mary's bag?" or "Is it Ivan's pen?"

2. Game

Place several objects on your desk.

Tell pupils to look at them for a minute.

Then cover the objects with a cloth, and ask pupils to write down (or call out) as many of the objects as they can remember.

At first pupils will only be able to say a word: *a (pen), (two) (rulers), an (apple)*.

Later they can say: "*There's a (pen). There are (two) (rulers)*".

Write the structure on the board to help the pupils to remember it.

#### PRESENTATION

3. Look, match and say (p. 56, ex. 1).

Pupils look at the pictures. They follow the strings from each child to his / her clothes.

Ask questions about the children's clothes.

— Whose dress is it? — It's Ann's.

— Whose boots are they? — They are Tom's.

#### PRACTICE

4. Work in pairs. Ask and answer (p. 56, ex. 2).

Read the dialogue. Pupils listen.

In pairs, pupils read and practice the dialogue only. One or two pairs act out the dialogue.

In pairs, pupils read and practice the dialogue using the other clothes flashcards, for example, "a dress" and the winter words. One or two pairs act out the dialogue. Stick or write the clothes words on the board to help the pupils to act out the dialogue. Don't forget to ask about the seasons.

#### READING AND WRITING

5. Let's exercise. Listen and do (p. 56, ex. 3).

Read the poem and mime. Pupils listen and watch.

Read again, pausing after each sentence to let the pupils mime.

Ask the pupils to read the poem too. Do choral and individual repetition.

Read the poem and translate the difficult words if necessary.

Tell the pupils to stand up. Say the poem and do the actions. Ask the pupils to repeat after you.

6. Play a game. Work in pairs. Say and draw (p. 57, ex. 4).

Choose a pupil to be blindfolded.

Ask him / her to come up to the board and put on a blindfold.  
Give instructions to draw parts of the body and clothes.  
You can play two or three rounds.

**7. Read and write (p. 57, ex. 5).**

Read the text. Pupils listen and read in silence.  
Read the word combinations chorally and individually.  
Ask the pupils to stick the photos to the board.  
Work in pairs. Pupils describe each other.

**8. Listen and read (p. 57, ex. 6).**

Read the drills. Draw the pupils' attention to the vowel sounds.  
Do choral and individual repetition.

**9. Speak English (p. 57, ex. 7).**

Ask the pupils to make groups of four.  
Ask them to show the photos to each other.  
Ask to read the questions and answer them.

**ENDING THE LESSON**

Read a poem and mime (p. 56, ex. 3).

**HOME WORK**

Read "Ten Little Fingers" (p. 56, ex. 3).  
Describe your friend.

## Lesson 8

Дата \_\_\_\_\_

Клас \_\_\_\_\_

**Тема. У мене є фантастична істота**

**Мета:**

**навчальна:** практикувати всі види мовленнєвої діяльності, присвійниковий відмінок, учити вести бесіду, слухати співрозмовника, перевірити й закріпити знання за темою «Зовнішність. Одяг»;

**розвивальна:** розвивати логічне мислення, увагу та зорову пам'ять, спостережливість, удосконалювати фонетику та артикуляцію звуків, усні комунікативні уміння з опорою на наочність;

**виховна:** виховувати загальну культуру спілкування учнів, учити працювати в парі, групі, логічно висловлювати думку, зацікавити в розширенні своїх знань.

**Обладнання:** фотографії учнів.

### Хід уроку

#### WARM-UP

1. Revise the face and body vocabulary, asking “What’s this? Is your hair long?” etc.

#### PRESENTATION

2. Look and read. Say “Yes” or “No” (p. 58, ex. 1).

Read the sentences and match with the picture of a monster.

Ask the pupils to give the answers.

**Key:** 1. No. 2. No. 3. No. 4. Yes. 5. Yes.

3. Work in pairs. Ask and answer (p. 58, ex. 2).

Read the questions and answers. Pupils listen.

In pairs, pupils read and practice the questions and answers only. One or two pairs act out the questions and answers.

In pairs, pupils change and practice the questions and answers.

4. Look, say and write (p. 58, ex. 3).

Write anagrams on the board.

Ask the pupils: “What can the monster do?”

Pupils look at the pictures and answer.

Ask a pupil to come up to the board and write the correct word.

#### PRACTICE

5. Look at the pictures. Read and say the number (p. 59, ex. 4).

Read the sentences and say the number of the monster.

Play the “Who am I?” game. Give one pupil a “false identity” of one of the four monsters.

The other pupils ask questions, as in (p. 58, ex. 2), to find out who the pupil is pretending to be. Play several rounds with the different identities.

Include other monster characters in the game using the picture (p. 58, ex. 1).

6. Time for fun. Look, make and say (p. 59, ex. 5).

Make a monster. Ask the pupils to make their monsters too.

#### EXTRA

Learn the poem.

Listen and repeat.

Point to the parts of body.

This is a boy/girl/monster.  
He/She/It is saying,  
“This is my head;

This is my face;  
This is my hair;  
These are my eyes;  
These are my ears;  
This is my nose;  
This is my mouth;  
These are my teeth;  
These are my arms;  
These are my legs”.

**7. Speak English (p. 59, ex. 7).**

Ask the pupils to make their own monsters and describe them.

**ENDING THE LESSON**

Play one or two games of the Spelling Shark, using any of the body words.

**HOME WORK**

Ask the pupils to make some other monsters and describe them.

## Lesson 9

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Повторення граматики

#### Мета:

**навчальна:** повторити й узагальнити граматичний матеріал, закріпити вживання граматичних структур, активізувати вивчений лексико-граматичний матеріал, розвивати вміння та навички читання, письма, усного мовлення;

**розвивальна:** розвивати інтелектуальні та пізнавальні здібності, різні типи пам'яті — слухову, зорову, оперативну, тривалу, увагу, уяву, учити працювати в парі, групі, логічно висловлювати думку;

**виховна:** виховувати культуру співбесіди, зацікавленість у розширенні своїх знань, загальну культуру учнів.

**Обладнання:** граматичні таблиці, картки за темою «Зовнішність. Одяг».

### Хід уроку

#### WARM-UP

1. Play a few rounds of the Spelling Shark to revise the vocabulary for the lesson: *umbrella, tie, jacket*.

#### PRACTICE

2. Revise the articles *a, an* or no article.  
Read the words with the articles. Revise the rule. Use their native language.
3. Fill in “a / an” or no article (p. 60, ex. 1).  
Read the words and fill in the articles.  
Write the words on the board.  
Ask the pupils to write the words on the board.

#### EXTRA

##### Game

Ask eight pupils to come to the front of the class.

Pupil 1 says a phrase e.g., *a red kite*.

Pupil 2 repeats this phrase and adds another phrase, e.g., *a red kite and a blue yo-yo*.

Pupil 3 then repeats this and adds another phrase, e.g., *a red kite, a blue yo-yo and a green ball*.

Continue until the eighth pupil has added his/her phrase.

Then ask the class to repeat the whole thing.

This can be done with the following words:

- colour + toy, adjective + animal (e.g., *a fat cat; a fat cat and a tall giraffe; a fat cat, a tall giraffe and a long snake*),
- adjectives of feeling (e.g., *hot; hot and hungry; hot, hungry and tired*),
- food (e.g., *a sandwich; a sandwich and a banana; a sandwich, a banana and a cake*),
- dates (e.g., *the ninth of October; the ninth of October and the fifth of May; the ninth of October, the fifth of May and the twenty-second of June*).

4. Write (p. 60, ex. 2).

Ask the pupils to open their copybooks.

Read the words and explain what article to choose.

Write down the words with the articles. Draw the pupils' attention to the words “a tooth”, “a foot”.

5. Count and write (p. 60, ex. 3).

Look at the pictures. Name them.

Count the things.

Ask a pupil to come up to the board and write the names of clothes and their quantity.

## READING AND WRITING

6. Say, as in the example (p. 61, ex. 4).

Read the example. Revise possessive case.

Read a sentence and make changes.

**Key:** 1. My granny's smile is kind. 3. Tom's jacket is brown. 4. Mr. Tame's tie is blue. 5. Mrs. Green's dress is purple. 6. Miss Alison's blouse is pink. 7. My sister's hat is nice.

7. Complete and say. Write the answers (p. 61, ex. 5).

Look at the table. Read the words.

Read the sentences and fill in the gaps.

**Key:** 1. What; 2. When; 3. Whose; 4. What; 5. What; 6. How; 7. Where; 8. Who.

Answer the questions. Write them down. Pupils may write down their own answers.

8. Write sentences (p. 61, ex. 6).

Read the words and make up sentences.

Write them down.

**Key:** 1. My doll has got a blue dress on. 2. The robot can talk. 3. My eyes can see. 4. The ugly monster has got six legs. 5. I have got ten little fingers. 6. Can you jump high? 7. My sister can't walk. 8. I think this dress is nice.

9. Speak in class (p. 61, ex. 7).

Ask the pupils to introduce themselves.

Read and use the patterns.

## ENDING THE LESSON

Play the game the pupils wish to play.

## HOME WORK

Revise the grammar rules.

Revise the words of the unit.

## Lesson 10

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Перевір себе!

#### Мета:

**навчальна:** повторити й закріпити лексико-граматичні структури, узагальнити вивчений лексичний матеріал за темою «Зовнішність»;

**розвивальна:** розвивати комунікативні компетенції, довільну пам'ять, здатність узагальнювати вивчений матеріал;

**виховна:** викликати в дітей бажання вчитися, до процесу пізнання; виховувати дисципліну, повагу до однокласників, звичку до систематичної розумової праці.

**Обладнання:** таблиці й картки за темою «Зовнішність», «Одяг», родинні фото.

### Хід уроку

#### WARM-UP

1. Write the body words on the board. Ask the pupils to close their eyes while you rub out one word. Pupils then open their eyes and try to remember what is missing. They can say the word or write it down. Do two or three rounds with different words.

#### PRESENTATION

2. Listen and say (p. 62, ex. 1).

Read the texts. Pupils listen and choose the right picture. They can write the letters in their copybooks.

Pupils describe the correct person.

**Key:** 1. B. 2. A. 3. C. 4. B.

#### PRACTICE

3. Look and say (p. 62, ex. 2).

Ask the pupils to look at the pictures. Ask questions about the children's clothes: "What colour is the dress? Who has got a cap? How many socks can you see?"

Ask the pupils to read the sentences and match them with the pictures.

Complete the sentences, using the pictures.

**Key:** 3. These are Dan's trousers. These trousers are (colour). 4. These are Ann's socks. These are her socks. 5. These are Dan's shoes. These are his shoes. 6. This is Ann's hat. It's her hat.

#### READING AND WRITING

4. Listen, read and say (p. 63, ex. 3).

Ask the pupils to look at the pictures.

Ask the pupils to read the text in silence.

Pupils take turns to read the text. They point at the picture. Pupils read and practice it.

Ask the pupils to find the wrong sentences.

Read them.

Help or correct the pupils if they have difficulties.

**Key:** Wrong sentence: Taras has got a yellow T-shirt and black trousers on.

5. Choose and say (p. 63, ex. 4).

Ask the pupils to read the sentences individually and choose the correct answers.

**Key:** 1. children and their aunt; 2. trousers; 3. a hat.

6. Find and say (p. 63, ex. 5).

This activity helps the pupils to associate spoken sounds with written letters.

Explain the task in English.

Read the text (p. 63, ex. 3) again.

Find the “T t” words.

Ask the pupils to write the words on the board or you can do it yourself to save time.

Spell the “T” words.

### **EXTRA**

#### **Pair work:**

Listen and colour.

One pupil colours a picture in the Workbook, preferably at home.

S/he does not let their partner see it.

The pupil then describes the coloured picture to their partner: *a (red) (ball), a (green) (kite).*

Their partner colours the picture in their own Workbook, following the instructions.

When finished, they compare the pictures.

#### **7. Speak English (p. 63, ex. 6).**

Individual work. Pupils describe their family photos making short stories. You can write some questions or sentences on the board to help.

### **HOME WORK**

Describe your family photos.

Describe your clothes.



## Unit 4. SEASONS AND NATURE

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Lesson 1

**Тема.** Яка сьогодні погода?

**Мета:**

**навчальна:** ознайомити з новими лексичними одиницями, активізувати вивчений лексико-граматичний матеріал, розвивати вміння та навички читання, письма, усного монологічного мовлення;

**розвивальна:** розвивати логічне мислення, увагу та зорову пам'ять, спостережливість, удосконалювати фонетику й артикуляцію звуків, розвивати усні комунікативні уміння з опорою на наочність;

**виховна:** виховувати зацікавленість у розширенні своїх знань, загальну культуру учнів.

**Обладнання:** таблиця «Пори року», картки.

### Хід уроку

#### WARM-UP

1. Memory Game. Pupils close their books and try to remember as many of the pictures on pages 54 and 52 as they can from memory. Record the words on the board.

#### PRESENTATION

2. Listen, repeat and point (p. 64, ex. 1).

Revise the short forms of the verb "to be". Write the example "It is = It's" on the board and explain.

Teach and then drill the new weather vocabulary using the pictures.

Read the captions for each of the pictures. Pupils listen and look at the pictures. Use board sketches, miming and gestures to make sure the pupils understand the meaning of the new words.

Pupils take turns to read out the words. Help with pronunciation.

#### PRACTICE

3. Work in pairs (p. 64, ex. 2).

Ask the pupils to ask and answer the question about the weather: "What's the weather like today? — It's warm."

Use the flashcards. Ask the pupils to come up to the board and point at the flashcard you name.

#### READING AND WRITING

4. Listen, read and choose (p. 64, ex. 3).

Ask the pupils to read the words individually.

Ask the pupils, "What season is it?" Point at the season pictures.

A pupil answers and asks another pupil the same question. Repeat two or three times.

Read the sentences about the seasons. Pupils listen and point at the right picture.

Then ask them to describe the pictures.

#### EXTRA: LEARN A POEM

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

### **READING AND WRITING**

**5. Look and say (p. 65, ex. 4).**

Ask the pupils to look at the picture.

Ask what the children's names are.

Ask the pupils to mime the new weather words from the exercise. They mime what the children like and dislike.

**6. Work in pairs. Ask and answer (p. 65, ex. 5).**

In pairs, pupils mime the new weather words from the lesson. They mime and the other pupils try to guess the right answer.

Ask the pupils to use like and dislike sentences.

**7. Listen and read (p. 65, ex. 6).**

Read the drills quickly, first together and then individually.

### **ENDING THE LESSON**

**8. Speak English (p. 65, ex. 7).**

Ask the pupils to look out of the window and describe the weather.

### **HOME WORK**

Draw a picture of today's weather.

## Lesson 2

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Пори року

#### Мета:

**навчальна:** ознайомити з новими лексичними одиницями, активізувати вивчений лексико-граматичний матеріал, розвивати вміння та навички читання, письма, усного монологічного мовлення;

**розвивальна:** розвивати логічне мислення, увагу та зорову пам'ять, спостережливість, удосконалювати фонетику та артикуляцію звуків, розвивати усні комунікативні вміння з опорою на наочність;

**виховна:** виховувати зацікавленість у розширенні своїх знань, загальну культуру учнів.

**Обладнання:** таблиця «Пори року», «Назви місяців», картки, пов'язані з порами року та заняттям.

### Хід уроку

#### WARM-UP

1. Draw pictures of the sun shining, raindrops falling, wind blowing, snow falling and clouds on the board. Ask the pupils to call out the weather words.

#### PRESENTATION

2. Listen and repeat (p. 66, ex. 1).

Look at the pictures and say the names of the months. Pupils listen and repeat. Teach and then drill the new vocabulary using the pictures on the board.

**After listening:** Teach the word "month". Point out that the names of the months all start with a capital letter in English.

#### EXTRA

##### Game

##### BINGO

Pupils make a grid of six squares.

They write a number in each square.

Pupils can't repeat the numbers.

Draw a grid as an example on the board.

5	3	7
9	1	6

Call out numbers at random.

If pupils have the number you call out in their grid, they tick it, or cross it off, or cover it with a small piece of paper.

The first pupil to tick / cross off / cover all six numbers in their grid calls out "Bingo!" and becomes the winner.

This can also be played with words, e.g., colours, animals, food, toys, weather, calendar, etc.

3. Look and say (p. 66, ex. 2).

Ask the pupils to read the sentences individually.

Then ask the pupils to read the sentences and say "Yes" or "No".

**Key:** 1. Yes. 2. No. 3. No. 4. Yes.

In pairs, pupils continue the same activity.

Go round the class and help or correct if necessary.

4. Listen, read and say (p. 66, ex. 3).

Tell the pupils to look at the picture on p. 66, ex. 3. Read the sentences.

Ask the question: "Why does Dan like winter?"

Read the text, pausing after each sentence. Pupils repeat the sentences chorally and individually.

Tell the pupils that they are going to read the text too.

Read the sentences again.

Pupils read the text.

**Memory game:** Play a short memory game with the class. They close their book and listen to you describing what Dan does in winter. They have to remember the season and the months.

### **PRACTICE**

5. Work in pairs (p. 67, ex. 4).

Ask the pupils to read and answer the questions in pairs.

Pupils read and practice in pairs. One or two pairs act out the dialogue.

In pairs, pupils continue the same activity using other pictures.

Write another dialogue on the board changing the main words from the dialogue and underlining them.

Ask the pupils to read the similar dialogue.

A. Do you like winter?

B. Yes, I do. It's cold. It's snowy. I wear a coat and a hat. I can play snowballs and ski.

You can stick pictures instead of words.

Do the same with the next two pictures.

### **READING AND WRITING**

6. Listen and read (p. 67, ex. 5).

Read the drills quickly, first together and then individually.

### **ENDING THE LESSON**

7. Speak English (p. 67, ex. 6).

Ask the pupils to describe their favourite season and explain why it is their favourite.

Write the names of the months randomly across the board. Pupils race against each other to find the words on the board as you call them out at random.

### **HOME WORK**

Describe your favourite season and explain why it is your favourite.

## Lesson 3

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Зараз зима

#### Мета:

**навчальна:** практикувати всі види мовленнєвої діяльності, ознайомити з новими лексичними одиницями, повторити раніше вивчені лексичні одиниці, звуки, граматичні структури;

**розвивальна:** удосконалювати фонетику та артикуляцію звуків, розвивати усні комунікативні вміння з опорою на наочність, узагальнити та систематизувати лексичні одиниці за темами «Пори року», «Назви місяців»;

**виховна:** зацікавити учнів темою уроку, привернути їхню увагу до нових лексичних одиниць, передбачених у цьому уроці; допомогти їм бути розкутими в спілкуванні, повторити лексичний запас попередніх уроків.

**Обладнання:** таблиці «Пори року», «Назви місяців», картки, пов'язані з порами року та заняттям.

### Хід уроку

#### WARM-UP

1. Complete the sentences using the pictures.

Write the sentences on the board and complete them with the pictures. Pupils read the beginnings and name the pictures:

- Today the weather is...
- When it rains you take...
- In winter you wear...
- In autumn you eat...
- When it's snowy you can...
- In summer you don't wear...

#### PRESENTATION

2. Look and say (p. 68, ex. 1).

##### Part 1

Read the questions and answers. Pupils listen and look at the pictures.

Then they read the mini dialogues in pairs.

##### Part 2

Read the new words. Say the words, using the book pictures and miming. You can use real objects. Pupils listen and repeat.

Draw the pupils' attention to the plural "gloves", "mittens".

Make sentences with the new words. Pupils complete the mini dialogues with the new words too.

Do choral and individual repetition.

#### PRACTICE

3. Work in groups. Act out (p. 68, ex. 2).

Ask a few questions in English about the pictures: "How many children can you see? What are their names? What colour is the sweater? Who has got a hat and a dress? What colour is the hat?" etc.

**Dialogue:** In pairs, pupils read and practice the story.

One or two pairs act out the dialogues.

4. Let's exercise. Listen and do (p. 68, ex. 3).

Read the poem and mime. Pupils listen and watch.

Read again, pausing after each sentence to let the pupils mime.

Ask the pupils to read the poem too. Do choral and individual repetition.

Read the poem. Translate the words of the poem if necessary.

Tell the pupils to stand up. Say the poem and do the actions. Ask the pupils to repeat after you.

5. Listen and repeat. Say (p. 68, ex. 4).

Read the questions and answers using the pictures.

Ask the pupils to read the questions and answers too. Do choral and individual repetition using other pictures.

### READING AND WRITING

6. Write the questions (p. 68, ex. 5).

Write the sentences on the board.

Write the questions to the sentences. Explain how to make questions in their native language.

Write the table:

Do	I, we, you, they...?
Does	he, she, it...?

Key: 1. Does Mary like...? 2. Does Ann like...? 3. Do we like...? 4. Do they like...? 5. Can you ski...? 6. Is it snowy...?

### ENDING THE LESSON

7. Speak English (p. 69, ex. 6).

Ask the pupils to describe winter using the beginnings of the sentences.

### HOME WORK

Learn the poem (p. 69, ex. 3).

Describe winter.

## Lesson 4

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Природа навесні

#### Мета:

**навчальна:** практикувати всі види мовленнєвої діяльності, закріпити нові лексичні одиниці, повторити раніше вивчені лексичні одиниці, звуки, граматичні структури, вдосконалювати навички читання та аудіювання;

**розвивальна:** удосконалювати фонетику та артикуляцію звуків, усні комунікативні вміння з опорою на наочність, узагальнити та систематизувати лексичні одиниці за темами «Пори року», «Назви місяців»;

**виховна:** зацікавити учнів темою уроку, привернути їхню увагу до вивчених лексичних одиниць, передбачених у цьому уроці; допомогти їм бути розкутими в спілкуванні, повторити лексичний запас попередніх уроків.

**Обладнання:** таблиці «Пори року», «Назви місяців», картки, пов'язані з порами року та заняттям.

### Хід уроку

#### WARM-UP

1. Chant the months of the year all together in a rhythmic way.

Write the names of the months on the board.

Ask the pupils to classify them according to the season. Use a spidergram.

Then ask the pupils what their favourite seasons are and ask to explain why.

#### PRESENTATION

2. Listen, repeat and point (p. 70, ex. 1).

**Before reading:** Ask the question "What can you see?"

Read a poem. Pupils point at the things in the picture. Pupils listen and repeat the lines several times.

Pupils take turns to read out the poem. Help them with pronunciation.

Use the new words in the structure.

#### PRACTICE

3. Work in pairs (p. 70, ex. 2).

Read the instruction. Pupils listen.

Pupil A reads a sentence. Pupil B draws a picture.

Then they swap roles.

Stick the pictures to the board and ask some questions about them: "What colour is the sun? Where are the boy and the girl? Can you see a bird?" etc.

#### EXTRA

Learn the poem.

Stick a picture of spring to the board.

Recite the poem and point to the picture.

Pupils look, listen and repeat.

Come to the woods  
On a sunny day,  
Come to the woods  
On a day so gay.  
Look at the grass,  
At the busy bees,  
Look at the birds  
In green, green trees.

Ask one pupil to come up to the board.

The pupil points to the objects the teacher names.

**4. Work in pairs (p. 70, ex. 3).**

Ask the pupils to read and answer the questions in pairs.

Pupils read and practice in pairs. One or two pairs act out the dialogue.

In pairs, pupils continue the same activity using other pictures.

Write another dialogue on the board changing the main words from the dialogue and underlining them:

— What's the weather like in April? — It is sunny and windy in April.

Ask the pupils to read a similar dialogue.

**5. Work in pairs. Make up a dialogue and act it out (p. 71, ex. 4).**

**Dialogue 1:** Ask the pupils to look at the picture.

Pupils read the sentences in the first column. Explain to the pupils they have to match them in the correct order.

**Dialogue 2:** Ask the pupils to look at the other picture.

Pupils read the sentences in the second column. Explain to the pupils they have to match them in the correct order too.

Read the dialogues again. Correct the mistakes. Act out the dialogues.

**READING AND WRITING**

**6. Listen and read (p. 71, ex. 5).**

Read the drills. Draw the pupils' attention to the vowel sounds and letters w+r at the beginning of the word.

Do choral and individual repetition.

**ENDING THE LESSON**

**7. Speak English (p. 71, ex. 6).**

Ask the pupils to describe spring using the beginnings of the sentences.

**HOME WORK**

Learn the poem (p. 70, ex. 1).

Describe spring.



## Lesson 5

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Світ навколо тебе

#### Мета:

**навчальна:** закріпити вживання лексико-граматичних структур, формувати лексичні навички й навички вимови, вдосконалювати навички читання, аудіювання, усного мовлення формувати навички вживання нових лексичних одиниць, вдосконалювати компетенції усного монологічного мовлення;

**розвивальна:** зацікавити учнів темою уроку, привернути їхню увагу до нових лексичних одиниць, передбачених у цьому уроці; допомогти їм бути розкутими у спілкуванні, поповнити лексичний запас; дати змогу учням використати загальні знання; залучити до роботи учнів всього класу;

**виховна:** виховувати культуру співбесіди, взаємоповагу, риси характеру: доброзичливість, толерантність, активність, повагу і любов до однокласників, культуру спілкування, зацікавленість у розширенні своїх знань.

**Обладнання:** картки з цифрами від 10–20.

### Хід уроку

#### WARM-UP

1. Have one or two days-of-the-week races on the board.

#### PRESENTATION

2. Listen and repeat (p. 72, ex. 1).

Read the new number words. You can use the cards. Pupils listen and repeat.

Make sentences with the new words. Pupils complete the sentences with the new words too.

Do choral and individual repetition.

#### EXTRA

##### Game

#### NUMBER RACE

Have a Number Race with numbers 0–10 on the board.

Divide the class into two teams.

Write the numbers on the board at random as the class chant them out: *one, two, three, four, etc.*

Choose one player from each team. Give them some chalk.

Explain that they are going to have a Number Race.

Call out any number from the board.

The two players race to find it on the board.

One team crosses off (x) numbers if they find them first, and the other team circles (O) them.

After every two or three numbers, two new players come out and take over the race.

Have two or three races if there is time.

#### PRACTICE

3. Look and say (p. 72, ex. 2).

Pupils look at the photos.

Ask, "How old is Jack / Mary?" etc.

Pupils describe the children in the photos.

4. Work in pairs. Act out (p. 72, ex. 3).

Ask the pupils to read the dialogues in pairs.

Help them to translate difficult word combinations.

Pupils read and practice in pairs. One or two pairs act out the dialogues.

### READING AND WRITING

5. Look and say (p. 72, ex. 4).

**Picture puzzles:** Pupils look at the puzzles silently and guess the pictures.  
Then they answer questions: "What's Number 12? — It's a coat."

### EXTRA

Learn the poem.

Read the poem and point to the pictures on the board.

"In winter I ski and skate,"

Says little Kate.

"In summer I like to swim,"

Says little Jim.

"And what do you do in spring?"

"In spring we dance and sing."

6. Look, complete and write (p. 73, ex. 5).

Look at the table. Read the words.

Read the sentences and fill in the gaps.

**Key:** 1. in; 2. above; 3. over; 4. on; 5. below; 6. on; 7. under.

Write the words. Pupils may write down their own answers in their copybooks.

### ENDING THE LESSON

7. Speak English (p. 73, ex. 6).

Ask the pupils to say the temperature.

### HOME WORK

Speak about today's temperature.

## Lesson 6

Дата \_\_\_\_\_

Клас \_\_\_\_\_

**Тема. Літо — яскраве**

**Мета:**

**навчальна:** закріпити вживання лексико-граматичних структур (Present Simple), формувати лексичні навички й навички вимови, удосконалювати навички читання, аудіювання, усного мовлення, вдосконалювати компетенцію усного монологічного мовлення;

**розвивальна:** зацікавити учнів темою уроку, привернути їхню увагу до повторення лексичних одиниць, передбачених у цьому уроці; допомогти їм бути розкутими в спілкуванні, поповнити лексичний запас; дати змогу учням використати загальні знання; залучити до роботи учнів усього класу;

**виховна:** виховувати культуру співбесіди, взаємоповагу, риси характеру: доброзичливість, толерантність, активність, повагу й любов до однокласників, культуру спілкування, зацікавленість у розширенні своїх знань.

**Обладнання:** тематичні картки або плакат.

### Хід уроку

#### WARM-UP

1. Have a “months of the year” race on the board. Write the names of the months randomly across the board. Pupils race against each other to find the words on the board as you call them out at random.

#### PRESENTATION

2. Look and say (p. 74, ex. 1).

Ask the pupils to look at the picture.

Read the questions. Pupils listen and look at the picture.

Then they answer the questions.

3. Listen and repeat (p. 74, ex. 2).

Revise the colours using the colour cards. Stick the cards under the words written on the board. Point at the colours and ask the pupils to say the colour. Repeat it several times chorally and individually.

Tell the pupils to look at the picture.

Say the poem, pausing after each line for the class to repeat.

Ask one of the exemplary pupils to read the poem too. He / She reads the text while the class listens.

Pupils take turns to read the poem.

#### PRACTICE

4. Speak in class (p. 74, ex.3).

Play an Association game. Say the name of any season. Pupils work in pairs, trying to think of and write down within a two-minute period as many words they associate with that season as possible. Then ask them to make up sentences.

Read the task of the exercise. Name the colours. Match them with the things.

Play two or three rounds.

5. Listen and read (p. 74, ex. 4).

##### Part 1

Read the drills. Draw the pupils' attention to the vowel sounds in the pairs of words.

Do choral and individual repetition.

##### Part 2

Read the text. Pupils listen and repeat.

Translate the difficult words and word combinations into their native language.

Ask the pupils to take turns to read. Then do it chorally and individually.

**After reading:** ask the pupils some questions to check their understanding: “What’s the bug’s name? Where is the sun? What has June got? What does it sing? Where is the duck?” etc.

### **READING AND WRITING**

6. Write the questions to the answers. Act out (p. 75, ex. 5).

Ask the pupils to read the answers. If you have pictures, point at them.

Ask the pupils to make questions to the answers. If it’s difficult, write the questions on the board. Pupils copy down the questions into their copy books.

**Pair work:** Act out the dialogues.

In pairs, pupils read and practice Dialogue 1 only. One or two pairs act out the dialogue.

Then pupils read and practice other dialogues in pairs. One or two pairs act out the dialogues.

### **ENDING THE LESSON**

7. Speak English (p. 75, ex. 6).

Ask the pupils to describe summer. Use some pictures and the sentences from the exercise.

### **HOME WORK**

Describe today’s weather. Draw a picture.

Bring sea photos.

## Lesson 7

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Біля моря

#### Мета:

**навчальна:** закріпити вживання лексико-граматичних структур, формувати лексичні навички й навички вимови, удосконалювати навички читання, аудіювання, усного мовлення; формувати навички вживання нових лексичних одиниць, удосконалювати компетенції усного монологічного мовлення;

**розвивальна:** зацікавити учнів темою уроку, привернути їхню увагу до нових лексичних одиниць, передбачених у цьому уроці; допомогти їм бути розкутими в спілкуванні, поповнити лексичний запас; дати змогу учням використати загальні знання; залучити до роботи учнів усього класу;

**виховна:** виховувати культуру співбесіди, взаємоповагу, риси характеру: доброзичливість, толерантність, активність, повагу і любов до однокласників, культуру спілкування, зацікавленість у розширенні своїх знань.

**Обладнання:** сімейні фото, картки за темою та плакат.

### Хід уроку

#### WARM-UP

1. Start a months-of-the-year chain round the class, like in the previous lesson.

#### PRESENTATION

2. Listen and repeat (p. 76, ex. 1).

Stick the sea poster to the board. Teach the words, using the flashcards: “a rock”, “a coast”, “a shell”, etc.

Point at the flashcard so that the whole class can see it. If necessary, walk round the room and show it to the pupils.

Say every word clearly.

Do choral and individual repetition. Use the same procedure three or four times.

Write the words and put the flashcards under the words. Ask the pupils to spell the words.

#### PRACTICE

3. Read (p. 76, ex. 2).

Ask the pupils to look at the picture. Ask, “What is this?”

Read the text. Pupils listen.

Read again, pausing after each sentence to let the pupils point at the pictures.

Mime or translate words or word combinations into their native language if the sentences are difficult to understand.

Ask the pupils to read the text after you. Do choral and individual repetition.

**Picture dictation:** Take turns to read the text and draw a crab on the board.

#### READING AND WRITING

4. Choose and say (p. 76, ex. 3).

Ask the pupils to read the sentences individually and choose the correct answers.

**Key:** 1. a crab; 2. ten; 3. the sand.

5. Work in pairs. Ask and answer (p. 77, ex. 4).

Ask the pupils to look at the picture of the crab on the board.

Read the questions. Pupils listen. Mime the answers or point at the pictures.

In pairs, pupils read and answer the questions. One or two pairs act out the questions.

**6. Find and say (p. 77, ex. 5).**

This activity helps the pupils to associate spoken sounds with written letters.

Explain the task in English.

Read the text (p. 76, ex. 2) again.

Find the “C c” words.

Ask the pupils to write the words on the board or you can do it yourself to save time.

Spell the “C c” words.

**7. Write. Answer the questions (p. 77, ex. 6).**

Tell the pupils to copy down the questions.

Ask the pupils to look at the pictures.

Ask the exemplary pupils to write the answers on the board.

Tell the pupils to read the questions and answers.

**ENDING THE LESSON**

**8. Speak English (p. 77, ex. 7).**

Ask the pupils to use the summer photos and say the summer words. Draw the pupils’ attention to the sea photos. Stick them to the board. Describe summer using the photos. Use the sentences from the exercise.

Name the summer clothes. Draw a suitcase on the board and “put” summer clothes into it.

**HOME WORK**

Describe summer holidays. Draw a picture.

## Lesson 8

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Осінь — багата

#### Мета:

**навчальна:** закріпити вживання лексико-граматичних структур попередніх уроків, формувати лексичні навички й навички вимови англійських слів, удосконалювати навички читання, аудіювання, усного мовлення, формувати навички вживання нових лексичних одиниць різної тематики, удосконалювати компетенції усного діалогічного мовлення;

**розвивальна:** зацікавити учнів темою уроку, привернути їхню увагу до нових лексичних одиниць, передбачених у цьому уроці; допомогти їм бути розкутими в спілкуванні, поповнити лексичний запас; дати змогу учням використати загальні знання; залучити до роботи учнів всього класу;

**виховна:** виховувати культуру співбесіди, взаємоповагу, риси характеру: доброзичливість, толерантність, активність, повагу і любов до однокласників, культуру спілкування, зацікавленість у розширенні своїх знань.

**Обладнання:** картки за темою «Погода» та плакат «Пори року», картки з цифрами від 1 до 20, набори малюнків на тему «Фрукти».

### Хід уроку

#### WARM-UP

1. Write two or three of the following sea anagrams on the board for the pupils to work out in pairs: llehs (shell), cbar (crab), eas (sea), etc.

#### PRESENTATION

2. Listen, repeat and point (p. 78, ex. 1).

Teach four of the five words, using the fruit flashcards.

Hold the flashcard so that the whole class can see it. If necessary, walk round the room and show it to the pupils.

Say the words clearly.

Do choral and individual repetition. Use the same procedure three or four times.

Write the words and stick the flashcards under the words. Ask the pupils to spell the words.

When you have practiced the four words thoroughly, teach the last word. Use the flashcard and follow the same procedure.

Make sentences using the structures "This is...", "I see...", "I have got...", "He / She has got..."

If you mostly have good pupils, you may divide them into two teams and play a game. A pupil from one team says a sentence. If it is correct, the team wins a point. If the pupil cannot make a sentence, the other team can try to say the sentence — to win a bonus point.

#### PRACTICE

3. Listen, repeat. Act out (p. 78, ex. 2).

Ask the pupils to look at the picture. Then ask the questions: "Who are these people? Where are the children and their teacher? What's the teacher's name?"

Read the dialogue. Pupils listen and point at the picture.

In pairs, pupils read and practice it. Help them with the rhythm.

Act out the dialogue. Repeat with a different pupil, but this time let the pupil choose a partner to act it out with.

Repeat with several different pupils. Ask the pupils to imitate the sounds and mime the actions.

Help or correct the pupils if they have difficulties.

**4. Speak in class (p. 78, ex. 3).**

Look at the picture (p. 78, ex. 2).

Explain what “a tick” and “a cross” mean.

Then read the examples.

Ask the pupils to say “Yes” or “No”.

**READING AND WRITING**

**5. Count and say (p. 79, ex. 4).**

Revise the numbers from 1 to 20. Use the flashcards.

Do some sums on the board: “ $5+7=12$ ,  $15-3=12$ ”, etc.

Revise the fruit words, using the words from the exercise.

Pupils read the task in their native language.

Read the example in English. Pupils listen and repeat.

Do the sums and use the fruit words. Repeat the sentences.

**6. Time for fun. Look, draw and say (p. 79, ex. 5).**

Name the days of the week.

Revise the weather words.

Draw the week table on the board.

Ask the pupils to draw weather pictures for each day of the week and describe the weather. Repeat the sentences chorally and individually.

**ENDING THE LESSON**

**7. Speak English (p. 79, ex. 6).**

Describe the weather using the weather table.

**HOME WORK**

Make a weather table for one week and draw the pictures. Describe it.



## Lesson 9

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Повторення граматики

#### Мета:

**навчальна:** повторити й узагальнити граматичний матеріал, закріпити вживання граматичних структур, активізувати вивчений лексико-граматичний матеріал у мовленні, розвивати вміння та навички читання, письма, усного мовлення;

**розвивальна:** розвивати інтелектуальні та пізнавальні здібності, різні типи пам'яті — слухову, зорову, оперативну, тривалу, увагу, уяву, учити працювати в парі, групі, логічно висловлювати думку, соціокультурні компетентності;

**виховна:** виховувати культуру співбесіди, зацікавленість у розширенні своїх знань, загальну культуру учнів.

**Обладнання:** граматичні таблиці, картки за темою «Пори року», «Погода».

### Хід уроку

#### WARM-UP

##### 1. Disappearing cards.

Stick five / six sea flashcards to the board. Do choral repetition of the words in sequence. Then remove one of the flashcards from the sequence. Pupils chant the whole sequence of five / six words, including the missing one. Repeat, taking away another flashcard. Continue till there are no flashcards on the board and the pupils are saying the whole sequence from memory. You can also play this by writing five / six words on the board, then rubbing them out one at a time.

#### PRACTICE

##### 2. Find, complete and say (p. 80, ex. 1).

Read the words on the balloons.

Ask the pupils to read the sentences in silence.

Ask them to fill in the gaps. Use the words on the balloons.

**Pair work:** Ask the pupils to read the dialogue.

Act out the dialogue. Repeat with a different pupil, but this time let the pupil choose a partner to act it out with.

##### 3. Write negative sentences (p. 80, ex. 2).

Write an example on the board. Explain to the pupils how to make a negative sentence. Use the tables "Present Simple. Negative", "Modal Verb Can", "The Verb to Be".

Write the negative sentence: "It is cold today. — It is not cold today."

Write the other sentences in the negative form.

**Key:** 1. It is not frosty today. 2. The days are not sunny. 3. I don't wear a raincoat in autumn. 4. He can't ski in winter. 5. They don't play snowballs in winter. 6. Jane does not ride a bike every day.

##### 4. Write questions (p. 80, ex. 3).

Write an example on the board. Explain to the pupils how to make a question. Use the table: "Present Simple. Questions", "Modal Verb Can", "The Verb to Be".

Explain the task and draw the pupils' attention to the words in brackets.

**Key:** 1. When do they sledge? 2. What season does he like? 3. What does Sue wear in winter? 4. Where do we make a snowman?

##### 5. Look and say (p. 80, ex. 4).

Look at the table. Pupils read the example.

Pupils complete the sentences using the table and possessives.

Repeat every pair of sentences with several different pupils.

#### READING AND WRITING

##### 6. Complete and say (p. 81, ex. 5).

Look at the table. Read the words. Ask how many times the word is used in the sentences.

Read the sentences and fill in gaps.

**Key:** 1. in; 2. in; 3. in; 4. over; 5. in; 6. in; 7. under; 8. on.

### **ENDING THE LESSON**

**7. Speak English** (p. 81, ex. 6).

Describe the summer weather, using the pupils' pictures.

Revise the different group words which are drawn in the pictures: sea, clothes, weather, seasons, etc.

### **HOME WORK**

Describe the picture (p. 81, ex. 5).

## Lesson 10

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Перевір себе!

#### Мета:

**навчальна:** повторити й закріпити лексико-граматичні структури, узагальнити вивчений лексичний матеріал за темою «Пори року», «Погода»;

**розвивальна:** розвивати комунікативні компетенції, довільну пам'ять, здатність узагальнювати вивчений матеріал;

**виховна:** викликати в дітей бажання вчитися, інтерес до процесу пізнання; вивчати іноземну мову; виховувати дисципліну, повагу до однокласників, звичку до систематичної розумової праці.

**Обладнання:** граматичні таблиці й картки за темою «Пори року», «Погода».

### Хід уроку

#### WARM-UP

1. Have a “days of the week” race on the board, similar to the “months” race.

#### PRESENTATION

2. Listen and choose (p. 82, ex. 1).

Ask the pupils to listen to the dialogues and put a tick.

Read the dialogue. Pupils listen and read it in silence.

Then they put a tick.

**Key:** 1. C. 2. C. 3. B. 4. B.

#### PRACTICE

3. Choose and write (p. 82, ex. 2).

Look at the table. Read the words.

Read the question. Read the answers and fill in the gaps.

**Key:** 1. sunny and warm; 2. chilly and windy; 3. rainy and cold.

4. Match, point and say (p. 83, ex. 3).

Read the words.

Look at the pictures and name Ann's clothes.

Look at the picture and name Dan's clothes.

Match the pictures and the words.

Say the sentences. Draw the pupils' attention to the words in singular and plural.

**Key:** 1. This is Ann's raincoat. 2. These are Ann's gloves. 3. This is Ann's scarf. 4. This is Dan's sweater. 5. These are Dan's mittens. 6. This is Dan's fur coat.

5. Listen and say (p. 83, ex. 4).

Ask the pupils to look at the pictures.

Ask the pupils to read the text in silence.

Pupils take turns to read the text. They point at the picture. Pupils read and practice it.

Ask the pupils to find the wrong sentence.

Read it.

Help or correct the pupils if they have difficulties.

**Key:** I haven't got an umbrella with me.

#### EXTRA

##### SILENT DICTATION

Prepare cards with pictures or real objects for this activity.

Show a picture (or a real object) to the pupils.

Pupils write down the word.

Write all the words that pupils have to write, on the board. It will help them to choose the right word and practice the correct spelling.

**6. Choose and say “Yes” or “No” (p. 83, ex. 5).**

Ask the pupils to read the sentences individually and choose the correct answers.

Pupils read the sentences and give the correct answer.

**Key: 1. No. 2. Yes. 3. Yes.**

**7. Find and say (p. 63, ex. 5).**

This activity helps the pupils to associate spoken sounds with written letters.

Read the text (p. 83, ex. 4) again.

Find the “S s” words.

Ask the pupils to write the words on the board or you can do it yourself to save time.

Spell the “S s” words.

Make up sentences with the words: “Sue is a girl. Sue has got an umbrella.” etc.

**8. Speak English (p. 83, ex. 7).**

**Pair work:** Pupils ask each other about today’s weather, temperature and the favourite season.

### **HOME WORK**

Describe the weather today and your favourite season.

## Unit 5. ANIMALS

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Lesson 1

**Тема. Тварини — хороші**

**Мета:**

**навчальна:** ознайомити з новими лексичними одиницями, активізувати вивчений лексико-граматичний матеріал попередніх розділів, розвивати вміння та навички читання, письма, усного монологічного й діалогічного мовлення;

**розвивальна:** розвивати логічне мислення, увагу та зорову пам'ять, спостережливість, удосконалювати фонетику та артикуляцію звуків, розвивати усні комунікативні вміння з опорою на наочність, логічно висловлювати думку;

**виховна:** виховувати зацікавленість у розширенні своїх знань, підвищувати загальну культуру учнів.

**Обладнання:** таблиця «Домашні улюбленці», тематичні картки.

### Хід уроку

#### WARM-UP

1. Ask the pupils to mime any of the actions they know in English for the others to guess. Give clues and suggestions if necessary.

#### PRESENTATION

2. Listen and repeat (p. 84, ex. 1).

Teach and then drill the new words shown in the pictures, pupils listen and repeat.

Ask "What's this?" as you point at the picture again. Pupils answer.

Pupils take turns to read out the names of pets. Help with pronunciation.

3. Work in pairs. Ask and answer (p. 84, ex. 2).

Some pupils read the questions, others answer them using the pictures (p. 84, ex. 1).

Write a table with questions on the board to help the pupils to make questions. You can use pictures of the pets instead of the words.

Have you got	a kitten?	Yes, I've got a kitten.
	a dog?	No, I haven't got a dog.
	a guinea-pig?	
	a hamster?	
What colour is it?		It's red.
		It's brown and white.

4. Listen and repeat (p. 84, ex. 3).

Tell the pupils to look at the picture on p. 84, ex. 3.

Read the poem, pausing after each phrase. Pupils repeat the phrases chorally and individually.

Tell the pupils that they are going to learn a poem in English.

Read the poem again. Tell the pupils to listen to the poem.

Say a line and tell the pupils to repeat after you and point at the picture.

#### PRACTICE

5. Listen and read (p. 85, ex. 4).

Tell the pupils to look at the picture on p. 85, ex. 4. Read the sentences. Pupils listen and read.

Ask the question: "What pets do you see?"

Read the text, pausing after each sentence. Pupils repeat the sentence chorally and individually.

Tell the pupils that they are going to read the text too.

Pupils read the text again.

**Memory game:** Play a short memory game with the class. They close their book and listen to you describing what Inna's kitten likes to eat. They have to remember what the pets eat and drink.

6. Choose and say (p. 85, ex. 5).

Ask the pupils to read the sentences individually and choose the correct answers.

**Key:** 1. A cat and a kitten; 2. in the box; 3. fish.

### **READING AND WRITING**

7. Listen and read (p. 85, ex. 6).

Read the drills. Draw the pupils' attention to the vowel sounds and letter combinations in pairs of words.

Do choral and individual repetition.

### **ENDING THE LESSON**

8. Speak English (p. 85, ex. 7)

Ask the pupils to describe their pets. Use some pictures and the sentences from the exercise.

### **HOME WORK**

Describe a pet. Draw a picture or bring a photo of a pet.

## Lesson 2

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Мій домашній улюбленець

#### Мета:

**навчальна:** повторити раніше вивчені лексичні одиниці, буквосполучення та їх читання, питальні структури, закріпити вивчені лексичні одиниці та ввести нові, розвивати вміння та навички читання, письма, усного мовлення, вести бесіду, слухати співрозмовника;

**розвивальна:** розвивати різні типи пам'яті — слухову, зорову, оперативну, учити працювати у парі, групі, логічно висловлювати думку, спілкуватися, підтримувати високий рівень мотивації до вивчення англійської мови, розвинути й доповнити лексичний запас із теми «Мій домашній улюбленець»;

**виховна:** виховувати культуру співбесіди, взаємоповагу, зацікавленість у розширенні своїх знань, загальну культуру учнів, любов до тварин, почуття відповідальності за тих, кого приручили.

**Обладнання:** таблиці «Домашні улюбленці», фото тварин-улюбленців.

### Хід уроку

#### WARM-UP

##### 1. Dictation:

Give a simple “Picasso dictation”, in which pupils listen and draw what they hear instead of writing it down word for word.

Demonstrate or explain the procedure to the pupils. Then dictate each part of the following description two or three times, giving the pupils plenty of time to draw their pictures: “I’ve got a pet. It is little. It’s got two ears and a nose. The nose is pink. It’s got four legs and a tail. It’s fluffy. It’s white and black. What pet have I got?”

Pupils answer and show their pictures.

#### PRESENTATION

##### 2. Listen and repeat (p. 86, ex. 1).

Teach and then drill the new words shown in the pictures, pupils listen and repeat.

Ask “What’s this?” as you point at the picture again. Pupils answer.

Pupils take turns to read out the words. Help with pronunciation. If you have time, try to make up sentences with the words.

##### 3. Work in pairs. Ask and answer (p. 86, ex. 2).

Some pupils read the questions and others answer them, using the pictures (p. 84, ex. 1) and pointing at the pictures in their books or on the board.

Write a table with questions on the board to help the pupils to make questions. You can use pictures of the new words instead of the words.

Where do your	fish	live?	They live	in the aquarium.
	dogs			in the dog-house.
	parrots			in the cage.

#### PRACTICE

##### 4. Listen and answer (p. 86, ex. 3).

Pupils look at the picture.

Ask the pupils to read the questions individually.

**Pair work:** Pupils read and answer the questions in pairs.

Check the answers.

Repeat with a different pupil, but this time let the pupil choose who will answer his / her questions.

Repeat with several different pupils.  
Help or correct the pupils if they have difficulties.

### **READING AND WRITING**

**5. Look and say (p. 87, ex. 4).**

Ask the pupils to look at the table.

Explain how to use the table.

Read the examples.

Then make up some other examples. If necessary, write them on the board.

Read out each part of the sentences individually and chorally.

**6. Read and complete (p. 87, ex. 5).**

Look at the picture. Ask some questions: "What animal is it? Is it a pet? Have you got a hamster?"

Look at the table. Read the words.

Read the sentences and fill in the gaps.

**Key:** 1. sleep; 2. eat; 3. eat; 4. don't eat tomatoes; 5. don't drink; 6. make.

**7. Write.**

Look at the photos.

Name the pets. Ask what colour they are.

Ask where they can live.

Then ask the pupils to write what the pets like to eat. Pupils write down the sentences in their copy books. You can write them down on the board to check the spelling and save time.

### **ENDING THE LESSON**

**8. Speak English (p. 87, ex. 7).**

Ask the pupils to describe their pets. Use some pictures or photos they have brought.

Use the questions (p. 86, ex. 2).

### **HOME WORK**

Describe your pet.

**Animal Book:** Each pupil contributes a page. Get the pupils to draw or find a picture of some animal and write a short description.



## Lesson 3

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. У селі

#### Мета:

**навчальна:** повторити раніше вивчені лексичні одиниці, буквосполучення та їх читання, питальні структури, закріпити вивчені лексичні одиниці та ввести нові, розвивати вміння та навички читання, письма, усного мовлення, учити вести бесіду, слухати співрозмовника;

**розвивальна:** розвивати різні типи пам'яті — слухову, зорову, оперативну, учити працювати в парі, групі, логічно висловлювати думку, спілкуватися, підтримувати високий рівень мотивації до вивчення англійської мови, розвинути і доповнити лексичний запас із теми «Мій домашній улюбленець», розвивати соціокультурні компетенції;

**виховна:** виховувати культуру співбесіди, взаємоповагу, зацікавленість у розширенні своїх знань, загальну культуру учнів, любов до тварин, почуття відповідальності за тих, кого приручили.

**Обладнання:** таблиці «Свійські тварини», фото тварин-улюбленців.

### Хід уроку

#### WARM-UP

##### 1. Odd one out.

Write four words on the board, three of which belong to a lexical set (e.g., *animals, weather, colours, clothes*) and one does not. Pupils have to say which one is the odd one out. This can also be played with drawings or pictures on the board.

#### PRESENTATION

##### 2. Listen and repeat (p. 88, ex. 1).

Teach and then drill the new words shown in the pictures, pupils listen and repeat.

Ask “What’s this?” as you point at the picture again. Pupils answer.

Pupils take turns to read out the words. Help with pronunciation. If you have time, try to make up sentences with the words.

Draw the pupils’ attention to the pairs of words “sheep — sheep” and “goose — geese”. Help with pronunciation and spelling, singular and plural.

Make up sentences with the words.

#### PRACTICE

##### 3. Listen and read (p. 88, ex. 2).

Ask the pupils to look at the picture.

They listen as you read the text.

Read the sentences again. Pupils listen.

Read again, pausing after each sentence.

Ask the pupils to read the text. Do choral and individual repetition.

Act out the text. Repeat with a different pupil, but this time let the pupil choose a partner to act it out with.

Repeat with several different pupils.

Help or correct the pupils if they have difficulties.

##### 4. Choose and say “Yes” or “No” (p. 88, ex 3).

After reading the text (p. 88, ex. 2) you can check the understanding of the text.

Pupils read the sentences and answer “Yes” or “No”.

**Key:** 1. Yes. 2. No. 3. Yes. 4. Yes.

Ask the questions: "Do you want to go to the farm? Have your grandparents got a farm? What animals can you see on the farm?"

5. Look, complete and say (p. 89, ex. 4).

Pupils look and match the pictures. Then they answer the question "Where are Kim's pets?"

Ask the pupils to use the table to answer the question.

In pairs, pupils take turns to fill in the gaps in the words and make the sentences about Kim's pets.

#### **READING AND WRITING**

6. Listen and read (p. 89, ex. 5).

Read the drills. Draw the pupils' attention to the vowel sounds in pairs of words.

Do choral and individual repetition.

#### **ENDING THE LESSON**

7. Speak English (p. 89, ex. 6).

Pair work: Pupils ask each other about their relatives and where they live.

#### **HOME WORK**

Describe any domestic animal. Draw a picture or bring a photo.

**Animal Book:** Each pupil contributes a page. Get the pupils to draw or find a picture of some animal and write a short description.

## Lesson 4

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. На фермі

#### Мета:

**навчальна:** ознайомити з новими лексичними одиницями, повторити раніше вивчені лексичні одиниці, використовувати в мові питальні структури з допоміжними дієсловами, модальними дієсловами й дієсловом "to be", учити вести бесіду, слухати співрозмовника;

**розвивальна:** розвивати вміння та навички читання, письма, усного мовлення, розвивати різні типи пам'яті — слухову, зорову, оперативну, учити працювати в парі, групі, логічно висловлювати думку, вміння спілкуватися, підтримувати високий рівень мотивації до вивчення англійської мови, розвинути і доповнити лексичний запас із теми «Мій домашній улюбленець»;

**виховна:** виховувати культуру співбесіди, взаємоповагу та любов до англійської мови, виховувати зацікавленість у розширенні своїх знань, загальну культуру учнів, любов до тварин, почуття відповідальності за тих, кого приручили.

**Обладнання:** картки на тему «Мій домашній улюбленець».

### Хід уроку

#### WARM-UP

1. Pupils work out the anagrams of pets and domestic animals on the board: tac (cat), keydon (donkey), eeseg (geese).

#### PRESENTATION

2. Listen and repeat (p. 90, ex. 1).

Pupils name the animals with their books open. They can say what colour they are and where they can live.

Teach and then drill the new adjectives, pupils listen and repeat.

Pupils take turns to read out the words. Help with pronunciation. If you have time, try to make word combinations with the adjectives.

#### PRACTICE

3. Work in pairs. Ask and answer (p. 90, ex. 2).

Ask the pupils to use the table answering the questions.

Pupils read the examples.

Divide the table into two parts: left and right.

**Pair work:** Some pupils read the questions from the left part of the table and others answer them using the table.

Then work with the right part of the table.

Ask the pupils to describe a donkey. Use the information from the table.

4. Listen and read (p. 90, ex. 3).

Tell the pupils to look at the picture. Ask questions: "What is it? What animals can you see? How many cows / pigs / horses / sheep can you see? Where are the animals?"

Read the poem. Pupils listen and read.

Read the poem, pausing after each line. Pupils repeat the sentence chorally and individually.

Read the text again.

Pupils read the text after you.

**Memory game:** Play a short memory game with the class. They close their book and listen to you describing what animals live on the farm. They have to remember who has got the farm.

## READING AND WRITING

### 5. Listen and read (p. 91, ex. 4).

Read the drills. Draw the pupils' attention to letter combinations in words.  
Do choral and individual repetition.

### 6. Listen, read and say (p. 91, ex. 5).

Pupils look at the picture.

Read the sentences.

Ask the questions: "Who has got animals? What's her name?"

Read the text, pausing after each sentence. Pupils repeat the sentence chorally and individually.

Tell the pupils that they are going to read the text too. Read the sentences again.

Pupils read the text.

**Memory game:** Play a short memory game with the class. They close their book and listen to your questions: "Is Gaby a goat? Is Gaston a pig? What do they eat? Where do they live?"

### 7. Write (p. 91, ex. 6).

Pupils look at the pictures and say what things animals have got: "A pig has got an apple. A horse has got a fish." etc.

Ask questions: "Does the pig eat apples? — Yes, it does. Does the horse eat fish? — No, it doesn't."

**Pair work:** Pupils look at the animals and ask what they eat. One or two pairs act out the dialogues.

## ENDING THE LESSON

### 8. Speak English (p. 91, ex. 7).

Stick the pictures of different domestic animals.

Pupils name them, describe their colour, size, what they eat, why they like the animals.

## HOME WORK

Bring a picture of a domestic animal and describe it.

**Animal Book:** Each pupil contributes a page. Get the pupils to draw or find a picture of some animal and write a short description.

## Lesson 5

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Дикі тварини

#### Мета:

**навчальна:** ознайомити з новими лексичними одиницями, повторити раніше вивчені лексичні одиниці, використовувати в мові питальні структури з допоміжними дієсловами, модальними дієсловами та дієсловом "to be", які були вивчені раніше, вміння вести бесіду, слухати співрозмовника;

**розвивальна:** розвивати вміння та навички читання, письма, усного мовлення, розвивати різні типи пам'яті — слухову, зорову, оперативну, учити працювати в парі, групі, логічно висловлювати думку, удосконалювати вміння спілкуватися, підтримувати високий рівень мотивації до вивчення англійської мови, розвинути і доповнити лексичний запас із теми «Тварини»;

**виховна:** виховувати культуру співбесіди, взаємоповагу та любов до англійської мови, виховувати зацікавленість у розширенні своїх знань, загальну культуру учнів, любов до тварин, почуття відповідальності за тих, кого приручили.

**Обладнання:** картки на тему «Дикі тварини», «Зоопарк».

### Хід уроку

#### WARM-UP

1. Play a few rounds of the Spelling Shark with any of the new domestic animal words or adjectives.

#### PRESENTATION

2. Listen and repeat (p. 92, ex. 1).

Teach and then drill the new words shown in the pictures, pupils listen and repeat.

Ask "What's this?" as you point at the picture again. Pupils answer.

Pupils take turns to read out the words. Help with pronunciation. If you have time, try to make up simple sentences with the words.

3. Listen and read (p. 92, ex. 2).

Tell the pupils to look at the pictures. Read the sentences. Pupils listen and read in silence.

Read the text, pausing after each sentence. Pupils repeat the sentences chorally and individually.

Ask the question: "What animals live in the forest / the jungle / the ocean?"

Tell the pupils that they are going to read the text too.

Read the text again.

Pupils read the text after you.

#### PRACTICE

4. Work in pairs. Ask and answer (p. 93, ex. 3).

Read the question and the answer. Pupils listen.

In pairs, pupils ask the questions about the animals and practice the answers. One or two pairs act out the dialogue.

Help the pupils to make questions and answers quickly using the table:

Where do	parrots	live?	They live in ...
	bears		
	camels		
	penguins		

5. Speak in class (p. 93, ex. 4).

Ask the pupils to name the wild animals.

Ask to describe them using p. 92, ex. 2.

### **READING AND WRITING**

6. Listen and read (p. 93, ex. 5).

Read the drills. Draw the pupils' attention to the vowel sounds in pairs of words.

Do choral and individual repetition.

7. Open the brackets. Write (p. 93, ex. 6).

Pupils read the text and open the brackets.

**Key:** 1. is; 2. goes; 3. sees; 4. is; 5. is; 6. Are; 7. asks; 8. is; 9. are.

After writing the text ask the pupils to describe a walrus.

### **ENDING THE LESSON**

8. Speak English (p. 93, ex. 7).

**Game:** Guess the animal.

Tell the pupils, "I'm thinking of an animal. What is it?" Write the questions on the board: "Does it live in...? Does it eat...? Has it got...?" Pupils ask you the questions and guess the animal.

Then they describe their animals.

### **HOME WORK**

**Animal Book:** Each pupil contributes a page. Get the pupils to draw or find a picture of some animal and write a short description.

## Lesson 6

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Тварини у зоопарку

#### Мета:

**навчальна:** повторити раніше вивчені лексичні одиниці, використовувати в мові питальні структури з допоміжними дієсловами, модальними дієсловами та дієсловом "to be", які були вивчені раніше, вміння вести бесіду, слухати співрозмовника;

**розвивальна:** розвивати вміння та навички читання, письма, усного мовлення, різні типи пам'яті — слухову, зорову, оперативну, учити працювати в парі, групі, логічно висловлювати думку, удосконалювати вміння спілкуватися, підтримувати високий рівень мотивації до вивчення англійської мови, розвинути і доповнити лексичний запас із теми «Тварини»;

**виховна:** виховувати культуру співбесіди, взаємоповагу, зацікавленість у розширенні своїх знань, загальну культуру учнів, любов до тварин.

**Обладнання:** картки на тему «Дикі тварини», «Зоопарк».

### Хід уроку

#### WARM-UP

1. Start a counting chain from 1 to 20 round the class and try to finish without breaking the chain.
2. Have a Number Race on the board with numbers 10 to 20.

#### PRESENTATION

3. Look, point and say (p. 94, ex. 1).

Pupils point at parts of the Puzzle game and guess the animal. They use the beginnings of the sentences from the exercise.

4. Work in pairs. Ask and answer (p. 94, ex. 2).

Read the question and the answer. Pupils listen.

In pairs, pupils ask questions about the animals and practice the answers. One or two pairs act out the dialogue. They can use their pages from the Animal Book.

Help the pupils to make questions and answers quickly using the table:

Where do	zebras	live?	They live in...
What do	bears	eat?	They eat...
	lions		

5. Listen and read. Say (p. 94, ex. 3).

Tell the pupils to look at the picture. Ask questions: "What animals can you see? How many jaguar cubs can you see? Where are the animals?"

Read the text. Pupils listen and read.

Read the text, pausing after each line. Pupils repeat the sentence chorally and individually.

Read the text again.

Pupils read the text after you.

**Memory game:** Play a short memory game with the class. They close their book and listen to you describing what animals live in the Mesker Park Zoo. They have to remember the number of jaguar cubs.

#### PRACTICE

6. Listen and read (p. 94, ex. 4).

Read the drills. Draw the pupils' attention to the vowel sounds in pairs of words.

Do choral and individual repetition.

### READING AND WRITING

7. Complete and say. Write the answers (p. 95, ex. 5).

Look at the table. Read the words.

Read the sentences and fill in the gaps.

**Key:** 1. animals; 2. meat; 3. jungle, zebras; 4. leaves, trees; 5. savanna; 6. elephants.

8. Play a game (p. 95, ex. 6).

Pupils look at the funny pictures and make sentences about the animals.

### ENDING THE LESSON

9. Speak English (p. 95, ex. 7).

**Game:** Guess the animal.

Tell the pupils: "I'm thinking of an animal. What is it?" Write the questions on the board: "Does it live in...? Does it eat...? Has it got...?" Pupils ask you the questions and guess the animal.

Then they describe one of their animals.

### HOME WORK

**Word Banks Project:** Add zoo animals to the Animal Book.



## Lesson 7

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Мій похід до зоопарку

#### Мета:

**навчальна:** повторити раніше вивчені лексичні одиниці, використовувати в мові питальні структури з допоміжними дієсловами, модальними дієсловами та дієсловом "to be", які були вивчені раніше, уміння вести бесіду, слухати співрозмовника;

**розвивальна:** розвивати вміння та навички читання, письма, усного мовлення, різні типи пам'яті — слухову, зорову, оперативну; учити працювати в парі, групі, логічно висловлювати думку, вміння спілкуватися, підтримувати високий рівень мотивації до вивчення англійської мови, розвинути і доповнити лексичний запас із теми «Тварини»;

**виховна:** виховувати культуру співбесіди, взаємоповагу, зацікавленість у розширенні своїх знань, загальну культуру учнів, любов до тварин.

**Обладнання:** картки на тему «Дикі тварини», «Зоопарк».

### Хід уроку

#### WARM-UP

1. Revise the names of animals. Use animal pictures. Stick the pictures on the side of the board.

As pupils say the names, write them on the other side of the board, in any order. Get one pupil at a time to come up to the board and draw a line joining the picture to the word. Remove the pictures and get the pupils to put them back in the right order.

#### PRESENTATION

2. Listen and repeat (p. 96, ex. 1).

Teach and then drill the new words shown in the pictures, pupils listen and repeat.

Ask "What's this?" as you point at the picture again. Pupils answer.

Pupils take turns to read out the words. Help with pronunciation. If you have time, try to make up simple sentences with the words.

Ask some questions, the pupils listen and read: "What eyes has a bear got? Are the bear's teeth sharp? Is its tail long?"

#### PRACTICE

3. Work in pairs. Ask and answer (p. 96, ex. 2).

Read the questions and answers. Pupils listen.

In pairs, pupils ask questions about the animals and practice the answers. One or two pairs act out the dialogue. They can use their pages from the Animal Book.

4. Listen and repeat (p. 96, ex. 3).

Tell the pupils to look at the pictures. Read the names of the animals.

Read the poem, pausing after each line for the class to repeat.

Ask one of the exemplary pupils to read the poem too. He / She reads the text while the class listens.

Pupils take turns to read the poem.

Check their understanding asking the questions: "What animals can you see at the zoo? What are the monkeys / eagles doing? What animals are hungry? Are the lions big?" etc.

#### EXTRA

##### Game

Write gapped words on the board, e.g., m\_\_k\_\_y (monkey).

Pupils either come to the board and fill in the gaps, or write the complete words on a piece of paper.

Check all together.

Write all the words correctly on the board for the pupils to remember the correct spelling.

### **READING AND WRITING**

5. Write true sentences (p. 97, ex. 4).

Pupils read the parts of the sentences and match them.

Write them down.

6. Work in groups of four. Play a game “What Animal Is It?” (p. 97, ex. 5).

Pupils take turns thinking of an animal. They read the questions from the exercise.

They give only “Yes” or “No” answers. The pupil who guesses the animal first says “Bingo!”

### **ENDING THE LESSON**

7. Speak English (p. 97, ex. 6).

Stick the pictures of the zoo animals to the board.

Pupils read the sentences from the exercise and complete them. They describe one of the animals.

### **HOME WORK**

**Word Banks Project:** Add zoo animals to the Animal Book. Write the names of their body parts.

## Lesson 8

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Моя улюблена тварина

#### Мета:

**навчальна:** повторити раніше вивчені лексичні одиниці, розвивати компетенції читання, уміння вести бесіду, слухати співрозмовника;

**розвивальна:** розвивати вміння та навички читання, письма, усного мовлення, різні типи пам'яті — слухову, зорову, оперативну; учити логічно висловлювати думку, поглиблювати вміння спілкуватися, підтримувати високий рівень мотивації до вивчення англійської мови, розвинути і доповнити лексичний запас із теми «Тварини»;

**виховна:** виховувати культуру співбесіди, взаємоповагу, зацікавленість у розширенні своїх знань, загальну культуру учнів, любов до тварин.

**Обладнання:** картки на тему «Зоопарк».

### Хід уроку

#### WARM-UP

1. Play “Guess the animal”. Pupils take turns thinking of an animal.

#### PRESENTATION

2. Look and say (p. 98, ex. 1).

Books open. Pupils look at the photos and speak about the children and their favourite animals.

Then they show their own pictures or photos and speak about their favourite animals. You can give the pictures from the Animal Book too.

#### EXTRA

Learn the poem.

Stick some pictures or photos of dogs to the board.

Recite the poem and point at the pictures.

Pupils repeat after you.

Then ask pupils to go to the board and point to the pictures while you are reciting the poem again.

Practice the poem individually.

I like dogs,  
All dogs,  
Big dogs  
And small dogs,  
Black dogs  
And white dogs.  
But I like best,  
As you can see,  
The dog who  
Likes to play with me.

#### PRACTICE

3. Listen and read (p. 98, ex. 2).

Books open. Read the first two or three sentences of the story asking the pupils to tell you the words represented by the picture.

Pupils read the whole story silently. Then read the story out loud, pausing to ask the pupils to suggest words for the picture.

**Memory game:** Play a short memory game with the class. They close their books and listen to you describing what Lola likes to do. They have to remember what the pet eats and drinks.

Ask the pupils to describe the lamb Lola.

## READING AND WRITING

### 4. Choose and say (p. 98, ex. 3).

Ask the pupils to read the sentences individually and choose the correct answers.

**Key:** 1. two friends; 2. a lamb; 3. There is no correct answer.

### 5. Find and say (p. 99, ex. 4).

This activity helps the pupils to associate spoken sounds with written letters.

Explain the task in English.

Read the text (p. 99, ex. 4) again.

Find the “L l” words.

Ask the pupils to write the words on the board.

Spell the “L l” words.

### 6. Time for fun. Look, make and say (p. 99, ex. 5).

Show the pupils a rabbit mask. The mask is made of two plastic dishes and is decorated with different coloured details.

Tell the pupils about a rabbit. Then ask some questions about it: “Where does it live? What does it eat?” etc.

Ask the pupils to make a similar mask at home.

## ENDING THE LESSON

### 7. Speak English (p. 99, ex. 6).

Stick the pictures of the zoo animals or pets to the board.

Pupils describe a favourite animal reading the sentences from the exercise and completing them.

## HOME WORK

Make a mask of a rabbit at home.

Make a mask of any other animal you like.

## Lesson 9

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Повторення граматики

#### Мета:

**навчальна:** повторити та узагальнити граматичний матеріал, закріпити вживання граматичних структур, активізувати вивчений лексико-граматичний матеріал у мовленні, розвивати вміння та навички читання, письма, усного мовлення;

**розвивальна:** розвивати інтелектуальні та пізнавальні здібності, різні типи пам'яті — слухову, зорову, оперативну, тривалу, увагу, уяву, учити працювати в парі, групі, логічно висловлювати думку;

**виховна:** виховувати культуру співбесіди, зацікавленість у розширенні своїх знань, загальну культуру учнів.

**Обладнання:** граматичні таблиці, картки за темою.

### Хід уроку

#### WARM-UP

##### 1. Team game: The Colours Race.

Divide the class into four teams, A, B, C and D. Name a colour, e.g., *red*. The first pupil in each team has to find something of that colour and say the name of an animal of this colour. He / She can find the picture of the animal in the Animal Book and stick it to the board. The first pupil to do so wins a point for his or her team.

#### PRESENTATION

Look at the table “Nouns. Plurals”. Revise the plural and spelling of nouns. Read the exceptions.

##### 2. Write (p. 100, ex. 1).

Ask the pupils to write the nouns in plural using the grammar table “Nouns. Plurals”.

Ask the pupils to come up to the board one by one and write the nouns in plural.

##### 3. Look, find and say (p. 100, ex. 2).

Pupils look at the picture, find the words and make up questions and sentences: “What can you see? — I can see the cow’s head. / I can see the parrot’s wings.” etc.

##### 4. Write negative sentences (p. 100, ex. 3).

Write an example on the board. Explain to the pupils how to make a negative sentence. Use the tables “Present Simple. Negative”, “Modal Verb Can”, “The Verb to Be”.

Write the negative sentence: “This animal can climb trees. This animal can’t climb trees.”

Write the other sentences in the negative form.

**Key:** 2. Bill hasn’t got a pet. 3. These birds haven’t got two wings. They can’t fly. 4. The monkeys don’t make funny faces.

##### 5. Write questions (p. 101, ex. 4).

Write an example on the board. Explain to the pupils how to make a question. Use the tables “Present Simple. Questions”, “The Verb Have / Have Got”.

Explain the task and draw the pupils’ attention to the word order of questions.

**Key:** 2. Has an eagle got strong wings? 3. Have elephants got big ears? 4. Have camels got long necks?

##### 6. Open the brackets (p. 101, ex. 5).

Explain the task and draw the pupils’ attention to the words in brackets.

Read the sentences. Explain the rules and ask the pupils to copy down the sentences opening the brackets.

Read the story again. Ask the pupils to describe the picture.

**Key:** 1. does; 2. helps; 3. is; 4. helps; 5. are; 6. is; 7. is; 8. sleeps.

7. Write (p. 101, ex. 6).

Ask the pupils to make sentences checking the word order.

Ask the exemplary pupils to write the sentences on the board.

When the sentences are on the board, ask the pupils to put them in the right order.

**Key:** 1. Elly is the elephant in the circus. 2. She can do many tricks. 3. She can jump. 4. She can play with a ball. 5. She can dance. 6. Elly eats bananas and oranges.

### **ENDING THE LESSON**

### **READING AND WRITING**

8. Speak English (p. 101, ex. 7).

Ask the pupils to name animals they see in the circus.

Ask the pupils to speak about an animal in the circus.

### **HOME WORK**

**Word Banks Project:** Add circus animals to the Animal Book. Write what each animal can do in the circus.

## Lesson 10

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Перевір себе!

#### Мета:

**навчальна:** повторити та закріпити лексико-граматичні структури, узагальнити вивчений лексичний матеріал за темою;

**розвивальна:** розвивати комунікативні компетенції, довільну пам'ять, здатність узагальнювати вивчений матеріал;

**виховна:** викликати в дітей бажання вчитися, інтерес до процесу пізнання; виховувати дисципліну, повагу до однокласників, звичку до систематичної розумової праці.

**Обладнання:** граматичні таблиці й картки за темою «Тварини».

### Хід уроку

#### WARM-UP

1. Review animals and their habits. Play "Guess the animal" or get the pupils to talk about the animals they wrote about in Unit 5.

#### PRESENTATION

2. Listen and choose (p. 102, ex. 1).

Ask the pupils to listen to the dialogues and put a tick answering the questions.

The teacher reads the first dialogue. Pupils listen and read it in silence.

Then they put a tick.

**Key:** 1. A. 2. A.

#### PRACTICE

3. Complete and read (p. 102, ex. 2).

**Before reading:** Write the letters in brackets on the board. Explain to the pupils that they must make words from the letters. The words will help the pupils to understand the text about the fox.

Pupils make the words and write them on the board. Put the pictures next to the letters to help the pupils.

Pupils read the text on their own. As they prepare, write the whole text on the board. Go round helping with pronunciation.

Ask individual pupils to read sentences from the text out loud in turn, concentrating again on the words.

**After reading:** Check what the pupils have understood.

Finally, pupils answer the questions about the fox: "What animal is the fox? Where does it live? What does it eat?" etc.

**Key:** 1. animal; 2. coat; 3. tail; 4. forest; 5. mice; 6. chickens; 7. rabbits; 8. birds; 9. fruit; 10. clever.

#### READING AND WRITING

4. Listen and read. Order the pictures (p. 103, ex. 3).

**Before reading:** Learn the word "ad" (show some).

Books open. Pupils in turn read out the sentences above the pictures — the pictures are in the wrong order. The pupils' task is to arrange the pictures in the correct order.

Pupils read the text and point at the right picture to go with what they hear. Ask questions about each picture: "What is Ann doing? What is Ann drawing?" Pupils use the picture captions for their answers.

Ask various Yes / No questions about the story and the pictures: "Is the cat thin? Is the cat red? Is Ann happy? Is Mrs Smith kind (angry)?" etc.

**Key:** 1. A. 2. D. 3. C. 4. B.

### **EXTRA**

Learn the poem.

Stick some pictures or photos of kittens to the board.

Recite the poem and point at the pictures.

Pupils repeat after you.

Then ask pupils to go to the board and point to the pictures while you are reciting the poem again.

Practice the poem individually.

A kitten with a black nose

Sleeps all the day.

A kitten with a white nose

Is always glad to play.

A kitten with a pink nose

Comes when you call.

But a kitten with a grey nose

I like best of all.

### **ENDING THE LESSON**

5. Speak English (p. 103, ex. 4).

Stick the pictures of wild animals, domestic animals and pets to the board.

**Pair work:** Pupils read the questions and describe their favourite animal.

### **HOME WORK**

Read the text (p. 103, ex. 3). Describe the pictures and make up a story.



## Unit 6. I LIKE HOLIDAYS

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Lesson 1

#### Тема. Мій найкращий день

##### Мета:

**навчальна:** повторити раніше вивчені лексичні одиниці, закріпити вивчені лексичні одиниці, активізувати вивчений лексико-граматичний матеріал, розвивати вміння та навички читання, письма, усного мовлення;

**розвивальна:** розвивати логічне мислення, увагу та зорову пам'ять, спостережливість, удосконалювати фонетику та артикуляцію звуків, усні комунікативні вміння з опорою на наочність;

**виховна:** допомогти дітям бути розкутими в спілкуванні, повторити матеріал попередніх уроків; поповнити лексичний запас, дати змогу учням використати загальні знання, залучити до роботи учнів усього класу.

**Обладнання:** календар.

### Хід уроку

#### WARM-UP

1. Start a months-of-the-year chain round the class. Use the calendar.

Write any two or three anagrams on the board for the pupils to work out in pairs, e.g., charM (March), Nomberve (November), etc.

#### PRESENTATION

2. Look and say (p. 104, ex. 1).

Pupils look at the pictures. They read the names of the children and months when they were born.

Ask questions about the children's birthdays: "When is Kim's birthday? — It's in February." etc.

Pupils work in pairs asking and answering the questions.

#### PRACTICE

3. Work in pairs. Ask and answer (p. 104, ex. 2).

**Pair work:** Pupils ask each other questions.

— When is your birthday? — It's in...

In pairs, pupils practice the dialogue. One or two pairs act out the dialogue.

**Group work:** Pupils work in groups of four. They practice for a few minutes. Go round the class, help if necessary.

One or two groups ask and answer the questions.

#### READING AND WRITING

4. Listen and repeat (p. 104, ex. 3).

Revise the days of the week using the calendar. Point at the words and ask the pupils to read them. Repeat it several times chorally and individually.

Tell the pupils to look at the picture.

Say the poem, pausing after each line for the class to repeat.

Ask one of the exemplary pupils to read the poem too. He / She reads the text while the class listens.

Pupils take turns to read the poem.

5. Listen and read (p. 105, ex. 4).

Ask the pupils to look at the picture.

Ask the pupils to read the text in silence.

Pupils take turns to read the text. They point at the picture. Pupils read and practice it.

### EXTRA

Sing the song "Happy birthday to you!"

**6. Choose and say (p. 63, ex. 5).**

Ask the pupils to read the sentences individually and choose the correct answers.

**Key:** 1. a birthday; 2. a necklace; 3. polite.

**7. Find and say (p. 105, ex. 6).**

This activity helps the pupils to associate spoken sounds with written letters.

Explain the task in English.

Read the text (p. 105, ex. 5) again.

Find the "N n" words.

Ask the pupils to write the words on the board or you can do it yourself to save time.

Spell the "N n" words.

Ask the pupils to write 3–4 sentences with the words.

**8. Listen and read (p. 105, ex. 7).**

Read the drills. Draw the pupils' attention to the vowel sounds and letter combinations.

Do choral and individual repetition.

### ENDING THE LESSON

**9. Speak English (p. 105, ex. 8).**

Write a table on the board to help the pupils.

Ask the pupils to match the parts of the questions.

Ask the pupils to write 3–4 questions to Jane about her birthday party.

How old	is	you?
When	you	your birthday?
Have	are	got presents?

### HOME WORK

Read ex. 4, p. 105.

## Lesson 2

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Сімейне свято

#### Мета:

**навчальна:** практикувати всі види мовленнєвої діяльності, ознайомити з новими лексичними одиницями;

**розвивальна:** розвивати інтелектуальні та пізнавальні здібності, різні типи пам'яті — слухову, зорову, оперативну, тривалу, увагу, уяву, учити працювати в парі, групі, логічно висловлювати думку, формувати почуття гордості за свою сім'ю;

**виховна:** виховувати дбайливе ставлення до членів своєї родини, культуру співбесіди, риси характеру: доброзичливість, толерантність, активність, повагу й любов до всіх членів родини, культуру спілкування, зацікавленість у розширенні своїх знань.

**Обладнання:** картки на тему «Сімейне свято».

### Хід уроку

#### WARM-UP

1. Ask individual pupils to mime an activity, e.g., *swimming*. The other pupils guess what the activity is. Play two or three rounds to revise the words.

2. Odd one out

Write four words on the board, three of which belong to a lexical set (e.g., *animals, colours, food, toys*) and one does not.

Pupils have to say which one does not belong to the group (e.g., *egg, apple, bear, banana* — the odd one out is *bear* as it is not food).

This can also be played with drawings or pictures on the board.

#### PRESENTATION

2. Listen and repeat (p. 106, ex. 1).

Books open. Ask the pupils to look at the pictures.

Teach and then drill the new words shown in the pictures. Say the word combination and point at the picture. Pupils listen and repeat several times.

Pupils take turns to read out the words. The other pupils point at the pictures. Help them with pronunciation.

3. Speak in class (p. 106, ex. 2).

Pupils speak about the preparations for parties in their families.

They read the sentences from the table written on the board and use the story from the exercise.

I	bake(s)	a cake.
My Mum	clean(s)	the room.
My Dad	write(s)	a postcard.
My brother	invite(s)	the guests.
My sister	open(s)	the presents.
	buy(s)	a present.

4. Work in pairs. Ask and answer (p. 106, ex. 3).

Ask a few questions in English about the picture: "How many children can you see? Where are they? What colour is the girl's dress? Who has got a sweater? What colour is it?" etc.

**Dialogue:** In pairs, pupils read and practice the story.

One or two pairs act out the dialogue.

### **PRACTICE**

5. Work in pairs. Act out (p. 107, ex. 4).

Read the questions opening the brackets. Pupils listen and repeat.

In pairs, pupils read and practice other questions and answers. Help or correct the pupils if they have difficulties.

Act out the dialogue. Repeat with a different pupil, but this time let the pupil choose a partner to act it out with.

Repeat with several different pupils. Ask the pupils to imitate the sounds and mime the actions.

### **READING AND WRITING**

6. Look, complete and say (p. 107, ex. 5).

Look at the pictures and match with the words from the table.

Read the words only and mime them.

Read the sentences and complete them with the words from the table.

**Key:** 1. invite; 2. open; 3. buy; 4. write; 5. bakes.

7. Write (p. 107, ex. 6).

Ask the pupils to complete the questions using the questions from p. 106, ex. 3.

### **ENDING THE LESSON**

8. Speak English (p. 107, ex. 7).

Describe your mother's birthday.

Describe the guests' clothes.

Describe what guests do and eat.

### **HOME WORK**

Bring some photos from your family party. Describe the party.

## Lesson 3

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Давайте святкувати!

#### Мета:

**навчальна:** практикувати всі види мовленнєвої діяльності, ознайомити з новими лексичними одиницями;

**розвивальна:** розвивати інтелектуальні та пізнавальні здібності, різні типи пам'яті — слухову, зорову, оперативну, тривалу, увагу, уяву, учити працювати в парі, групі, логічно висловлювати думку, формувати почуття гордості за свою сім'ю, розвивати соціокультурну компетенцію;

**виховна:** виховувати дбайливе ставлення до членів своєї родини, культуру співбесіди, риси характеру: доброзичливість, толерантність, активність, повагу і любов до всіх членів родини, культуру спілкування, зацікавленість у розширенні своїх знань.

**Обладнання:** картки на тему «Сімейне свято».

### Хід уроку

#### WARM-UP

##### 1. Play an Association game.

Write the names of two days of the week on the board: Monday and Sunday or Saturday. Then say the following words slowly, repeating each word once: "book... school... swimming-pool... park... desk... lesson... teacher... zoo".

Pupils listen and decide which of the two days of the week each word goes best with.

#### PRESENTATION

##### 2. Listen, repeat and point. Say (p. 108, ex. 1).

Books open. Ask the pupils to look at the pictures.

Teach and then drill the new words shown in the pictures. Say the word combination and point at the picture. Pupils listen and repeat several times.

Pupils take turns to read out the words. The other pupils point at the pictures. Help them with pronunciation.

Make up sentences using the names of special days. Introduce the use of the preposition "in" with months: "in January, in December".

##### 3. Work in pairs. Read and act out (p. 108, ex. 2).

Read the dialogue. Pupils listen.

In pairs, pupils read and practice Dialogue 1 only. One or two pairs act out the dialogue.

In pairs, pupils read and practice Dialogue 2 using the words from Dialogue 1.

One or two pairs act out Dialogue 2.

Ask the pupils to look the table "Time Expressions with Present Simple Tense".

Read the words and draw the pupils' attention to prepositions of time with days and special days; parts of the day.

Learn adverbs of frequency: always, sometimes, never. If necessary, translate the words into their native language.

#### PRACTICE

##### 4. Complete and write (p. 109, ex. 3).

Look at the table. Read the words.

Read the sentences and fill in the gaps.

**Key:** 1. always / in; 2. every; 3. sometimes / in; 4. always / at; 5. on; 6. on.

**READING AND WRITING**

5. Look and write (p. 109, ex. 4).

Look at the table. Read the words.

Read the question.

Ask the pupils to make the answers to the question using the sentences below the table.

Pupils read the sentences and complete them.

Ask the pupils to write down.

**Key:** 2. Ann never sleeps at midnight on New Year's Day. 3. Ann always cleans the room on the eve of New Year's Day. 4. Dan and Alex always watch TV on New Year's Day. 5. Dan and Alex sometimes play games on New Year's Day. 6. Dan and Alex never cook on New Year's Day.

**ENDING THE LESSON**

6. Speak English (p. 109, ex. 5).

**HOME WORK**

Describe a New Year's Day.

## Lesson 4

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Зимові свята

#### Мета:

**навчальна:** практикувати всі види мовленнєвої діяльності, ознайомити з новими лексичними одиницями;

**розвивальна:** розвивати інтелектуальні та пізнавальні здібності, різні типи пам'яті — слухову, зорову, оперативну, тривалу, увагу, уяву, учити працювати в парі, групі, логічно висловлювати думку, формувати почуття гідності за свою сім'ю, розвивати соціокультурну компетенцію;

**виховна:** виховувати дбайливе ставлення до членів своєї родини, культуру співбесіди, риси характеру: доброзичливість, толерантність, активність, повагу і любов до всіх членів родини, культуру спілкування, зацікавленість у розширенні своїх знань.

**Обладнання:** картки й плакат на тему «Зимові свята».

### Хід уроку

#### WARM-UP

##### 1. Disappearing cards.

Stick five / six holiday flashcards to the board. Do choral repetition of the words in sequence. Then remove one of the flashcards from the sequence. Pupils chant the whole sequence of five / six words, including the missing one. Repeat, taking away another flashcard. Continue till there are no flashcards on the board and pupils are saying the whole sequence from memory. You can also play this by writing five / six words on the board, then rubbing them out one at a time.

#### PRESENTATION

##### 2. Listen and point. Say (p. 110, ex. 1).

Books open. Ask the pupils to look at the pictures.

Teach and then drill the new words shown in the pictures. Say the word combination and point at the picture. Pupils listen and repeat several times.

Pupils take turns to read out the words. The other pupils point at the pictures. Help them with pronunciation.

Make up sentences using the names of special days. Draw the pupils' attention to the countries where people celebrate the holidays.

#### PRACTICE

##### 3. Work in pairs (p. 110, ex. 2).

Read the instruction. Pupils listen.

Pupil A reads a question. Pupil B gives an answer.

Then they swap roles.

Stick the pictures to the board and ask some questions about them: "Do you dance? Do you sing songs? What do you eat?"

#### EXTRA

Play "Bingo!" with the names of the countries the pupils know in English. Get the pupils to suggest and spell country names; write them in a list on the board. Pupils choose and write down the name of any four and the game begins.

#### READING AND WRITING

##### 4. Listen and read (p. 111, ex. 3).

Tell the pupils to look at the picture on p. 111, ex. 3. Read the text. Pupils listen and read.

Ask the question: "What holiday is it?"

Read the text, pausing after each sentence. Pupils repeat the sentence chorally and individually.

Tell the pupils that they are going to read the text too.

Pupils read the text again.

**Memory game:** Play a short memory game with the class. They close their book and listen to you describing what people in Ukraine do on Christmas Day. They have to remember what people do.

5. Complete and say (p. 111 ex. 4).

Ask the pupils to read the sentences individually and choose the correct words.

**Key:** 1. January; 2. decorate; 3. presents; 4. on Christmas Day; 5. Christmas carols and dance; 6. a great fun.

6. Listen and read (p. 111, ex. 5).

Read the drills. Draw the pupils' attention to the vowel sounds and letter combinations at the beginning of the words.

Do choral and individual repetition.

### **ENDING THE LESSON**

7. Speak English (p. 111, ex. 6).

Ask the pupils to describe a Christmas or New Year's Day.

### **HOME WORK**

Draw a picture or bring photos of your family celebrating Christmas or New Year.



## Lesson 5

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Великдень

#### Мета:

**навчальна:** практикувати всі види мовленнєвої діяльності, ознайомити з новими лексичними одиницями;

**розвивальна:** розвивати інтелектуальні та пізнавальні здібності, різні типи пам'яті — слухову, зорову, оперативну, тривалу, увагу, уяву, учити працювати в парі, групі, логічно висловлювати думку, формувати почуття гордості за свою сім'ю, розвивати соціокультурну компетенцію;

**виховна:** виховувати дбайливе ставлення до членів своєї родини, культуру співбесіди, риси характеру: доброзичливість, толерантність, активність, повагу і любов до всіх членів родини, культуру спілкування, зацікавленість у розширенні своїх знань.

**Обладнання:** картки й плакат на тему «Великдень».

### Хід уроку

#### WARM-UP

1. Team game. Divide the class into two teams. Hold up a picture (use the winter holidays pictures), or draw a picture on the board. You can use pictures cut from magazines or newspapers. A pupil from one team says the word. If it is correct, that team wins a point. If the pupil does not know the word, the other team can try to say the word to win a bonus point.

#### PRESENTATION

2. Look, match and say (p. 112, ex. 1).

Revise the structures “this is — these are” and “that is — those are”. Translate the structures into their native language if necessary. Then give the examples using the new words and show the pictures: “This is a paska (show the picture of a paska to the pupils). These are Easter eggs (show the pictures or real Easter eggs to the pupils).”

Then take the picture of a paska to the door. Come back to your table. Point at the picture and say, “That is a paska.”

Do the same with the eggs: “Those are eggs.”

Ask the pupils to describe other pictures using the structures. Ask the pupils to stick pictures to the board and when they come back to their places describe them.

#### PRACTICE

3. Work in pairs (p. 112, ex. 2).

Read the instruction. Pupils listen.

Pupil A reads a question. Pupil B gives an answer.

Then they swap roles.

Stick the pictures of the new words to the board and ask some questions about the pictures.

Explain the word combination “Easter Bunny”.

4. Listen and sing (p. 112, ex. 3).

Read the title of the song. Translate it and explain in their native language what “hot cross buns” mean and when British people cook them. Compare with a paska and kulich.

Explain the word “penny”.

Read the lines of the song. Pupils listen and repeat.

Pupils read the poem one by one.

### READING AND WRITING

**5. Read, guess and write (p. 113, ex. 4).**

Ask the pupils to look at the pictures.

Explain the words “stars”, “spots” and “stripes” using the pictures.

Ask questions about the Easter eggs: “What colour is the Easter egg Number 2? Which Easter egg is small? Which Easter egg has got stars (stripes)?”

Ask the pupils to read the sentences.

Pupils read and point at the right egg in the picture.

Then you can ask the pupils to write the sentences using possessives.

If you want to save time, write the sentences with the gaps on the board.

**Key:**

Kim — 4;

Tom — 3;

Ann, Jane — 2;

Alex — 1.

**6. Choose and say (p. 113, ex. 5).**

Ask the pupils to read the sentences individually and choose the correct answers.

Read the pairs of sentences. Explain to the pupils how the second sentence can help to choose the correct answer. Do it in their native language.

Draw the pupils’ attention to the singular and plural subjects and objects.

Check the answers. Correct the wrong answers.

**Key:** 1. C. 2. C. 3. A. 4. C.

**7. Listen and read (p. 113, ex. 6).**

Read the drills. Draw the pupils’ attention to the vowel combinations and letter combinations at the end of the words.

Do choral and individual repetition.

### ENDING THE LESSON

**8. Speak English (p. 113, ex. 7).**

Ask the pupils to describe Easter Day.

Ask them to describe an Easter egg.

### HOME WORK

Draw a picture of an Easter Bunny or an Easter egg.

## Lesson 6

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Ми святкуємо

#### Мета:

**навчальна:** практикувати всі види мовленнєвої діяльності, ознайомити з новими лексичними одиницями, повторити раніше вивчені лексичні одиниці, граматичні структури, вивчити нову римівку;

**розвивальна:** розвивати інтелектуальні й пізнавальні здібності, різні типи пам'яті — слухову, зорову, оперативну, тривалу, увагу, уяву, учити працювати в парі, групі, логічно висловлювати думку, розвивати соціокультурну компетенцію;

**виховна:** виховувати культуру співбесіди, риси характеру: доброзичливість, толерантність, активність, повагу і любов до всіх членів родини, культуру спілкування, зацікавленість у розширенні своїх знань.

**Обладнання:** картки й плакат до теми «Свята».

### Хід уроку

#### WARM-UP

1. Odd one out. Write five words on the board, four of which belong to a lexical set (e.g., winter holidays, food, Easter, birthday party, verbs) and one that does not. Pupils have to say which word does not belong to the set (*an Easter egg, a hot cross bun, a paska, an Easter basket, a Christmas tree* — the odd one out is a *Christmas tree*; it is not an Easter word). This can also be played with drawings or pictures on the board.

#### PRESENTATION

2. Listen, match and say (p. 114, ex. 1).

Read the word combinations from the box. Pupils listen. Say the words clearly and point at the pictures on the board. Do choral and individual repetition.

Now write the words below the pictures and repeat chorally and individually.

Leave the pictures and the words of all the activities on the board and play a miming game. Mime swimming in the swimming pool and ask the pupils to say what you are doing. Mime other activities from the box. Ask the pupils to name the activities.

Rub the words off the board, leaving the pictures, and play the miming game again. Ask individual pupils to come to the front of the class and mime something for the rest of the class to guess.

**After playing:** Keep the books open. Read the word combinations again.

Ask the pupils to match the words with the pictures in the book saying the number.

Read the word combinations. Pupils name the number of the picture. Correct the answers if necessary.

#### PRACTICE

3. Work in pairs (p. 114, ex. 2).

Read the instructions. Pupils listen.

Pupil A reads a question. Pupil B gives an answer.

Then they swap roles.

Write the questions in the table to help the pupils to make questions. Use the pictures instead of the words if you like and continue to play.

Do you	always	watch TV	at parties?
	sometimes	eat a cake	

Do you	always	play computer games	at parties?
		wear costumes	
		help to cook	
		give presents	

**4. Speak in class (p. 114, ex. 3).**

Ask an exemplary pupil to tell the class what he / she knows about his / her friend.

**EXTRA: A POEM**

Mother makes a chocolate cake.

How many eggs does she break?

1, 2, 3...

(To make this a little more difficult, you can “break” more eggs.)

**READING AND WRITING**

**5. Listen, read and say (p. 115, ex. 4).**

Ask the pupils to look at the pictures.

Ask the pupils to read the text in silence.

Read the text and explain the new words: *celebrates, countries, honour, jewellery* and *a handmade card*. If necessary, translate it into their native language.

Pupils listen and read the text.

Then pupils take turns to read the text. They point at the picture.

Pupils read and practice it.

Help or correct the pupils if they have difficulties in reading.

**6. Choose and say (p. 115, ex. 5).**

Ask the pupils to read the sentences individually and choose the correct answers, “Yes” or “No”.

**Key:** 1. No. 2. Yes. 3. Yes.

**7. Write. Open the brackets (p. 115, ex. 6).**

Explain the task.

Write the text on the board.

Ask the pupils to read the text and open the brackets using the grammar rules.

Help or correct the pupils if they have difficulties in reading or writing the words on the board.

**Key:** 1. Is; 2. asks; 3. is; 4. says; 5. is; 6. Do you like...?; 7. do; 8. have; 9. is; 10. Does; 11. asks; 12. does; 13. write.

**ENDING THE LESSON**

**8. Speak English (p. 115, ex. 7).**

Ask the pupils to describe Mother’s Day in Ukraine.

**HOME WORK**

Read the text (p. 115, ex. 4).

## Lesson 7

Дата \_\_\_\_\_

Клас \_\_\_\_\_

**Тема. День тата**

**Мета:**

**навчальна:** практикувати всі види мовленнєвої діяльності, ознайомити з новими лексичними одиницями, повторити раніше вивчені лексичні одиниці, граматичні структури;

**розвивальна:** розвивати інтелектуальні та пізнавальні здібності, різні типи пам'яті — слухову, зорову, оперативну, тривалу, увагу, уяву, учити працювати в парі, групі, логічно висловлювати думку, розвивати соціокультурну компетенцію;

**виховна:** виховувати культуру співбесіди, риси характеру: доброзичливість, толерантність, активність, повагу і любов до всіх членів родини, культуру спілкування, зацікавленість у розширенні своїх знань.

**Обладнання:** картки й плакат до теми «Свята».

### Хід уроку

#### WARM-UP

1. Play a few rounds of the Spelling Shark with the adverbs of frequency: *always, never, sometimes*.

#### 2. Game

Simon Says'

Give instructions to the class.

When you start an instruction with the phrase "*Simon says* (e.g., *Simon says sit down*)" the class should perform the action.

If you give an instruction without the words "*Simon says*" (e.g., *Sit down*) they should not do it. Any pupil who does the action is out.

Play the game until only one pupil is left.

#### PRESENTATION

2. Look and say (p. 116, ex. 1).

Ask the questions to the photos. Pupils look at the pictures and answer them.

Stick the action pictures and clothes pictures to the board to help the pupils.

3. Work in pairs. Ask and answer (p. 116, ex. 2).

Ask the pupils to read the questions and give the answers.

In pairs, pupils read and practice the dialogue.

One or two pairs act out their dialogues.

#### EXTRA

##### Team game

Divide the class into two teams.

Show pupils a picture, or draw a picture on the board.

A pupil from one team says the word.

If it is correct, the team wins a point.

If the pupil does not know the word, the other team can try to say the word to win a bonus point.

The team with the most points becomes a winner.

#### PRACTICE

4. Listen and read (p. 117, ex. 3).

Ask the pupils to look at the pictures.

Ask the pupils to read the text in silence.

Read the text. Pupils repeat. If necessary, translate it into their native language.

Pupils listen and read the text individually.

Then pupils take turns to read the text.

Pupils read and practice it again.

Help or correct the pupils if they have difficulties in reading.

5. Choose and say (p. 117, ex. 4).

Ask the pupils to read the sentences individually and choose the correct answers.

Key: 1. summer; 2. Sunday; 3. greeting cards; 4. No, we don't.

#### **READING AND WRITING**

6. Write (p. 117, ex. 5).

Revise the adverbs of frequency. Explain where they should be used in a sentence.

Read the sentences. Add the adverbs of frequency to the sentences.

#### **ENDING THE LESSON**

7. Speak English (p. 117, ex. 6).

Ask the pupils to describe Father's Day in the USA.

#### **HOME WORK**

Read the text (p. 117, ex. 3).

## Lesson 8

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. На шкільному святі

#### Мета:

**навчальна:** практикувати всі види мовленнєвої діяльності, ознайомити з новими лексичними одиницями, повторити раніше вивчені лексичні одиниці, граматичні структури, вивчити нову римівку;

**розвивальна:** розвивати інтелектуальні та пізнавальні здібності, різні типи пам'яті — слухову, зорову, оперативну, тривалу, увагу, уяву, учити працювати в парі, групі, логічно висловлювати думку, розвивати соціокультурну компетенцію;

**виховна:** виховувати культуру співбесіди, риси характеру: доброзичливість, толерантність, активність, повагу і любов до всіх членів родини, культуру спілкування, зацікавленість у розширенні своїх знань.

**Обладнання:** картки й плакат до теми «Свята».

### Хід уроку

#### WARM-UP

1. Revision game: "Do you like...?" Ask one pupil to come up to you. Whisper or give a slip of paper to the pupil with the name of a habit or pastime on it. The other pupils take turns to guess which habit it is. They can ask no more than ten questions, e.g., "Do you sometimes play computer games?" The challenger answers "No" until somebody asks the right question. Then he / she answers "Yes, I do." Play several rounds.

#### PRESENTATION

2. Listen and say (p. 118, ex. 1).

Books open. Pupils look at the picture.

Ask questions about the people and things in the picture: "How many children are there? What is the woman wearing?" etc.

Ask the pupils to make questions too.

#### EXTRA

#### I-SPY

One pupil chooses a word (something in the classroom, or in a picture) and says the letter it begins with, e.g., *b*.

The class tries to guess the word, asking: "Is it a (balloon)? Is it a (hat)?"

The first pupil to guess correctly is the next to be the leader of the game and choose a word.

#### PRACTICE

3. Work in pairs. Ask and answer (p. 118, ex. 2).

**Before reading:** Explain the new words: "a sweet" and "hopscotch".

Some pupils read the questions, others read the answers.

**Dialogue:** In pairs, pupils read and practice the story.

One or two pairs act out the dialogue.

4. Work in pairs. Act out (p. 118, ex. 3).

Read the dialogue (p. 118, ex. 2) again.

Ask the pupils to make similar questions using the table.

Do you	want	to eat	a cake?
			an orange?
			a banana?

Do you	want	to play	hide-and-seek?
			hopscotch?
			a computer game?

In pairs, pupils read and practice their questions.  
One or two pairs act out the dialogue.

### READING AND WRITING

#### 5. Write (p. 119, ex. 4).

Complete the questions using the examples.

Write some of them down on the board. Ask the pupils to copy them down into their copy books.

### EXTRA

#### Team spelling game

Divide the class into two teams.

One member from each team comes to the front of the class.

Each spells a word for the other to write on the board.

Correctly spelt words win a point for the team.

#### 6. Look, make and say (p. 119, ex. 5).

Books open. Pupils look at the pictures.

Ask the pupils: "What is it? Is it a holiday card? Who has got a card?"

Ask the pupils to make a holiday card and write a greeting at home.

### ENDING THE LESSON

#### 7. Speak English (p. 119, ex. 6).

Ask the pupils to name their favourite holiday and what they can do on that day.

### HOME WORK

Make a holiday card.



## Lesson 9

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Повторення граматики

#### Мета:

**навчальна:** повторити та узагальнити граматичний матеріал, закріпити вживання граматичних структур, активізувати вивчений лексико-граматичний матеріал у мовленні, розвивати вміння та навички читання, письма, усного монологічного й діалогічного мовлення;

**розвивальна:** розвивати інтелектуальні та пізнавальні здібності, різні типи пам'яті — слухову, зорову, оперативну, тривалу, увагу, уяву, учити працювати в парі, групі, логічно висловлювати думку;

**виховна:** виховувати культуру співбесіди, зацікавленість у розширенні своїх знань, загальну культуру учнів.

**Обладнання:** граматичні таблиці, картки за темою.

### Хід уроку

#### WARM-UP

1. Revision of numbers and counting. Divide the pupils into two teams. Pupils count from one to as far as they can, each team saying alternate numbers. Each team starts out with five points. A team loses a point when a mistake is made. When all five points have been lost, the remaining team is the winner.

#### PRESENTATION

2. Find and say (p. 120, ex. 1).

Ask questions about the picture: "Can you see a ball? Is there a robot in the picture?" Then practice some questions with "Whose...?"

Read the example chorally.

Answer the first question with the class and write the answer on the board.

Pupils write the answers to the other questions on their own.

#### PRACTICE

3. Match the questions and answers (p. 120, ex. 2).

Write the questions and answers in two columns on the board.

Ask the pupils to read the questions only. They take turns to read them.

Then ask the pupils to read the answers only. They take turns to read them too.

In pairs, pupils try to match the questions and answers.

Ask the pupils to come up to the board and match them together.

Help and correct the answers if necessary.

#### READING AND WRITING

4. Write (p. 120, ex. 3).

Ask the pupils to make sentences checking the word order.

Pupils read silently, alone or in pairs. Go around the class, helping the pupils with difficult words.

Ask the exemplary pupils to write the sentences on the board. The other pupils write the sentences into their copy books.

**Key:** 1. Children like parties. 2. They celebrate New Year Day and birthdays.

3. They usually dance and sing at the parties. 4. They are happy. 5. He writes a postcard for his father on Father's Day. 6. Do you like family parties?

5. Write questions (p. 121, ex. 4).

**Pair work:** Make the questions to the answers.

Write an example on the board. Explain to the pupils how to make a question.

Use the table "Present Simple. Questions".

Explain the task and draw the pupils' attention to the word order of questions.

Pupils work out which words go in the sentences. Ask them to read the sentences aloud.

Read and correct if there are mistakes in the sentences.

**Key:** 1. Do you celebrate your birthday in your family? 2. Do you write a postcard to your Granny? 3. Do you buy presents? 4. Does your mother cook a cake for a family party? 5. Do you open the presents at the party? 6. Does your brother congratulate you on your birthday?

6. Complete and match (p. 121, ex. 5).

**Pair work:** Fill in the gaps.

Write on the board: "el\_v\_n", "t\_el\_e", etc.

Pupils work out which letters go in the gaps. Ask them to read the words aloud.

**Read and match:** Pupils match the pictures to the words using the colour of the car: "The car number eleven is ..."

### **ENDING THE LESSON**

7. Speak English (p. 121, ex. 6).

Ask the pupils to describe their free time with the parents using flashcards.

### **HOME WORK**

**Word Banks Project:** Draw pictures of how you spend your free time with your parents in the Holiday Book.

## Lesson 10

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Перевір себе!

#### Мета:

**навчальна:** повторити та закріпити лексико-граматичні структури, узагальнити вивчений лексичний матеріал за темою;

**розвивальна:** розвивати комунікативні компетенції, довільну пам'ять, навички діалогічного мовлення, здатність узагальнювати вивчений лексико-граматичний матеріал;

**виховна:** викликати в дітей бажання вчитися, інтерес до процесу пізнання; виховувати дисципліну, повагу до однокласників, звичку до систематичної розумової праці.

**Обладнання:** граматичні таблиці й картки за темою «Свята».

### Хід уроку

#### WARM-UP

1. Revise the holiday vocabulary using the Holiday Book pictures.

Divide the class into two teams. Pupils name as many objects or activities as they can taking turns. Each team starts out with five points. A team loses a point when a mistake is made. When all five points have been lost, the remaining team is the winner.

#### PRESENTATION

2. Listen and say (p. 122, ex. 1).

Ask the pupils to listen to the dialogues and choose the correct picture.

Read the dialogue. Pupils listen and read it in silence.

Then they say the letter of the picture.

**Pair work:** Ask the pupils to read the dialogues in pairs.

Act out the dialogues.

**Key:** 1. B. 2. A.

#### PRACTICE

3. Work in pairs. Ask and answer (p. 122, ex. 2).

**Before reading:** Ask the pupils to look at the picture. Give the names to the children. Remember that two girls have got names: Jane and Julia. Write the children's names on the board.

Some pupils read the questions, others read the answers.

**Dialogue:** In pairs, pupils read and practice the dialogue.

One or two pairs act out the dialogue.

#### READING AND WRITING

4. Find and say (p. 123, ex. 3).

Ask questions about the picture: "Can you see a ball? Is there a cake in the picture?" Then practice some questions with "What number is...?"

Do the first task with the class and write the correct word on the board. Pupils write the answers to the other questions on their own.

5. Complete and say (p. 123, ex. 4).

**Pair work:** Fill in the gaps.

Write the sentences on the board.

Write the words and word combinations to fill in on the board too.

Pupils work out which words go in the gaps. They match the words and the sentences. Ask the pupils to read the complete sentences aloud.

**Key:** 1. in January or in December (explain why in their native language); 2. in winter; 3. in winter; 4. in February; 5. in spring; 6. in June; 7. comes in May; 8. comes in June.

**6. Listen and read (p. 123, ex. 5).**

Ask the pupils to look at the picture and read the text in silence.

Pupils take turns to read the text. They point at the picture. Pupils read and practice it.

Help or correct the pupils if they have difficulties.

**7. Choose and say (p. 123, ex. 6).**

Ask the pupils to read the questions individually and choose the correct answers.

Pupils read the sentences and give the correct answer.

**Key:** 1. a jar; 2. sweets; 3. Yes.

**ENDING THE LESSON**

**8. Speak English (p. 123, ex. 7).**

Ask the pupils to describe their winter holidays.

**HOME WORK**

**Word Banks Project:** Draw pictures of how you spend your winter holidays in the Holiday Book.

## Unit 7. I AM AT SCHOOL

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Lesson 1

#### Тема. Моє шкільне приладдя

##### Мета:

**навчальна:** ознайомити з новими лексичними одиницями, активізувати вивчений лексико-граматичний матеріал попередніх розділів, розвивати вміння та навички читання, письма, усного монологічного та діалогічного мовлення;

**розвивальна:** розвивати логічне мислення, увагу та зорову пам'ять, спостережливість, удосконалювати фонетику та артикуляцію звуків, усні комунікативні уміння з опорою на наочність, логічно висловлювати думку;

**виховна:** виховувати зацікавленість у розширенні своїх знань, підвищувати загальну культуру учнів.

**Обладнання:** таблиця «Школа. Шкільне приладдя», тематичні картки.

### Хід уроку

#### WARM-UP

1. Revise the classroom vocabulary and prepositions. Give instructions to the pupils: "Stand at the board, Mary. Put your pen under the book." etc.

#### PRESENTATION

2. Listen and repeat (p. 124, ex. 1).

**Dialogue:** In pairs, pupils read and practice the words: "What's Number 1? — Number 1 is a pen. What's Number 2? — Number 2 is a ruler."

Keep the books closed. Put the small classroom objects listed in the exercise into the Feely Bag, naming each one clearly twice as you put it in.

Put your hand into the bag, feel about, ask "What's this?" several times looking puzzled. Then pull out the objects one by one. Name each object two or three times again after pulling it out: "a ruler... a ruler..."

Pupils repeat the name of each object after you.

Present and practice *a desk*, *a bag* and *paints*, pointing at and naming the objects. Pupils listen and repeat.

#### PRACTICE

3. Work in pairs. Ask and answer (p. 124, ex. 2).

**Pair work:** Pupils ask each other questions: "Have you got a bag? What colour is it?"

In pairs, pupils practice questions and answers. One or two pairs act out the dialogue.

**Group work:** Pupils work in groups of four. They practice for a few minutes. Go round the class helping.

One or two groups ask and answer the questions.

#### READING AND WRITING

4. Time for fun. Listen and sing (p. 125, ex. 3).

**Before listening:** Ask the question "What school things can you see?"

Tell the pupils to listen to the song. Read the words.

Read it again and pause after each line. Read every line and tell the pupils to repeat after you.

If the pupils have difficulties, translate the lines into their native language.

**After reading:** Ask the pupils: “Do you like school? Do you go to school every day? What school things have you got in your bag?”

**5. Listen and read (p. 125, ex. 4).**

Pupils read the words silently to themselves for a minute or two, or they read aloud in turn, word by word, sentence by sentence, round the class.

Read the words again. Pupils can clap or tap while reading the words if they want.

**6. Write (p. 125, ex. 5).**

Ask the pupils to read the words of Exercise 1.

Tell the pupils to write down the words in alphabetical order. Draw the pupils’ attention to the words “pen”, “pencil” and “pencil-case”. Explain in their native language how to write these and similar words beginning with the same letter.

### **ENDING THE LESSON**

**7. Speak English (p. 125, ex. 6).**

Ask the pupils to say what they have in their school bags.

Ask what colour the school things are.

### **HOME WORK**

Draw a pencil-case and say what things there are in it.

## Lesson 2

Дата \_\_\_\_\_

Клас \_\_\_\_\_

**Тема.** Чи ти можеш дати мені ручку?

**Мета:**

**навчальна:** ознайомити з новими лексичними одиницями, активізувати вивчений лексико-граматичний матеріал попередніх розділів, розвивати вміння та навички читання, письма, усного монологічного та діалогічного мовлення;

**розвивальна:** розвивати логічне мислення, увагу та зорову пам'ять, спостережливість, удосконалювати фонетику та артикуляцію звуків, розвивати усні комунікативні уміння з опорою на наочність, логічно висловлювати думку;

**виховна:** виховувати зацікавленість у розширенні своїх знань, підвищувати загальну культуру учнів, взаємодопомогу.

**Обладнання:** таблиця «Школа. Шкільне приладдя», тематичні картки.

### Хід уроку

#### WARM-UP

##### 1. "Speed drill"

Hold up or point at objects or pictures.

Pupils name them chorally, then individually.

Go faster and faster.

Gradually point faster and faster at the objects named and drilled.

##### 2. Guessing game

Hide an object behind your back, so pupils cannot see it.

Ask pupils to guess what it is, using the structure: *Is it a (pen)? Yes, it is/No, it isn't.*

Write the structure on the board to help pupils remember it.

##### 1. "Speed drill" the school objects. Hold up or point at objects or pictures. Pupils name them chorally, then individually. Go faster and faster. Gradually point faster and faster at the objects named and drilled.

#### PRESENTATION

##### 2. Listen, point and spell (p. 126, ex. 1).

Pupils look at the pictures and read them.

Ask the pupils to spell each word.

Pair work: Ask one pupil to come up to the board and write the first word on the board while the second one is spelling it.

#### PRACTICE

##### 3. Look and say (p. 126, ex. 2).

Ask the pupils to look at the pictures and read the questions.

Look at Picture 1 and ask: "How many pens have you got? — I've got five pens."

Pupils make sentences to the other pictures.

##### 4. Listen and read (p. 126, ex. 3).

Ask the pupils to look at the picture.

They listen as you read the dialogues.

Read the dialogues again. Pupils listen and repeat.

Read again, pausing after each sentence.

Ask the pupils to read the text. Do choral and individual repetition.

Act out the dialogues.

##### 5. Read and say (p. 127, ex 4).

After reading the dialogues (p. 126, ex. 3) you can check the understanding of the text.

Read the sentences and answer "Yes" or "No".

**Key:** 1. Yes. 2. No. 3. Yes. 4. No.

6. Work in pairs. Ask and answer (p. 127, ex. 5).

Some pupils read the questions and others answer them using the exercise pattern: "Can you give me a pen? / Give me a pencil, please."

Draw a table with questions on the board to help the pupils. You can use pictures of the new words instead of the words.

### ENDING THE LESSON

#### EXTRA

##### Game

##### I-SPY

One pupil chooses a word (something in the classroom, or in a picture) and says the letter it begins with, e.g., *b*.

The class try to guess the word, asking *Is it a (book)? Is it a (bin)?*

The first pupil to guess correctly becomes the leader and chooses a word.

7. Speak English (p. 127, ex. 6).

Ask the pupils to say what things they have in their bags and what colour they are.

#### HOME WORK

Revise the school words.

Describe your school bag.

Pupils write down four words in a copybook.

They copy out the words twice at home, then use the words next lesson in a spelling quiz.



## Lesson 3

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Який у тебе портфель?

#### Мета:

**навчальна:** ознайомити з якісними прикметниками, увести їх у мову, активізувати вичений лексико-граматичний матеріал, розвивати вміння та навички читання, письма, усного мовлення, удосконалювати компетенції читання, аудіювання й усного монологічного мовлення;

**розвивальна:** розвивати логічне мислення, увагу та зорову пам'ять, спостережливість, удосконалювати фонетику та артикуляцію звуків, усні комунікативні вміння з опорою на наочність;

**виховна:** виховувати зацікавленість у розширенні своїх знань.

**Обладнання:** плакат «Шкільні речі», тематичні картки.

### Хід уроку

#### WARM-UP

1. Revise the classroom vocabulary and prepositions. Put classroom things in different places and ask the pupils to describe where the things are. Ask questions to help the pupils.

#### PRESENTATION

2. Listen and repeat. Say (p. 128, ex. 1).

Present the "Which...?" question by using pairs of objects hidden in your hand, e.g., show two pencils; then hold them up partly hidden in your hand; point at one of them and ask: "Which pencil is this, the long one or the short one?" Do the same with two rubbers, hidden completely in your hand: "Which rubber is in this hand, the new one or the old one?" Point out that the word "one" is used to avoid having to repeat the noun every time. Help the pupils to give short answers: "The long one. / The new one."

Use the same explanation with the other words.

#### PRACTICE

3. Work in pairs. Ask and answer (p. 128, ex. 2).

**Pair work:** Pupils ask questions to each other.

— What is your bag like? — It's new.

— Is it long? — Yes, it is.

In pairs, pupils practice the dialogue using the new words. One or two pairs act out the dialogue.

**Group work:** Pupils work in groups of four. They practice for a few minutes. Go round the class helping.

One or two groups ask and answer the questions.

4. Look and say (p. 128, ex. 3).

Ask the pupils to look at the picture.

Ask questions about the objects: "How many books can you see? How many bags / pens can you see?" etc.

Choose two or three of the questions for the pupils to answer in writing.

In pairs, pupils read and practice the descriptions.

Pupils practice the questions and answers as a dialogue.

One or two pairs act out the dialogue.

5. Match and say (p. 129, ex. 4).

Ask individual students to match the questions and answers checking with the picture (p. 128, ex. 3).

**Pair work:** In pairs, pupils take turns to ask each other the same questions checking the answers.

### **READING AND WRITING**

**6.** Play a game. Say and draw (p. 129, ex. 5).

Write the sentences on the board. Replace the words in italics with colour flashcards or classroom object flashcards.

Pupils look at the sentences and read the new variants.

Pupils draw the objects in their pictures using coloured pencils.

Pupils may also write the sentences in their copy books.

**7.** Speak in class (p. 129, ex. 6).

Stick the pictures to the board.

Ask the pupils to describe some of them. Pupils choose the pictures they like.

### **ENDING THE LESSON**

**8.** Speak English (p. 129, ex. 7).

Ask the pupils to describe the objects they use at English lessons.

### **HOME WORK**

**Word Banks Project:** School Objects Book. Draw two or three school objects and describe them.

## Lesson 4

Дата \_\_\_\_\_

Клас \_\_\_\_\_

**Тема. Це — моя класна кімната**

**Мета:**

**навчальна:** активізувати вивчений лексико-граматичний матеріал, розвивати вміння та навички читання, письма, усного мовлення, удосконалювати компетенції читання, аудіювання й усного монологічного мовлення;

**розвивальна:** розвивати логічне мислення, увагу та зорову пам'ять, спостережливість, удосконалювати фонетику й артикуляцію звуків, усні комунікативні уміння з опорою на наочність;

**виховна:** виховувати зацікавленість у розширенні своїх знань.

**Обладнання:** плакат «Шкільні речі», тематичні картки.

### Хід уроку

#### WARM-UP

1. Revise the school objects.

Use the school objects flashcards. Stick the pictures to one side of the board. As the pupils say the names, write them on the other side of the board, in any order.

Get one pupil at a time to come up to the board and draw a line joining the picture to the word.

Remove the pictures and get the pupils to put them back correctly.

#### PRESENTATION

2. Listen and repeat (p. 130, ex. 1).

Teach and then drill the new words shown in the picture using the objects in the classroom. Point at or touch the objects. Draw the objects you don't have in the classroom on the board.

Repeat every word two or three times.

Pupils take turns to read out the words. Help them with pronunciation.

Ask the pupils to point at the objects or the pictures and describe them using the pattern.

#### PRACTICE

3. Work in pairs. Ask and answer (p. 130, ex. 2).

Some pupils read the questions, others answer them using the pictures (p. 130, ex. 1).

Write a table with questions on the board to help the pupils to make questions.

Stick the flashcards instead of the school objects if you like.

Where	is	a poster?
	are	bookcases?

4. Look and say. Correct the sentences (p. 130, ex. 3).

Keep the books open. Look at the pictures. Say: "Read the sentences. Are they correct?"

Pupils read the sentences and correct them.

Pupils may also be asked to write the sentences into their copy books.

**Key:** 2. They're lamps. — They aren't lamps. They are flowers. 3. They're posters. — They aren't posters. It's a door. 4. It's a pen. — It isn't a pen. It's a pointer. 5. They're chairs. — They aren't chairs. They are desks. 6. It's a blackboard. — It isn't a blackboard. It's a bookcase. 7. They're old. — They aren't old. They are new. 8. It's brown. — It isn't brown. It's...?

### PRACTICE

5. Listen and repeat (p. 131, ex. 4).

Ask a few questions in English about the pictures: "Where are the girls? What are they wearing? What colour is the jacket?" etc.

Explain the word "board game" showing a real board game or a picture of it.

Read the dialogue. Pupils listen.

In pairs, pupils read and practice the dialogue.

One or two pairs act out the dialogue.

6. Work in groups. Act out (p. 131, ex. 5).

**Dialogue:** In pairs, pupils read and practice the story (p. 131, ex. 4).

Ask the pupils to replace the words in *italics* with some other words. Write the words on the board or stick flashcards.

One or two pairs act out the dialogue using the new words.

### READING AND WRITING

7. Look and say (p. 131, ex. 6).

Read the drills. Draw the pupils' attention to the vowel sounds.

Do choral and individual repetition.

### ENDING THE LESSON

8. Speak English (p. 131, ex. 7).

Ask some pupils to come up to the board, the bookcase, etc.

Ask them to describe where they are standing in the classroom.

### HOME WORK

Learn the words.

Make a plan of the classroom.

## Lesson 5

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Мої однокласники

#### Мета:

**навчальна:** активізувати вивчений лексико-граматичний матеріал, розвивати вміння та навички читання, письма, усного мовлення, удосконалювати компетенції читання, аудіювання й усного монологічного мовлення;

**розвивальна:** розвивати логічне мислення, увагу та зорову пам'ять, спостережливість, удосконалювати фонетику та артикуляцію звуків, усні комунікативні вміння з опорою на наочність;

**виховна:** виховувати зацікавленість у розширенні своїх знань.

**Обладнання:** плакат «Шкільне життя», тематичні картки.

### Хід уроку

#### WARM-UP

1. Play a few rounds of the Spelling Shark with the new school objects.

#### PRESENTATION

2. Look and say (p. 132, ex. 1).

Pointing at the uniform, ask a few questions in English about the pictures: "What do the pupils wear to school? What colour is the uniform? Is it comfortable? Have you got a school emblem on your uniform?" etc.

Pupils answer the questions using the new words.

#### PRACTICE

3. Work in pairs. Ask and answer (p. 132, ex. 2).

Explain to the pupils that there is a new girl in their class. Pupils have to ask her some questions.

Write the questions on the board using the beginnings of the questions from the exercise.

Some pupils read the questions, others answer them.

Act out the dialogue two or three times.

4. Time for fun. Listen and repeat (p. 132, ex. 3).

Revise the numbers using number cards. Stick the cards under the written words on the board. Point at the number and ask the pupils to spell the number. Repeat it two or three times chorally and individually.

Ask the pupils to look at the picture. Ask to count the frogs. Count chorally. Then ask the pupils to read the title of the poem and check the number they have counted with the title of the poem.

Teach the new word pointing at the vest. Drill the pronunciation.

Say the poem pausing after each line for the class to repeat.

Ask one of the exemplary pupils to read the poem too. He / She reads the text while the class listens.

Pupils chant the poem, first together and then individually if they wish.

If the pupils have difficulties, translate it into their native language.

Ask questions about the poem: "What colour are the coats? What school rule is it? Are the coats small or big?"

#### READING AND WRITING

5. Listen and read (p. 133, ex. 4).

Ask the pupils to look at the pictures.

Ask the pupils to read the text in silence.

Pupils take turns to read the text. They point at the picture.

Pupils read and practice the clothes words and colours.  
Help or correct the pupils if they have difficulties.

### **EXTRA**

Play the game “What can I see” using the clothes words and checking the spelling.

Let the pupils take over.

**6. Choose and say (p. 133, ex. 5).**

Ask the pupils to read the questions individually and choose the answers.

Check the answers and correct them if necessary.

**Key:** 1. Yes, they are. 2. Yes, they do. 3. Yes, they are.

**7. Write (p. 133, ex. 6).**

Ask the pupils to look at the picture.

Ask them to name the school objects.

Revise the order of words in Yes / No and Wh-questions. Use the table “Present Simple Tense”.

Read the sentences and make two types of questions. Draw the pupils’ attention to the auxiliary verb “to be”.

### **ENDING THE LESSON**

**8. Speak English (p. 133, ex. 7).**

Imagine there is a new boy / girl in your class. You have to ask him / her some questions about school subjects and classmates.

### **HOME WORK**

Read the text (p. 133, ex. 4).

## Lesson 6

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. На уроках

#### Мета:

**навчальна:** активізувати вивчений лексико-граматичний матеріал, розвивати вміння та навички читання, письма, усного мовлення, удосконалювати компетенції читання, аудіювання й усного монологічного мовлення;

**розвивальна:** розвивати логічне мислення, увагу та зорову пам'ять, спостережливість, удосконалювати фонетику та артикуляцію звуків, усні комунікативні вміння з опорою на наочність;

**виховна:** виховувати зацікавленість у розширенні своїх знань.

**Обладнання:** плакат «Шкільне життя», тематичні картки.

### Хід уроку

#### WARM-UP

##### 1. Anagrams race.

Divide the class into two teams. Each team makes up an anagram from any recent holiday, school, family or clothes words (or any other words they have learnt so far, verbs or adjectives).

Play two or three rounds.

#### PRESENTATION

##### 2. Listen and repeat (p. 134, ex. 1).

Ask the pupils to look at the picture.

Teach the new word combinations, pointing at the pictures or miming. Drill the pronunciation.

Say the word combinations, pausing after the words for the class to repeat.

If the pupils have difficulties, translate them into their native language.

Ask questions with the word combinations using "can" / "can't".

Pupils answer.

#### EXTRA

##### Game

#### ROBOT GAME

The class pretends to be robots and do as you tell them or tell the class that you are a robot and you will do whatever they tell you.

Pupils give you commands, e.g., *sit down, touch your head, read English.*

Also, let pupils take turns to be the robot.

#### PRACTICE

##### 3. Work in pairs. Ask and answer (p. 134, ex. 2).

Ask the pupils to look at the dialogue.

Ask them to complete it. Give some examples.

Pupils read and give their variants too.

Write the best variants on the board.

**Pair work:** Some pupils complete and read the dialogue using the words on the board.

##### 4. Complete the dialogue. Act out (p. 135, ex. 3).

Ask the pupils to look at the pictures. Teach the new words.

**Dialogue 1:** In pairs, pupils read and practice the story.

One or two pairs act out the dialogues.

**Dialogue 2:** Pupils complete the dialogue with the other new words in pairs.

In pairs, pupils read and practice the story.

One or two pairs act out the dialogues.

### **READING AND WRITING**

#### **5. Write (p. 135, ex. 4).**

Pupils try to read the word chain.

Ask the pupils to come up to the board one by one and write the words on the board.

When the whole words are on the board, ask the pupils to read them chorally and individually.

### **EXTRA**

Write the words from a phrase or sentence on the board, in jumbled order.

Pupils write the words in the correct order.

#### **6. Look and read (p. 135, ex. 5).**

Read the drills. Draw the pupils' attention to the vowel sounds.

Do choral and individual repetition.

### **ENDING THE LESSON**

#### **7. Speak English (p. 135, ex. 6).**

Ask the pupils to describe what they can do at an English lesson. Use the words from p. 134, ex. 1.

### **HOME WORK**

Give the pupils instructions to mime what they do at an English lesson for the other pupils to guess. The instructions can be written on slips of paper.



## Lesson 7

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Після уроків

#### Мета:

**навчальна:** активізувати вивчений лексико-граматичний матеріал, розвивати вміння та навички читання, письма, усного мовлення, удосконалювати компетенції читання, аудіювання й усного монологічного мовлення;

**розвивальна:** розвивати логічне мислення, увагу та зорову пам'ять, спостережливість, удосконалювати фонетику та артикуляцію звуків, усні комунікативні уміння з опорою на наочність;

**виховна:** виховувати зацікавленість у розширенні своїх знань.

**Обладнання:** плакат «Шкільне життя», тематичні картки.

### Хід уроку

#### WARM-UP

1. Pupils work out anagrams of the holiday words written on the board: racnival (carnival), Chstmasri (Christmas), aEster (Easter), lidayho (holiday).

#### PRESENTATION

2. Look, match and say (p. 136, ex. 1).

Ask the pupils to look at the picture.

Teach the new word combinations, pointing at the pictures or miming. Drill the pronunciation.

Say the word combinations, pausing after the words for the class to repeat.

If the pupils have difficulties, translate them into their native language.

Make sentences with the word combinations using "can" / "can't".

Pupils repeat.

Ask the pupils to make up their own sentences using the new word combinations.

Stick the pictures with the new words to the first column on the board.

Write the new words in the second column.

Ask the pupils to match them.

#### PRACTICE

3. Work in pairs. Ask and answer (p. 136, ex. 2).

Ask the pupils to look at the picture.

Ask the pupils to read the questions.

**Pair work:** Some pupils read the questions to the picture. Other pupils answer them.

In pairs, pupils read and practice the questions.

One or two pairs act out the dialogues.

4. Let's exercise. Listen and do (p. 137, ex. 3).

Read the poem and mime. Pupils listen and watch.

Read again, pausing after each sentence to let the pupils mime.

Ask the pupils to read the poem too. Do choral and individual repetition.

Read the poem and translate some words if necessary.

Tell the pupils to stand up. Say the poem and do the actions. Ask the pupils to repeat after you.

#### READING AND WRITING

5. Choose and say. Write about a boy or a girl (p. 137 ex. 4).

Ask the pupils to read the sentences individually and choose the correct answers.

While the pupils are reading their right answers, ask the other pupils to draw pictures of the boy and the girl.

**Key:** 1. a girl; 2. a boy; 3. a question mark; 4. a fishing rod; 5. a fish pet in an aquarium.

### **ENDING THE LESSON**

**6. Speak English** (p. 137, ex. 5).

Ask the pupils to tell you what they can do in their free time. Use the words from p. 136, ex. 1.

### **HOME WORK**

Draw what you do in your free time.

**Action Book:** Each pupil contributes a page. Get the pupils to draw or find a picture of any leisure activity and write a short description.

## Lesson 8

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. На канікулах!

#### Мета:

**навчальна:** ознайомити з новими лексичними одиницями, повторити раніше вивчені лексичні одиниці, використовувати в мові питальні структури з допоміжними дієсловами, модальними дієсловами та дієсловом "to be", які були вивчені раніше, уміння вести бесіду, слухати співрозмовника;

**розвивальна:** розвивати вміння та навички читання, письма, усного мовлення, різні типи пам'яті — слухову, зорову, оперативну, учити працювати в парі, групі, логічно висловлювати думку, уміння спілкуватися, підтримувати високий рівень мотивації до вивчення англійської мови, розвинути і доповнити лексичний запас із теми «Дозвілля»;

**виховна:** виховувати культуру співбесіди, взаємоповагу, зацікавленість у розширенні своїх знань, загальну культуру учнів, учити не марнувати часу, активно займатися спортом і рухливими іграми.

**Обладнання:** картки на тему «Дозвілля».

### Хід уроку

#### WARM-UP

1. Review hobbies and activities.

Get the pupils to tell you as many hobbies and activities as they can think of and write them on the board.

#### PRESENTATION

2. Look and say (p. 138, ex. 1).

Books open. Read out loud the words for the activities.

Pupils find them and repeat. Go over each activity twice.

Drill the pronunciation of the word combinations.

Ask the pupils: "What season is it? What do the children usually do?" Pupils use the pictures to find answers.

**Pair work:** Pupils ask and answer using the pictures.

#### EXTRA

Get the pupils to ask each other about their own favourite activities.

Give each pupil a small piece of paper on which to draw his favourite activity, using the illustration in the exercise as a guide, and write his or her name.

Paste all the drawings on a large sheet of paper or card to make a chart.

#### PRACTICE

3. Work in pairs. Ask and answer (p. 138, ex. 2).

Ask the pupils to read the questions.

**Pair work:** Some pupils read the questions. Some pupils answer them.

In pairs, pupils read and practice the questions and answers.

One or two pairs act out the dialogues.

#### READING AND WRITING

4. Complete and say (p. 138, ex. 3).

Look at the table. Read the words.

Read the sentences and fill in the gaps using the words from the table.

**Key:** 1. school; 2. computer; 3. ride; 4. friends; 5. football; 6. fun.

5. Time for fun. Work in groups of four. Look, make and say (p. 139, ex. 4).

Each pupil in a group chooses one season of the year.

Ask the pupils to draw activities on one side of the card.

Ask the pupils to write the phrases on the other side of the card or on the side where the picture is.

Ask the pupils to describe it.

**6. Play a game (p. 139, ex. 5).**

Stick the pictures to the board or put the cards in a pile and then pick up a card and ask.

**Game:** Ask the pupils to describe the pictures and say who drew them.

**ENDING THE LESSON**

**7. Speak English (p. 139, ex. 6).**

Ask the pupils to speak about what they usually do during school holidays. Use the words from p. 136, ex. 1 and p. 138, ex. 1.

**HOME WORK**

Draw what you do during school holidays.

**Action Book:** Each pupil contributes a page. Get the pupils to draw or find a picture of any leisure activity and write a short description of it.

## Lesson 9

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Повторення граматики

#### Мета:

**навчальна:** повторити та узагальнити граматичний матеріал, закріпити вживання граматичних структур, активізувати вивчений лексико-граматичний матеріал у мовленні, розвивати вміння та навички читання, письма, усного монологічного та діалогічного мовлення;

**розвивальна:** розвивати інтелектуальні та пізнавальні здібності, різні типи пам'яті — слухову, зорову, оперативну, тривалу, увагу, уяву, учити працювати в парі, групі, логічно висловлювати думку;

**виховна:** виховувати культуру співбесіди, зацікавленість у розширенні своїх знань, загальну культуру учнів і толерантність до однокласників.

**Обладнання:** граматичні таблиці, картки за темою.

### Хід уроку

#### WARM-UP

1. **Miming:** Pupils mime sports and activities. The others guess which sport or activity is being mimed.

#### PRESENTATION

2. Look and say (p. 140, ex. 1).

Pupils look at the picture, find the words, make up questions and answer them.

— What can you see? — I can see a book / a pointer / a computer, etc.

— What are the children's names? — They are Ann / Dan / Sue, etc.

— Whose things are these? — This is Jane's computer / Alice's pen, etc.

#### PRACTICE

3. Work in pairs. Ask and answer (p. 140, ex. 2).

Ask the pupils to read the task.

Pupils choose their favourite words and write them down.

**Interviews:** Get the pupils to practice interviewing each other.

In pairs, pupils read and practice the questions and answers.

One or two pairs act out the dialogues.

#### READING AND WRITING

4. Write short answers (p. 140, ex. 3).

Write the questions on the board.

**Pair work:** Get the pupils to ask the questions first. Pupils then work in pairs to complete the questionnaire.

Then they change partners and go through the questions again.

Tell the pupils to use the answers to help them write the answers to the questions.

5. Look, complete and say (p. 141, ex. 4).

Ask the pupils to read the words. They take turns to read them.

**Pair work:** Ask the pupils to match the words and the pictures.

Ask the pupils to come up to the board and write them down.

Help and correct the answers if necessary.

Read the sentences one by one.

#### EXTRA

##### Game

##### SIMON SAYS

Give instructions to the class.

When you start an instruction with the phrase "*Simon says*" (e.g., *Simon says, sit down*), the class should perform the action.

If you say an instruction without the phrase “*Simon says*” (e.g., *Sit down*), they should not do it.

Any pupil who does the action is out.

Play the game until only one pupil is left.

**6. Write (p. 141, ex. 5).**

Look at the prepositions. Read them.

Read the sentences and fill in the gaps using the prepositions from the boxes.

**Key:** 1. in; 2. above; 3. to; 4. below; 5. on; 6. between; 7. next to; 8. on; 9. at.

**EXTRA**

**Team game**

Divide the class into two teams.

Hold up a picture, or draw a picture on the board.

A pupil from one team says the word.

If it is correct, that team wins a point.

If the pupil does not know the word, the other team can try to say the word, to win a bonus point.

**ENDING THE LESSON**

**7. Speak English (p. 141, ex. 6).**

Ask the pupils to describe their school life. Use the words from the previous units.

Help the pupils to describe using different questions.

**HOME WORK**

Draw a picture or a plan of your own classroom and label the furniture.

## Lesson 10

Дата \_\_\_\_\_

Клас \_\_\_\_\_

### Тема. Перевір себе!

#### Мета:

**навчальна:** повторити та закріпити лексико-граматичні структури, узагальнити вивчений лексичний матеріал за темою;

**розвивальна:** розвивати комунікативні компетенції, довільну пам'ять, навички діалогічного мовлення, здатність узагальнювати вивчений лексико-граматичний матеріал;

**виховна:** викликати в дітей бажання вчитися, інтерес до процесу пізнання; заохочувати вивчати іноземну мову; виховувати дисципліну, повагу до однокласників, звичку до систематичної розумової праці.

**Обладнання:** граматичні таблиці й картки за темою.

### Хід уроку

#### WARM-UP

1. **Miming:** Give the pupils instructions to mime activities for the other pupils to guess. The instructions can be given with action pictures or written on slips of paper.

#### PRESENTATION

2. Listen, read and choose (p. 142, ex. 1).

Ask the pupils to listen to the dialogues and put a tick answering the questions.

The teacher reads the first dialogue. Pupils listen and read it in silence.

Then they put a tick.

Ask a pupil to come up to the board and write the answer down.

Help and correct the answers if necessary.

**Key:** 1. A. 2. B.

#### EXTRA

##### Game

##### DISAPPEARING ITEMS

Draw five pictures, e.g., of toys or animals, on the board.

Do choral repetition of the words in sequence: e.g., *a picture, a marker, a file*.

Then erase one of the pictures in the sequence.

Pupils chant the whole sequence of five words, including the missing one.

Repeat, erasing another picture.

Continue till there are no pictures on the board and pupils are saying the whole sequence from memory.

You can also play this by writing five words on the board, and erasing them one at a time.

3. Look and say (p. 142, ex. 2).

Ask the pupils to look at the picture. Ask questions about the children: "Who has got a ball, a boy or a girl? How many children can you see?" etc.

Ask the pupils to read the sentences and match them with the pictures.

Answer "Yes" or "No" about the children.

- Key:** 1. Yes. 2. It is not clear who is Sue, so choose your own answer. 3. No. 4. Yes. 5. No. 6. Yes.

#### PRACTICE

4. Find and say (p. 143, ex. 3).

Ask the pupils to read the text in silence.

Pupils take turns to read the text. They point at the picture. Pupils read and practice the text.

Help or correct pronunciation if the pupils have difficulties.

## READING AND WRITING

### 5. Choose and say (p. 143, ex. 4).

Ask the pupils to read the sentences individually and choose the correct answers.

Pupils read the sentences and give the correct answer.

**Key:** 1. A lesson; 2. Two; 3. friend.

### 6. Find and say (p. 143, ex. 5).

This activity helps the pupils to associate spoken sounds with written letters.

Explain the task in English.

Read the text (p. 143, ex. 3) again.

Find the "T t" words.

Ask the pupils to write the words on the board or you can do it yourself to save time.

Spell the "T t" words.

Make up sentences with the "T t" words.

Write the sentences on the board and in the exercise books.

## ENDING THE LESSON

### 7. Speak English (p. 143, ex. 6).

**Individual work:** Pupils describe their new friends, making short stories. You can write some questions or some sentences on the board to help.