

1a Hello

Aim To greet someone.

To introduce oneself.

Vocabulary

Hello, Goodbye, Hi, Bye

Structures

I'm...

Materials

Tony the pony finger puppet, cut-out and taped together (WB page 35)

Note

Prepare the finger puppet, Tony the Pony beforehand (WB p. 103 or Teacher's Resource CD/CD-ROM).

Warm up

- Enter the classroom and say *Hello* while waving.
- Stand in front of the class, point to yourself and say *Hi, I'm...* and your name a couple of times. Invite Ss to do the same. Repeat until all Ss have introduced themselves.
- Introduce *Goodbye* by waving to Ss and turning your back slightly as if walking away. Invite Ss to do the same.

Vocabulary

- Have Ss open their books to page 4. Direct Ss' attention to the vocabulary section. Play the CD a few times and have Ss point to the corresponding pictures and repeat.

Transcript Track 2

Hello

Goodbye

- Say the greetings again in random order and have Ss repeat and point.



- Draw Ss' attention to the picture and ask them, in L1, what they see. (Two ponies in a forest.)
- Point to each pony and encourage Ss to say the corresponding greeting. (Pony with glasses-Hello, pony without glasses-Goodbye.)
- Introduce Tony the pony using the Tony finger puppet. Say *Hello, I'm Tony the pony.*
- Tell Ss they're going to listen to a song. Ask them to guess what it's going to be about.

1a Hello



Listen and sing.

Послухай та заспівай.



4

- Play the song once and have Ss listen.
- Play the song a second time and have Ss wave hello and goodbye as they listen.
- Play the song again if necessary.
- When Ss feel comfortable, invite them to sing the song.

Transcript Track 3

Tony the pony

Hello! Hello! Hi!
I'm Tony the pony
Gallop, Gallop, Gallop
Around the tree.

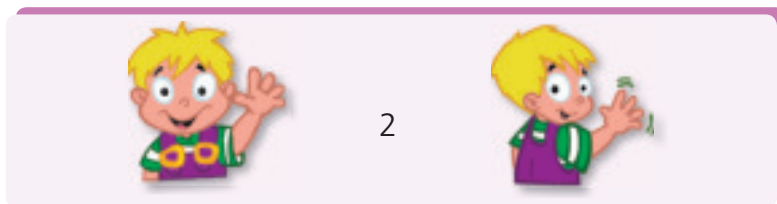
Goodbye! Goodbye! Bye!
Bye, Tony the pony
Gallop, Gallop, Gallop
Around the tree.



- Explain to Ss that they will listen to the boy saying *Hello* and *Goodbye* and that they will have to point to the correct picture according to the greeting they hear each time and say it aloud.



Listen, point and say.
Послухай, покажи та скажи.



Let's play!
Зіграймо!



5

- Play the CD and get Ss to do the activity.
- Play the CD again if necessary.
- Go around the class and check that all Ss are pointing to the correct picture.

Transcript Track 4



1 Goodbye

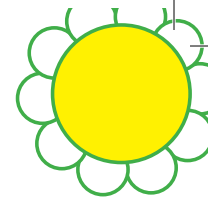
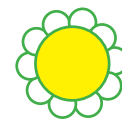
2 Hello



1 second picture 2 first picture



- Draw Ss' attention to the picture and ask them to guess what is happening. (The teacher and the Ss are playing a game.)
- Explain to Ss that they are going to play the same game.
- Instruct all Ss to stand up. Tell them that you are going to say the two greetings, *Hello*, *Goodbye*, aloud. When you say *Hello*, Ss have to move one step forward and when you say *Goodbye* they have to move one step backwards. Ss should wave *Hello* and *Goodbye* accordingly.



- Ss who don't perform correctly are out of the game.

OPTIONAL Name Clapping

- Have Ss sit in a circle. (If that is not possible, they may remain seated at their desks.)
- Sit with the Ss and start clapping your hands in a strong, even rhythm. Encourage Ss to clap with you.
- Once you have established the rhythm, say your name rhythmically, *I'm ...* Clap two more times and invite the Ss sitting to your right to say his/her name in the same way.
- Go on until all the Ss in the circle have introduced themselves.
- An alternative way to play the game is to have the rest of the Ss say, *Hello...* and the Ss name right after he/she has introduced him/herself. For example:
John (clap, clap) *I'm John.*
Other Ss (clap, clap) *Hello, John!*
Kelly (clap, clap) *I'm Kelly.*

Workbook (OPTIONAL)

- Have Ss turn to the back of their Workbooks, find the appropriate stickers and stick them in the corresponding places in the picture.
- Explain to Ss that they are going to listen to the two greetings on the CD and they have to match the numbers with the corresponding pictures. Then, they colour in the ponies.

Transcript Track 5



1 Goodbye

2 Hello

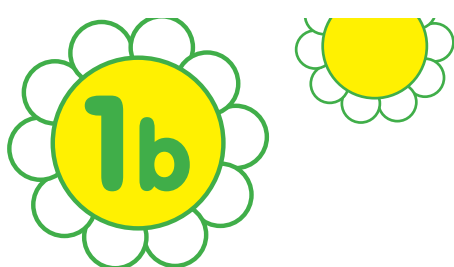
Key 1 second picture 2 first picture

- Have Ss draw or stick a photo of themselves.
- Invite Ss (one by one) to the front of the class to present their drawing/picture and introduce themselves.

Note

Prepare Betty and Ron finger puppets (WB p. 103 or Teacher's Resource CD/CD-ROM) and bring an empty box for the next lesson.

Tell Ss to say *Hello* to their parents when they go home.



Aim To identify the main characters of the book.

To introduce oneself and inquire about one's name.

Vocabulary

Characters' names: Betty, Ron

Structures

I'm...

What's your name? My name's...

Revision

- Revise *Hello* and *Goodbye*. Walk into the classroom and greet Ss with *Hello*. Encourage Ss to say *Hello* back.
- Walk towards the door with your head turned to Ss and say *Goodbye*. Encourage Ss to wave goodbye back.
- Play a round of the game *Name clapping* (TB page 17).

Warm up

- Take out the Betty finger puppet. Say *Hello, I'm Betty*, using the puppet. Repeat the same procedure with the Ron puppet.
- Using either the Betty or the Ron finger puppet, go to each S and say *Hello, I'm Betty / Ron. What's your name?* Invite Ss to introduce themselves to the Betty / Ron finger puppet.

Vocabulary

- Have Ss open their books to page 6.
- Point to Betty and Ron in the vocabulary section. Play the CD a few times and have Ss point to the pictures and repeat.
- Say the names of the characters again in random order and have Ss repeat and point to them in the presentation.

Transcript Track 6

Betty

Ron



- Have Ss look at the presentation and ask them (in L1) to tell you what they think is happening. (Betty and Ron are on a school bus going to school. The bus starts moving before Betty sits down and she accidentally falls on Ron.)
- Play the CD and ask Ss to listen carefully and point to the character who's speaking each time.
- Play the CD again, pausing after each phrase for Ss to repeat.



Listen, point and repeat.
Послухай, покажи та повтори.



6

Transcript Track 7

Betty Oops.
Ron Ouch!
Betty Sorry! ♪
Betty Hello! I'm Betty. What's your name?
Ron Hi Betty! My name's Ron.

- Model acting out the dialogue with one S. Choose two Ss to act it out for the class. Then, have Ss act out the dialogue in pairs.
- If you have time, line up several rows of two chairs each at the front of the class so as to resemble the inside of a school

bus. In turns, have pairs of Ss perform in front of the whole class. Some Ss can act as extras for the rest of the kids on the bus and the bus driver.

- Repeat the role play as many times as necessary to give all Ss a chance to perform.



- Explain to Ss that they will listen to Betty and Ron and they will have to point to the person that speaks each time.
- Play the CD and have Ss listen to the first part of the exchange (more than once if necessary). Ask Betty or Ron?

- 2** Listen, point and repeat.
Послухай, покажи та повтори.



1



2



- 3** Ask and answer.
Запитай та дай відповідь.



7

- Repeat the procedure for the second part of the exchange.
- Go around the class and check that all Ss are pointing to the correct picture.
- Play the CD again, pausing after each phrase for Ss to repeat.

Transcript Track 8



- 1** Hello! I'm Betty. What's your name?
2 Hi, Betty. My name's Ron.



1 first picture 2 second picture



- Direct Ss' attention to the two children in the picture, read the exchange and have Ss listen and repeat it. Have individual Ss model the exchange.

Exchange

- Girl** Hello! I'm Kim! What's your name?
Boy Hi, Kim! My name's Nick.

- Divide Ss into pairs. Ask Ss to practise greeting and introducing themselves to each other.

- When Ss are done introducing themselves to their partners, have them swap partners with another pair.
- Have some pairs of Ss perform for the whole class.

OPTIONAL

Hot Potato

- Have Ss stand in a circle. Stand in the circle with them.
- Throw a ball to a S across from you and ask him/her, *What's your name?*
- The S who catches the ball must answer, *My name's (Tom)*. throw the ball to another S and ask him/her, *What's your name?*
- Continue playing until all Ss have had a chance to introduce themselves at least once.
- If you haven't got a ball make one from a scrunched-up piece of paper.

Workbook (OPTIONAL)

- 1**
- Direct Ss' attention to the pictures and have them name the children (Betty and Ron).
 - Ask Ss what they think is happening in the first picture. (Betty and Ron are waving goodbye to each other.)
 - Do the same for the second picture. (Betty and Ron are greeting and introducing themselves to each other.)
 - Play the CD and have Ss listen to the first dialogue (more than once if necessary). Ask them to match number 1 to the correct picture. Repeat this procedure for the second dialogue.

Transcript Track 9



- 1 Betty** Hello! I'm Betty. What's your name?
Ron My name is Ron.
2 Ron Goodbye, Betty.
Betty Bye, Ron.

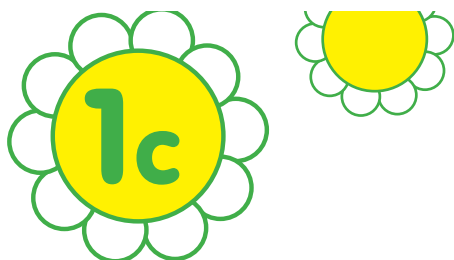
Key 1 second picture 2 first picture

- Tell Ss to colour in the pictures.

Note

- Prepare five footprints cut out of card big enough to look like those made by a soldier for the next lesson.
- Bring five balloons for the next lesson.

Tell Ss to ask their mother/father *What's your name?* when they go home.



Aim To identify the numbers 1-5.

Vocabulary

one, two, three, four, five

Revision

- Play the presentation in the SB on page 6 (Track 7) and have Ss follow along.
- Have the Ss act out the story in pairs.

Warm up

- Hold up one balloon and say, *One*. Hold up two balloons and say, *Two*. Continue in the same manner until you have introduced the five numbers.
- Alternatively, hold up one of your hands and count from 1-5 using your fingers.
- Tell Ss to hold up their hands and do the same while repeating each number after you.
- Take out the number flashcards and stick them on the board in order. Encourage Ss to say each number aloud.

Vocabulary

- Have Ss open their books to page 8.
- Point out the numbers 1-5 in the vocabulary section.
- Play the CD a few times and have Ss point to the numbers and repeat.
- Say the numbers again in random order and have Ss repeat and point.

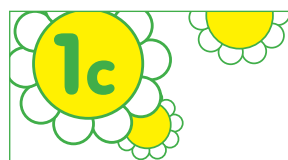
Transcript Track 10

one two three four five



Background note

Alice in Wonderland was written by Lewis Carroll. Alice's adventure begins when she follows a rabbit down a rabbit hole and goes on a magical journey. She encounters a number of interesting characters. Alice grows and shrinks to different sizes by eating strange cakes and drinking from little bottles. Alice ends up in the middle of a Duchess' court, where a pack of playing cards attack her, only to wake up and discover that she has dreamt up her entire adventure.



1 2 3 4 5



Listen, point and repeat.

Послухай, покажи та повтори.



Alice in Wonderland



8

- Have Ss look at the presentation and ask them (in L1) if they recognise the fairy tale (*Alice in Wonderland*).
- Ask Ss what they think is happening in the story. (Alice is hiding behind a rose bush, counting the heart soldiers who are marching by. The dust that rises up makes her sneeze and it causes the soldiers to fall. Alice then gets caught by the Queen of Hearts.)
- Ask Ss to look at the heart soldiers in picture 1 and say the number they see (1). Do the same with the heart soldiers in picture 2 (1, 2, 3, 4, 5).
- Ask Ss to point to the appropriate picture as you play the CD.

- Play the CD once more and pause after each phrase for Ss to repeat.

Transcript Track 11

Alice Wow! One... two, three, four, five... Achoo! Hello! I'm Alice.

- Model acting out Alice's monologue. Choose seven Ss to act it out for the class. Assign roles to each S (Alice, the 5 soldiers and the Queen).
- Repeat with another group of Ss.



Listen, point and say.
Послухай, покажи та скажи.



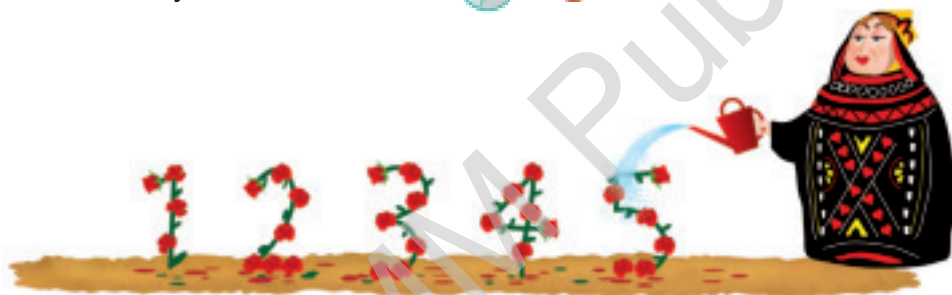
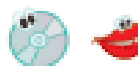
2



4



Listen and chant.
Послухай та заспівай.



9



- Have Ss look at the pictures. Count the flowers in each bunch/bush together with them, in chorus.
- Explain to Ss that they will listen to someone counting the flowers just as they've done, and that they will have to point to one of the two pictures.
- Play the CD and have Ss listen to the first string of numbers (more than once if necessary). Ask them to point to the correct picture and say the numbers aloud.

- Repeat the procedure for all dialogues.
- Go around the class and check that all Ss are pointing to the correct picture.

Transcript Track 12

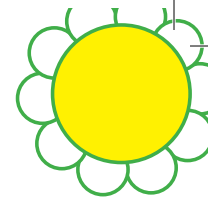
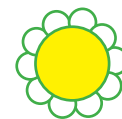


1 1-2-3
3 1-2-3-4

2 1
4 1-2-3-4-5



1 first picture 2 second picture
3 first picture 4 second picture



- Have Ss look at the picture and ask them (in L1) what's happening (the Queen is watering her roses, whose stems form the numbers 1-5).
- Explain to Ss that they are going to listen to a number chant.
- Play the CD once and have Ss listen.
- Play the CD again and ask Ss to point to the numbers as they hear them in the chant.
- Play the CD once more and encourage Ss to chant along while pointing to the corresponding numbers.

Transcript Track 13



one, two, three, four, five

OPTIONAL

Number footprints

- Stick the five number footprints on the floor facing one direction, as if one of the Queen's soldiers has walked through the room and left a trail.
- Explain to Ss that they are to hop or jump along the soldier's trail in turns, while counting each step aloud. If they miss a footprint or their foot goes over the edge, they have to go back and start again.
- You can make this game more competitive by either timing the Ss using a stop watch or by making two trails of footprints so that two Ss compete at a time.

Workbook (OPTIONAL)

- Explain to Ss that they have to draw roses in the numbers according to each number, e.g. one rose in number 1, two roses in number 2 etc. Then, they colour in their roses.
- Make sure Ss have drawn the correct amount of roses.

Tell Ss to jump five times and count from one to five when they go home.

1 Let's play

Aim To revise and consolidate the numbers 1-5, the characters' names and the greetings with a board game.

Revision

Count the claps!

- Explain to Ss that you are going to clap your hands up to five times.
- Ss have to repeat the action (clap their hands as many times as you did) and then say the corresponding number, e.g. if you clap your hands twice they have to say, *Two*.

Warm up

- Play the number chant from SB page 9 (Track 13) and invite Ss to chant along, using their fingers to count at the same time.



- Have Ss look at the board game.
- Divide Ss into pairs. Ss can use their rubber as a dice (write the number 1 on one side and number 2 on the other) and two scrunched-up pieces of paper as pawns.
- Model how the game is played. A S throws the rubber to see how many spaces to move forward: one space for 1 and two spaces for 2.
- The S whose pawn lands on a space says what the picture in the space shows. If he/she answers correctly, he/she stays on the space. If his/her answer is wrong, he/she moves back one square.
- Ss take turns throwing the rubber and playing. The S to reach the end of the slide first is the winner.



One
Hello/Hi! I'm Tony.
Four
(I'm) Ron.
Two
One
(I'm) Betty.
Three
Five
Goodbye/Bye.



10

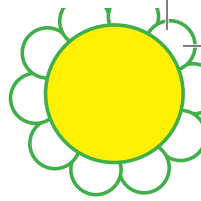
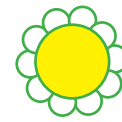
OPTIONAL 1 Number race

- Divide Ss into two teams.
- Have one S from each team come to the front of the class, facing the board. Give each S a marker.
- Tell the two Ss that you will call out three numbers and that they will have to write them, in numerical form, on the board as fast as they can.
- Call out three numbers (1-5) for Ss to write on the board.

- The S who finishes first and has all the numbers correct, wins one point for his/her team.
- Repeat the procedure until all Ss in each team have had a turn.

OPTIONAL 2 Who are you?

- Ask each S to pretend to be someone else (cartoon character, actor, actress, singer etc).



- Divide Ss into pairs.
- Ss practise the following dialogue:
SA: Hello.
SB: Hi.
SA: What's your name?
SB: I'm (his/her imaginary name, e.g. Donald Duck). What's your name?
SA: I'm (his/her imaginary name e.g. Madonna).
SB: Goodbye Madonna.
SA: Goodbye Donald Duck.
- Ss move around the classroom and practise the dialogue with other Ss.
- At the end, ask Ss which famous people they met.

Workbook (OPTIONAL)

- Draw Ss' attention to the picture and ask them to colour the objects in the picture the same colour as the objects at the top of the page.
- Then they count how many times they see each item and say the number.
- You can use L1 to name the items (bags, apples, cats, dogs).

Key bags: 5
apples: 4
cats: 3
dogs: 2

Note

- Make photocopies of the finger puppets cut-outs for the Ss who don't have the Workbook. These cut-outs are on the Teacher's Resource CD/CD-ROM.
- Tell Ss to bring a pair of scissors and sticky tape/glue to the next lesson.

1 Project

Aim To make character finger puppets.
To revise and consolidate vocabulary and structures learnt in previous lessons.

Materials
scissors, sticky tape/glue

Revision

- Revise the numbers 1-5 by playing the chant in SB page 9 (Track 13).
- Encourage Ss to chant along.

Warm up

- Revise the greetings *Hello* and *Goodbye*. Encourage Ss to say the greetings while you do the corresponding actions, for example acting as if you are entering the classroom for *Hello* and acting as if you're exiting for *Goodbye*.



- Direct Ss' attention to the pictures on the page and ask them what the boy is doing. (He's making finger puppets of the book's characters.)
- Ask Ss to tell you what characters he has already made in picture 2 (Ron and Betty).
- Make sure Ss understand that they will make finger puppets of the book's characters too.
- Make photocopies of the cut-outs for the Ss who don't have the Workbook. Instruct the Ss who have the Workbook to go to p. 35 and cut out the page. Then, ask Ss to cut out each character and glue/tape the two ends together.
- Go round the class and help Ss if necessary.



- Direct Ss' attention to the picture in activity 2. Ask Ss what is happening. (The girl and the boy are using the finger puppets to introduce Betty and Ron to each other.)
- Put on different voices, read out the exchange and invite Ss to repeat.

Exchange

Girl Hello! I'm Betty. What's your name?

Boy Hi, Betty! My name's Ron.



1 Make finger puppets.
Зроби пальчикові ляльки.



1



2



2 Act out.
Розіграй сценку.

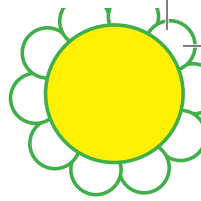
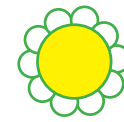


11

- Model the exchange using your own pair of finger puppets. Then, model only half of the exchange: *Hello, I'm Betty. What's your name?* Encourage Ss to answer *Hi, Betty! My name's Ron*, while wearing their Ron finger puppet.
- Divide Ss into pairs and have them act out the exchange with their partner, using all three finger puppets.
- Have some pairs of Ss perform for the whole class.

OPTIONAL Hot potato

- Have Ss stand in a circle. Stand in the circle with them.
- Throw a ball to a S across from you and ask him/her, *What's your name?*
- The S who catches the ball must answer, *My name's (John)*, and throw the ball to another S and ask him/her, *What's your name?*
- Continue playing until all Ss have had a chance to introduce themselves at least once.
- If you haven't got a ball, make one out of a crumpled-up piece of paper.



Workbook (OPTIONAL)

- 1 • Ss colour in the two characters.
- Divide Ss into two groups (boys and girls).
- Pretend to be Betty and say, *Hello. I'm Betty. What's your name?*
- Encourage the girls' group to repeat after you.
- Pretend to be Ron and say, *Hi, Betty. My name's Ron. Goodbye.*
- Encourage the boys' group to repeat after you.
- Pretend to be Betty again and say, *Goodbye, Ron.*
- Get the girls' group to repeat.
- After you do this a couple of times, you can divide Ss into pairs (a girl and a boy) to practise the dialogue.
- Monitor the pairs while they're practising.

Note

props for acting out the story (squirrel ears from brown construction paper, 5 light juggling balls for the acorns, a construction paper tree taped to a chair)

MM Publications

1 Story time

Aim To listen and read for pleasure.
To revise and consolidate vocabulary
and structures learnt in previous lessons.

Materials

- props for acting out the story (squirrel ears from brown construction paper, 5 light juggling balls for the acorns, a construction paper tree taped to a chair)
- flashcards of numbers 1-5
- Blu tack or tape

Revision

- Play the song *Tony the pony* in the SB on p.4 (Track 3).
- Encourage Ss to sing.

Warm up

- Play the game *Number clapping*.
- Have Ss sit in a circle. (If that is not possible, they may remain seated at their desks.)
- Sit with the Ss and start clapping in a strong, even rhythm. Encourage Ss to clap with you.
- Once you have established the rhythm, say the numbers 1-5, one by one, rhythmically. Then say *One, one*. Clap two more times and invite the S sitting to your right to say *Two, two*, clap twice and invite the S next to him/her to continue with the next number in the same way.
- Go on until all of the Ss in the circle have said a number, continuing the rhythm all through numbers 1-5. Then start again.
- You can make the game more challenging by having Ss clap and repeat more than one number a turn. For example,
One, two (clap clap)
two, three (clap clap)
three, four (clap clap)



Before reading

- Tell Ss they will listen and read a story with the title *Pip and Skip*. Point to the first frame and invite them to guess who Pip and Skip are (the two squirrels).

1 Story time

- 1** Listen, point and repeat.
Послухай, покажи та повтори.



12

- Encourage Ss to predict what happens in the story..

While reading

- Play the CD and point to each frame in your book or on the board. Encourage Ss to point to each frame in their books.
- Play the CD again and ask Ss to point to each speech bubble and follow along.

Transcript Track 14



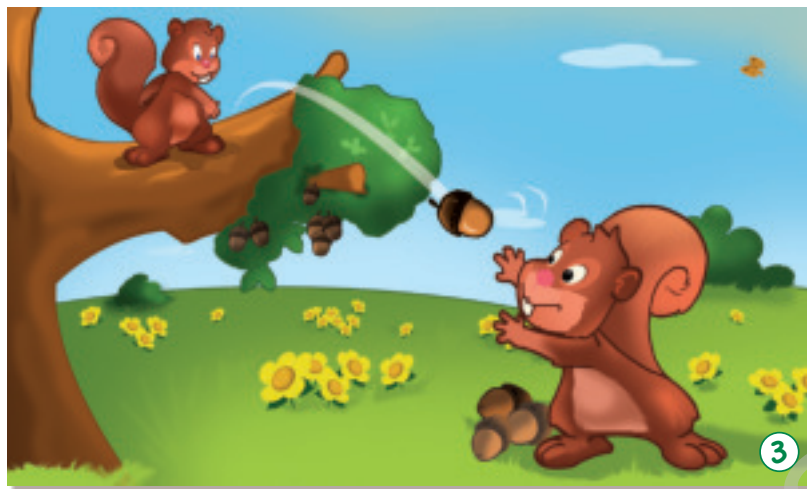
Pip: Hello! I'm Pip. What's your name?
Skip: Hi, Pip! My name's Skip. 🎵
Skip: One, two... 🎵
Pip: ...three, four... 🎵
Pip: Five. Ouch!
Skip: Oops. Sorry!

- Talk about what happens in each frame.

Pip & Skip

Story time

1



VALUE
Мораль

Be careful when you play.
Будь осторожным, коли граєшся.

After reading

- Divide Ss into pairs and have them act out the story.
- Have some pairs perform for the whole class. You may also give them props (refer to the materials section).

Post-story activity

Value

- Draw Ss' attention to the *Value* and read it aloud.
- Explain it and discuss it with Ss using L1.
- Ask Ss some further questions related to the story. For example, *Do you like playing catch? Do we have to be careful when we are playing? Why?* etc.

OPTIONAL

Missing numbers

- Stick the number flashcards on the board with tape.
- Have Ss say the numbers on the flashcards in the order they appear on the board.
- Ask them to close their eyes, while you remove one of the numbers.
- When Ss re-open their eyes, they have to figure out which number is missing.
- After you have done that a couple of times, start taking out two or three numbers at a time.

Workbook (OPTIONAL)

- Look at the example as a class.
- Have Ss count the acorns in each pile and match each pile of acorns to the correct number.
- While Ss are working, go around and help them with any problems.
- Have Ss check their answers in pairs first, then as a class.

2

- Explain to Ss that they can choose one of the three faces and colour it to show how much they liked the story.

- Frame 1:** Pip and Skip meet and greet each other in the forest.
- Frame 2:** Skip starts throwing acorns off the tree to Pip, who's under the tree catching the acorns and putting them in a pile. Skip is counting the acorns as he's throwing them to Pip. Skip has thrown two acorns to Pip.
- Frame 3:** Frame 3: Skip keeps throwing acorns to Pip. He's thrown three and he's throwing the fourth. Now Pip is counting.

Frame 4: Skip has thrown four acorns and he's throwing the fifth one, when it accidentally hits Pip on the head. Pip is dizzy after the acorn lands on his head. Skip apologises for hitting Pip.

- Play the CD again and invite Ss to shadow read (read along with the CD).
- Then, play it again, pausing after each line. Have Ss repeat (chorally - in groups - individually).

13



Smart world

Aim To provide Ss with cross-curricular information.



- Draw Ss' attention to the picture and ask them what they see. (Two boys and two flags.)
- Ask Ss if they recognise these flags and to which countries they belong. (The first flag belongs to Ukraine and the second flag to the UK.)
- Ask Ss, in L1, what colours each flag is. (The Ukrainian flag is blue and yellow and the British flag is red, blue and white.)
- Explain to Ss that they are going to listen to the CD and they have to repeat and point to the correct picture.

Transcript Track 15



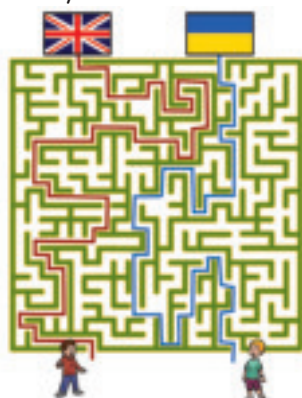
Boy 1 Hello! I'm Vlad. I'm from Ukraine.

Boy 2 Hello! I'm Tom. I'm from the UK.

- Ask Ss, in L1, for the names of the two boys. (The first boy is Vlad and the second boy is Tom.)
- Ask Ss, in L1, where the boys are from. (The first boy is from Ukraine and the second one is from the UK.)

Workbook (OPTIONAL)

- 1 • Draw Ss' attention to the picture and explain to them that this is a maze.
- Explain to Ss that they have to find and draw the route each boy has to follow in order to get their flags.
- When Ss have finished, they have to point to each boy and say the name of their country according to their flag.
- Make sure Ss have drawn each route correctly.



Listen, point and repeat.
Послухай, покажи та повтори.



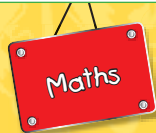
14

OPTIONAL Who are you?

- Have Ss sit in a circle. Go up to a S, wave and say, 'Hello. I'm...' + your name.
- Invite that S to go around and introduce himself/herself to one of the seated Ss.
- Every time someone introduces himself/herself to a seated S, that S should get up and in turn introduce himself/herself to another seated S and so on

Note

- Bring five coloured number cards (1-5) - a set for every five Ss - and blu-tack or sticky tape for the next lesson (see activity 2, Smart time 1).
- Tell Ss that they can take their class projects home to show to their family and then bring them back since they may be used in other class activities.
- It's a good idea to reserve a place in the classroom (a box or a bag for each S stored in a cupboard), in which Ss can store these projects so that they may be re-used in other activities/games.



smart time 1



Look, point and say.

Подивись, покажи та скажи.



a	4	1	2	4	5	3	2	4	1
b	1	5	3	1	2	1	2	4	2
c	1	3	1	4	5	3	2	1	3
d	2	5	4	5	3	1	1	5	5
e	1	4	2	4	3	4	5	3	4



Let's play!

Зіграймо!



15

Aim To provide Ss with cross-curricular information about maths.
To revise numbers 1-5.



- Ask Ss to look at the numbers in row a.
- Explain to Ss that they should point to each number and say it aloud.
- Repeat the procedure for the rest of the numbers in rows b-e.



- Draw Ss' attention to the photo and ask

Ss what they think is happening. (The teacher and the students are playing a game with numbers.)

- Explain to Ss that they are going to play the same game.
- Divide Ss into groups of five.
- Stick the five coloured number cards with sticky tape or blu-tack on the floor for each group.
- Tell Ss to stand up and have each one stand on a number.
- Explain to Ss that you are going to play music and that while the music is playing, they should jump on different numbers in their groups. When you

stop the music, all Ss stop on a number. Then, call out a number, e.g. Two. The Ss who are standing on number two should call it out.

- The last S to call out the number is out of the game. The Ss who don't perform correctly are also out of the game.
- The group that is left with the most Ss wins.

OPTIONAL

- Divide Ss into pairs and tell them that they have to take turns writing one of the numbers 1-5 on a piece of paper while the other S has to say what it is.

Workbook (OPTIONAL)

- Ask five Ss to read the numbers in each row a-e.
 - Explain to Ss that they are going to listen to five numbers on the CD, one for each row. They have to circle this number as many times as they see it in each row.
 - Play the CD and ask Ss to look at the example.
 - Play the CD more than once if necessary and get Ss to do the activity. Pause after each number so Ss have the time to look and circle the numbers.

Transcript Track 16



- a. Two b. One c. Three
d. Five e. Four



- a.2: 2 times b.1: 3 times
c.3: 3 times d. 5: 4 times
e. 4: 4 times

- Draw Ss' attention to the pictures and ask them, in L1, what they see. (Planes with numbers 1-5 on them. Each pair has got from one to five different shapes according to its number.)
 - Ss look at each plane and say the number on it. Ask Ss to look at the shapes on each plane, count them and say the number aloud, too. Then, they trace the route to find the matching plane to make a pair. They trace the number, too and they colour in the planes.
 - Point out that they have to colour in each pair of planes the same colour.

1 Revision

Aim To revise and consolidate vocabulary and structures learnt in previous lessons.

Revision

Hello Tony!

- Get Ss to stand up and form a circle, holding hands.
- Stand outside the circle with the flashcard of Tony the pony or the corresponding finger puppet.
- Explain to Ss that they are going to play some music. (You can play the song from 1a *Tony the pony*, if you like.) When you stop the music, the Ss must stop moving and sit down.
- The S who is nearest to Tony the pony has to stand up, greet the other Ss and say his/her name, *Hello. I'm... Goodbye*. As soon as the S introduces himself/herself, he/she sits down again.
- Continue the game in the same manner until all Ss have had a turn.

Warm up

- Revise the numbers 1-5 using the number flashcards.
- Stick the number flashcards on the board with Blu-tack. Have Ss say the numbers on the flashcards in the order they appear on the board.
- Ask them to close their eyes, while you remove one of the numbers.
- When Ss re-open their eyes, they have to figure out which number is missing.
- After you have done that a couple of times, start taking out two or three numbers at a time.



- Have Ss open their books to page 16. Hold up your book and point to the number 4. Ask Ss, *What number is this?*
- Repeat the procedure with the rest of the numbers on the page. Then point to the pictures of Betty and Ron and ask Ss *What's his/her name?*
- Read the instructions and make sure Ss understand that they will listen to each sentence and point to the picture that matches the description.
- Play the first sentence a couple of times (more if necessary) and ask Ss to point to the correct picture. Go around the class and check that all Ss are pointing to the correct picture.

1 Revision



1 Listen, point and repeat.
Послухай, покажи та повтори.



16

- Repeat the procedure for the rest of the sentences.
- Play the CD again, pausing after each phrase for Ss to repeat.

Transcript Track 17



- 1 Hello! I'm four!
- 2 Hi! I'm three.
- 3 Hello! I'm Betty. What's your name?
- 4 Goodbye!



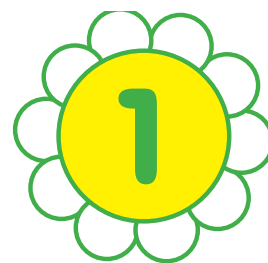
1. first picture 2. second picture
3. first picture 4. second picture

OPTIONAL Bingo!

- Ask Ss to draw a 1x3 grid and draw up to five circles in each box on a piece of paper.



- Explain to Ss that you are going to call out numbers in random order. Ss have to count the circles and if the number you call out is the same as the number of circles they have in a box, they cross out that particular box. The first S to get all his numbers called out and shout "Bingo!", wins.



Now I can

Aim To check Ss' progress and understanding of the new language items.

Explain to Ss that they are going to say and point to the corresponding pictures of the words they have learnt in this module.



- Holding up the SB point to each of the numbers and encourage Ss to say the words aloud.
- Have Ss point to the corresponding pictures as they say each word.
- Do this with all of the words.



- Direct Ss' attention to the picture of Tony (picture 1) and ask them what they think he's saying. Elicit Ss' answers. Then read sentence 1 aloud and have Ss repeat it and point to the picture.
- Do this with the rest of the sentences.

Sentences

1. Hello. I'm Tony the pony.
2. What's your name? My name is Ron.
3. Goodbye.

Note

Make coloured card squares (red, blue, yellow, green) and bring them to class for the next lesson (see Optional 2, 2a). Bring Blu-tack or sticky tape, too.

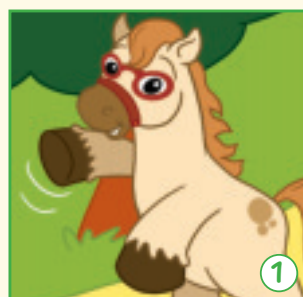


Now I can

1 Say and point.
Скажи та покажи.



2 Say and point.
Скажи та покажи.



17

Workbook (OPTIONAL)

- Hold up your book and point to the black dots spread across the page. Explain to Ss that these spaces with dots form a picture when coloured.
- Demonstrate by colouring the number 5 (only the spaces with black dots) for the Ss. Then, point to the number formed and ask Ss what number it is.
- Ask Ss to take out some coloured pencils and have them colour only the shapes that have a black dot in them.
- After the Ss have finished colouring the spaces with dots and have revealed all the numbers, check their work by having them point to the numbers and say them aloud.

2a School

Aim To identify colours.

To ask and answer questions about colours.

Vocabulary

red, blue, yellow, green

Structures

What colour is it?

Warm up

- Touch different items in the classroom that are red, saying *red* at the same time. Alternatively, hold up the flashcard with the colour red.
- After you've done this a couple of times, invite Ss to touch or point to red objects while saying *red*.
- Repeat this activity with blue, yellow and green.
- You could also introduce the colours by using balloons of these colours.

Vocabulary

- Have Ss open their books to page 18. Point out the colours in the vocabulary section.
- Play the CD a few times and have Ss point to the colours and repeat.

Transcript Track 18

red blue yellow green

- Say the colours again in random order and have Ss repeat and point.



- Ask Ss (in L1) what they see in the picture. (Betty is in a classroom holding paint brushes.) Tell Ss they're going to listen to a song.
- Play the song once and have Ss listen.
- Play the song a second time and have Ss point to each colour as they listen to it.
- When Ss feel comfortable, invite them to sing the song.

Transcript Track 19

What colour is it?

Red and blue	I love colours.
Red and blue	How about you?
Yellow, green	Yellow, green
And red and blue.	And red and blue.

2a School



1 Listen and sing.

Послухай та заспівай.



18



- Direct Ss' attention to the splashes of colour, point to each one and ask Ss, *What colour is it?*
- Tell Ss that they will listen to four similar exchanges and they will have to point to the correct colours and say it aloud.
- Play the CD and have Ss do the activity.
- Play the CD twice if necessary.
- Go around the class and check that all Ss are pointing to the correct picture.

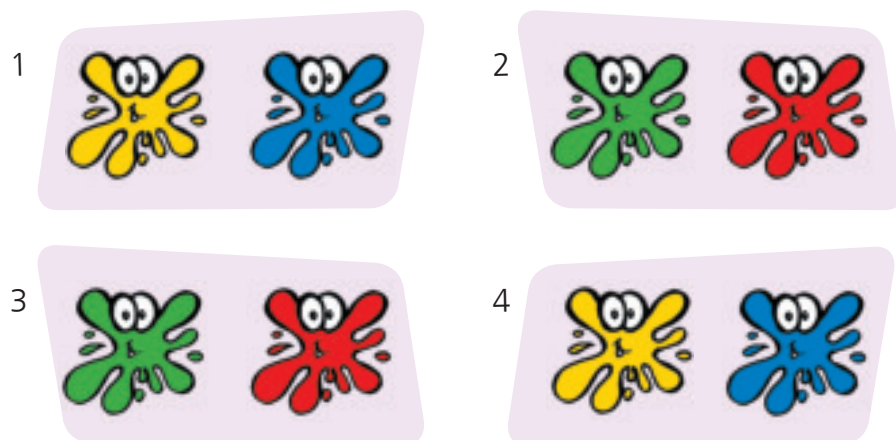
Transcript Track 20

1. What colour is it? Yellow.
2. What colour is it? Red.
3. What colour is it? Green.
4. What colour is it? Blue.



1. yellow 2. red 3. green 4. blue

- 2** Listen, point and say.
Послухай, покажи та скажи.



- 3** Let's play!
Зіграймо!



19



- Draw Ss' attention to the photo and ask them to guess what's happening. (The teacher says a colour and the Ss run, find and touch an object of that colour. One S touches a green chair.)
- Explain to Ss that they are going to play this game called *Touch the colour*.
- If you have a large number of Ss, divide them into two teams.
- Choose a S from each team to come to the board and play the game.

- Explain to the two Ss that you are going to say a colour, e.g. *Blue*. The Ss have to find and touch an object of that colour. The S who touches the object first, wins.
- Repeat the procedure with the rest of the Ss.
- The team with the most points wins.

OPTIONAL 1

Play thief

- Place the flashcards of the colours on the board.
- Tell Ss to memorise them.
- Ask Ss to close their eyes and hide one of the flashcards. When Ss re-open their eyes, they must try to remember which one is missing.
- Alternatively, Ss could memorise the order of the flashcards. When they close their eyes, change the order. Ss must try to remember what order the flashcards were originally in.
- To make the game more competitive, you could divide Ss in two teams and have them take turns answering in order to win points.

OPTIONAL 2

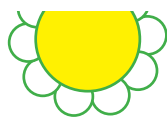
Musical colours

- Using Blu-tack or sticky tape stick coloured card squares (red, blue, yellow, green) on the floor to form a circle.
- Have Ss stand on the colours.
- Play some music or the song *What colour is it?* (Track 19) and have Ss walk around, stepping on the colours.
- Stop the music and ask each S to name the colour he/she is standing on.

Workbook (OPTIONAL)

- 1 • Have Ss turn to the back of their Workbooks, find the appropriate stickers and stick them in the corresponding places.
 - Point to each sticker and encourage Ss to say the correct colour.
- 2 • Explain to Ss that they have to colour in the children's school with the colours that correspond to each number.
 - Make sure Ss have coloured the picture with the correct colours.

Tell Ss to point to something red, blue, yellow and green when they go home and say the corresponding colours.



Aim To identify classroom objects.
To ask and answer questions about classroom objects.

Vocabulary

pencil, book, ruler, pen

Structures

What's this? It's a...

Revision

- Revise *red, blue, yellow, green* using the flashcards.
- Point to different classroom objects and ask, *What colour is it?* Encourage Ss to answer in chorus first, then individually.
- Point to an object and ask a S, *What colour is it?* After he/she answers, invite him/her to ask another S the same question while pointing to a different object. Continue this until all Ss have had a chance to ask and answer.

Warm up

- Pick up your book. Show it to Ss and say, *book*.
- Do the same with a pen, a pencil, and a ruler. Repeat a couple of times.
- Get Ss to repeat each word after you a couple of times.

Vocabulary

- Have Ss open their books to page 20.
- Point out the classroom objects in the vocabulary section. Play the CD a few times and have Ss point to the corresponding objects and repeat.
- Say the objects again in random order and have Ss repeat and point.

Transcript Track 21

pencil book ruler pen



- Have Ss look at the presentation and point to the people, colours and objects that they know as you say them (Betty, Ron, red, blue, yellow, green, pencil, book, ruler).
- Ask Ss (in L1) to tell you what they think is happening. (Betty and Ron are at school and are playing a guessing game.)



Listen, point and repeat.
Послухай, покажи та повтори.



20

- Ask Ss to point to the appropriate picture as you play the CD.
- Play the CD again and pause after each phrase for Ss to repeat.

Transcript Track 22

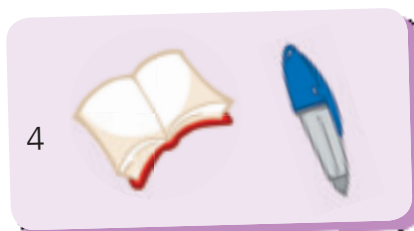
Teacher What's this? ♪
Betty It's a pen.
Teacher Mmm... No. ♪
Betty Ah! It's a pencil.
Teacher Yes, that's right.



- Model acting out the dialogue with one S. Choose two Ss to act it out for the class. Then have Ss act out the dialogue in pairs.
- Have pairs of Ss perform in front of the whole class. Give them a box with different classroom objects and blindfold the character playing Betty.

- Have Ss look at activity 2. Point to the first object and ask Ss, *What's this?* encouraging Ss to answer, *It's a pen*. Repeat this with all the objects in the activity.

- 2 Listen, point and say.
Послухай, покажи та скажи.



- 3 Let's play!
Зіграймо!



21

- Explain to Ss that they will listen to similar exchanges and they will have to point to the object they hear and say it aloud.
- Play the CD and have Ss do the activity.
- Play the CD twice if necessary.
- Go around the class and check that all Ss are pointing to the correct picture.

Transcript Track 23

1. What's this? It's a pencil.
2. What's this? It's a ruler.
3. What's this? It's a book.
4. What's this? It's a pen.

1. second picture
2. first picture
3. first picture
4. second picture



- Direct Ss' attention to the two children in the picture and ask them to guess what's happening. (One boy is having the other guess what the object he's holding is.)

- Read the exchange and have Ss repeat the exchange chorally.

Exchange

Boy 1 What's this?

Boy 2 It's a ruler.

- Have a S put on a blindfold, give him/her an object and ask, *What's this?* After he/she answers, ask him/her to do the same with another S.
- Divide Ss into pairs. Ask each pair to place a pen, a pencil, a book and a ruler on their desk.
- Have Ss play the game, taking turns guessing. If you have enough blindfolds, go around to all pairs and hand them out. If not, ask the Ss who are guessing to close their eyes.
- Have pairs of Ss perform for the whole class. If you only have one blindfold, give it to each pair that performs along with the box of classroom objects.

OPTIONAL What's this?

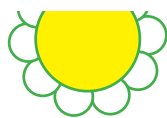
- Draw a ruler on the board and ask, *What's this?* Invite Ss to answer, *It's a ruler.*
- The S who answers correctly draws another object for the class to guess.
- Repeat as many times as time permits.

Workbook (OPTIONAL)

- Make sure Ss find all the classroom objects and colour them the same colours as the ones at the top part of the page.
- Ask a couple of Ss to point to an object they've coloured, name it and say what colour it is.
- Have Ss talk about their objects in pairs.

- Key**
1. It's a book. It's yellow.
 2. It's a pen. It's blue.
 3. It's a ruler. It's red.
 4. It's a pencil. It's green.

Tell Ss to point to their classroom objects (pen, pencil, book, ruler) when they go home and say, *It's a pen/pencil/book/ruler.*



Aim To identify classroom objects.
To ask and answer questions about classroom objects.

Vocabulary

desk, computer, rubber, apple

Structures

What's that? It's a/an...

Revision

- Revise *pencil, book, ruler, pen* using the flashcards.
- Touch different classroom objects and ask, *What's this?* Encourage Ss to answer in chorus first, then individually.
- Have Ss work in pairs and do the same with other objects.

Warm up

- Hold up an apple and say, *apple*.
- Touch your desk and say, *desk*.
- Do the same with a rubber.
- If you have a computer in class, do the same, otherwise introduce the word with a flashcard.
- Have Ss repeat after you a couple of times.

Vocabulary

- Have Ss open their books to page 22.
- Point out the classroom objects in the vocabulary section.
- Play the CD a few times and have Ss point to the corresponding objects and repeat.
- Say the objects again in random order and have Ss repeat and point.

Transcript Track 24

desk computer rubber apple



Background note - Pinocchio

Pinocchio, written by Carlo Collodi, tells the story of an animated marionette created by a poor wood carver named Geppetto. Pinocchio dreams of being a boy. He has a number of adventures and gets into plenty of trouble, mainly because of his mischievous and selfish behaviour. His guardian fairy punishes



Listen, point and repeat.
Послухай, покажи та повтори.



Pinocchio



22

him for his dishonesty by making his nose grow every time he tells a lie. Through his adventures he learns how to be unselfish. In the end, he is rewarded by his guardian fairy, and is transformed into a real boy

- Have Ss look at the presentation and ask them (in L1) to tell you if they recognise the fairy tale (Pinocchio).
- Ask questions about the picture that Ss can answer, e.g. *What's this? What colour is it?*

- Ask Ss to guess what's happening in the story. (Pinocchio tricks his friend into believing that his apple shaped rubber is a real apple and his lie is uncovered when his nose grows longer.)
- Ask Ss to point to the appropriate picture as you play the CD.
- Play the CD again and pause after each phrase for Ss to repeat.



Listen, point and say.
Послухай, покажи та скажи.



1



2



3



4



23

Transcript Track 25



Boy Hi Pinocchio! What's that?
Pinocchio It's an apple. Here.
Boy Yuck! Pinocchio!
Pinocchio OK. It's a rubber.

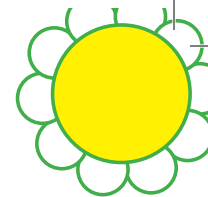
- Model acting out the dialogue with one S. Choose two Ss to act it out for the class. Then, have Ss act out the dialogue in pairs.
- Have pairs of Ss perform in front of the whole class.

Note

- Explain that we say *What's that?* when we point to something that is far away from us. Point to different classroom objects and ask, *What's that?* Encourage Ss to answer in chorus first, then individually.
- Point out that the article *an* is used with the word *apple*.



- Draw Ss' attention to the objects in the pictures.



- Explain to Ss that they will hear four short exchanges and that they have to point to the object that they hear and say it aloud.
- Play the CD as many times as necessary.
- Go around the class and check that all Ss are pointing to the correct object.

Transcript Track 26



1. What's that? It's a pencil.
2. What's that? It's a desk.
3. What's that? It's an apple.
4. What's that? It's a ruler.



1. first picture 2. second picture
3. first picture 4. second picture

OPTIONAL

Run and touch!

- Divide Ss into two teams.
- Ask a S from each team to come to the board.
- Explain that you are going to call out an item, e.g. *rubber*. The two Ss should try to find and touch that item. The S who touches the item first gets a point for his/her team.
- Continue in the same manner until all Ss have had a turn.
- The team with the most points wins.

Workbook (OPTIONAL)

- Explain to Ss that they have to colour in the parts with the dots only, in each box to reveal the four items.
- When Ss have finished, divide them into pairs and encourage them to ask and answer questions about the items.

Key 1. What's that? It's a desk.
2. What's that? It's a computer.
3. What's that? It's a rubber.
4. What's that? It's an apple.

Tell Ss to point to their desk, computer, rubber and an apple when they go home and say, *It's a/an desk/computer/rubber/apple*.

2 Let's play

Aim To identify classroom objects.

To ask and answer yes/no questions about classroom objects.

Vocabulary

pencil, book, ruler, pen, desk, computer, rubber

Structures

Is it a...?

Yes, it is. / No, it isn't.

Revision

- Point to different classroom objects and ask, *What's that?* Encourage Ss to answer in chorus first, then individually.
- Ss work in pairs and do the same with other objects.

Warm up

- Play the game, *Hot card*.
- Arrange some chairs in a circle at the front of the class, making sure there's a chair for every S. Invite Ss to the front of the class and have them sit. (If this is not possible, do the activity with Ss seated at their desks.)
- Hand out a flashcard (pencil) of one of the classroom objects learnt in this module.
- Explain to Ss that when you play the music, they must pass the flashcard clockwise around the circle.
- When you stop the music, the S holding the flashcard has to hold it up and say, *This is a (pencil)*.
- Repeat this with the rest of the classroom object flashcards.



- Have Ss look at the pictures and ask them (in L1) what is happening. (The two boys are playing a guessing game.)
- Ask Ss to point to the appropriate pictures as you play the CD.

Transcript Track 27



Boy 1 Is it a rubber?

Boy 2 No, it isn't. 🎵

Boy 1 Is it a computer?

Boy 2 Yes it is.

- Play the CD again and pause after each phrase for Ss to repeat.

2 Let's play



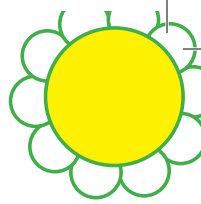
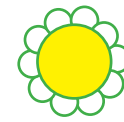
1 Look and listen. Then, play.

Подивись та послухай. Потім зіграй.



24

- Place the pile of flashcards on your desk facing down.
- Pick up a card without showing it to Ss and ask them, *Is it a pen?*
- Elicit the Ss' answers.
- Turn it over to reveal the picture to the Ss. If Ss' guess was correct, say *Yes, it is*. If it was wrong, say *No, it isn't*. Repeat this with another card and have Ss repeat after you.
- Explain to Ss that we use, *Is it a (computer)?* when we're trying to identify an object.
- Invite two Ss to come to your desk to perform the activity.
- Continue in the same manner until all pairs have had a turn.
- Alternatively, Ss can play the game in small groups or as a class game.



OPTIONAL

Whispers

- Stick all the flashcards of classroom objects on the board.
- Divide Ss into two teams. The teams stand in two lines with their backs turned to you and the board, except for the first player in each team, who should be facing you and the board.
- When everybody is ready, point to a flashcard with a classroom object, e.g. *book*. The players facing you look at the card and whisper the object (book) down the line. The last player in each team must find that classroom object on the board, touch the corresponding flashcard and say, *It's a/an...* If he/she is right, the team gets one point.
- The last player then goes to the front of the line and faces you. Start again.
- Repeat until all Ss have come to the front of the line. The team with the most points wins.

Workbook (OPTIONAL)

- 1
- Explain to Ss that they have to connect the dots 1-7 and answer the questions.
 - Have Ss ask and answer in pairs.
 - Then Ss colour in the pictures.
 - Ask four pairs of Ss to perform the four exchanges for the whole class.

- Key**
1. Yes, it is.
 2. No, it isn't. It's a rubber.
 3. Yes, it is.
 4. No, it isn't. It's a desk.

Note

- Bring different coloured plasticine enough for all Ss or ask Ss to bring plasticine for the next lesson.
- Bring a shoe box, too.

2 Project

Aim To make classroom objects out of plasticine.

To revise and consolidate vocabulary and structures learnt in previous lessons.

Materials

Different coloured plasticine

Revision

- Point to your desk and ask, *Is it a rubber?* Encourage Ss to answer in chorus, *No, it isn't.* Then ask, *Is it a desk?* and encourage Ss to answer, *Yes, it is.*
- Repeat this a couple of times with other classroom objects.
- Then ask individual Ss. Point to an object and ask a S, *Is it a (pen)?* After he/she answers, invite him/her to point to a different object and ask another S.
- Have Ss do the same activity in pairs.

Warm up

- Stick the flashcards of the classroom objects on the board. Point to each one and ask Ss, *What's that?* Invite them to respond in chorus.
- Revise colours by saying, *It's red.* and touch something red. Repeat a few times. Then do the same with *blue, green* and *yellow.*
- Show Ss the flashcards of the colours and ask, *What colour is it?* Invite them to respond in chorus.



- Direct Ss' attention to the pictures on the page and ask them what the girl is doing. (She's making classroom objects out of plasticine.)
- Ask Ss to tell you what objects she has already made in the pictures (1. a pencil, a rubber 2. the previous objects, a book, a desk).
- Make sure Ss understand that they will make classroom objects out of plasticine, too.
- Hand out different coloured plasticine to Ss and have them work individually or in pairs.



1 Make classroom objects.
Зроби шкільні предмети.



2 Ask and answer.
Запитай та дай відповідь.



25

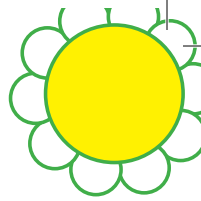
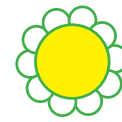


- Direct Ss' attention to the picture in activity 2. Ask Ss what is happening. (The boy is asking questions about the objects that the girl has made.)
- Read the exchange aloud and invite Ss to repeat.

Exchange

Boy What's that?
Girl It's a desk.

- Model the exchange by going to a couple of Ss and pointing to the objects they have made and asking, *What's that?* Encourage Ss to answer, *It's a (book).* / *It's a (rubber).*
- Have half the Ss walk around and ask the other half the same question about the objects they have made.
- Then, those Ss sit at their desks while the rest of the Ss walk around and ask them questions about the objects they have made.
- Invite Ss to present their objects to the class by saying, for example, *It's a desk. It's green.*



OPTIONAL

What's in the box?

- Collect a plasticine classroom object from each S and place them all in a shoe box.
- Invite Ss to the front of the class and have them sit on the floor in a circle.
- Play the song *What colour is it?* on SB page 18 (Track 19) while passing around the box from S to S.
- Whenever you stop the song, the S holding the box will be blindfolded and will have to reach into the box, feel one of the plasticine models and guess what it is by asking, *Is it a (pencil)?*
- The Ss who aren't blindfolded will answer in unison, *Yes, it is./No, it isn't.* according to whether the S's guess is correct or not.
- Give each blindfolded S three chances to guess. If he/she guesses incorrectly the third time, he/she is out and the game continues.
- Make sure that all Ss get a chance to guess by stopping the music on a different S each time.

Note

- Bring Betty and Ron finger puppets to the next lesson.
- Props for acting out the story (mouse ears, a broom stick, two A4 size coloured pieces of paper)
- Blu tack or tape
- numbers flashcards (1-5)

Workbook (OPTIONAL)

- 1
- Direct Ss' attention to the shapes on the page. Pointing to each one ask Ss, *What colour is it?* Encourage them to answer, *It's (blue).*
 - Ask Ss what they notice about each row of shapes. Elicit that they follow a pattern.
 - Explain to Ss that they are going to continue each pattern of shapes by drawing and colouring them in the spaces.
 - Do number 1 as an example with Ss on the board so as to demonstrate what they have to do.
 - Check answers as a class by calling Ss up to the board and having them draw their patterns.
 - Use L1 in checking and explaining.

- Key**
1. two blue squares
 2. two yellow triangles
 3. two red circles
 4. a green square and a green triangle
 5. a green triangle and a green circle
 6. a blue square and a red circle

2 Story time

Aim To listen and read for pleasure
To revise and consolidate vocabulary
and structures learnt in previous lessons

Materials

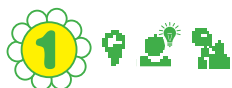
- Betty and Ron finger puppets
- Props for acting out the story (mouse ears, a broom stick, two A4 size coloured pieces of paper)
- Blu tack or tape
- numbers flashcards (1-5)

Revision

- Hand out Ss' plasticine classroom objects from the last lesson and have them choose their favourite one.
- Invite Ss to come to the front of the class one by one and present their clay classroom object by saying for example *It's a (pencil). It's (blue).*
- Help any Ss having difficulties by asking them questions like *What's this? What colour is it?*

Warm up

- Play the song *What colour is it?* in the SB on page 18 (Track 19).
- Encourage Ss to sing along and point to objects of the colours heard.



Before reading

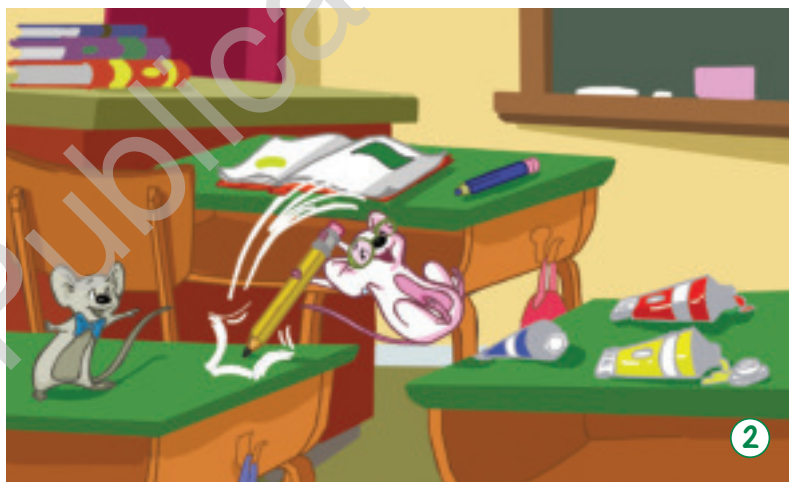
- Tell Ss that they will listen and read a story with the title *Pat and Sam*. Point to the first frame and invite them to guess who Pat and Sam are (the two mice).
- Ask Ss to look at pages 26-27 and name as many things as they can. Help them by asking questions such as *What's this / that? What colour is it?*
- Point to each frame and invite Ss to guess what is happening.

While reading

- Play the CD and point to each frame in your book or on the board. Encourage Ss to point to each frame in their books.
- Play the CD again and ask Ss to point to each speech bubble and follow along.

2 Story time

- 1** Listen, point and repeat.
Послухай, покажи та повтори.



26

Transcript Track 28



Pat: Hello! I'm Pat. What's your name?

Sam: Hello! I'm Sam.

Sam: What's that?

Pat: It's a pencil.

Pat: Look, Sam! Red and yellow!

Sam: Wow!

Boy: What's that?

Pat: Goodbye!

Sam: Bye!

- Talk about what happens in each frame.

Frame 1: Pat and Sam meet each other in a school classroom during the break. The students and the teacher are out.

Frame 2: Pat uses a pencil to hop onto a different desk. Sam asks her what the object she's using is.

Frame 3: Pat lands on two tubes of paint, which squirt yellow and red paint on the wall.

PAT and SAM



VALUE Мораль

Don't use other people's things without asking first.
Не бери чужі речі без дозволу.

Frame 4: The students and the teacher come back to the classroom and see the paint on the wall. The mice leave and say *Goodbye* to each other.

- Play the CD again and invite Ss to shadow read (read along with the CD).
- Then, play it again, pausing after each line. Have Ss repeat (chorally - in groups - individually).

After reading

- Ask Ss some comprehension questions, such as the following:

Frame 1: (pointing to Pat) *What's her name? (Pat.)*

Frame 2: (pointing to the pencil) *What's that? (It's a pencil.)*

Frame 3: (pointing to the tubes of paint) *What colour are they? (Red and yellow.)*

Frame 4: (pointing to Sam) *What's his name? (Sam.)*

- Divide Ss into groups of three and have them act out the story.
- Invite some groups to perform for the whole class. You may give Ss props, such as mouse ears, a broom stick to represent the big pencil, red and yellow pieces of paper for the tubes of paint (refer to the materials section).

2

Story time

Post-story activity

Value

- Draw Ss' attention to the *value* and read it aloud.
- Explain it and discuss it with Ss using L1.
- Ask Ss some further questions related to the story. For example, *Do you and your friends share your things with each other? Do you use other people's things without asking first? Is it important to ask for other people's permission?* etc.

OPTIONAL

- Stick the number flashcards on the board with Blu tack.
- Have Ss say the numbers on the flashcards in the order they appear on the board.
- Ask them to close their eyes, while you remove one of the numbers.
- When Ss re-open their eyes, they have to say which number is missing.

Workbook (OPTIONAL)

- 1 • Explain to Ss that they are going to listen to the CD and they have to put the pictures in order according to the story in their books.
- Play the CD (Track 29) and have Ss point to the pictures as they listen. Then, play the story once more, pausing for Ss to write the correct numbers in boxes a-d.
- You could also make photocopies of the story, cut them out and give one set out to each pair of Ss. Ss could then put the cut-out frames in order and then do the activity in their books.
- Have Ss check their answers in pairs first, then as a class.

Key a. 3 b. 2 c. 1 d. 4

2

- Explain to Ss that they can choose one of the three faces and colour it to show how much they liked the story.

Note

- Bring a piece of A4 white paper for each S. Bring butterfly clips (2 for each S) for the next lesson.
- two sets of coloured photocopies of the flashcards (red, blue, yellow, green)
- Blu tack



Smart world

Aim To provide Ss with cross-cultural information.

Materials

- two sets of coloured photocopies of the flashcards (red, blue, yellow, green)
- Blu tack



- Draw Ss' attention to the picture and ask them to name what they see. (A bus.)
- Explain to Ss that this is a double decker bus. This kind of bus can be found in London. Tell Ss that these double decker buses are red.
- Hand out an A4 piece of paper to each S.
- Ss trace the bus on the piece of paper. Alternatively, you could photocopy the page.
- Ss colour in the bus red and the wheels black.
- Make small holes in the centre of the wheels and in the corresponding places marked on the bus.
- Help the children to fix the wheels onto their buses using the butterfly clips.



- Explain to Ss that they are going to listen to a song.
- Play the song once and ask Ss to listen carefully.
- Play the song a second time and invite Ss to sing along and turn the wheels of their bus.

Transcript Track 30



The wheels on the bus

The wheels on the bus go round
and round
Round and round, round and round
The wheels on the bus go round
and round
All day long.

Workbook (OPTIONAL)

- 1 • Draw Ss' attention to the picture and ask them, in L1, what they see. (Different means of transport-taxis, buses, train, plane.)

smart world 2



On a piece of paper trace and colour. Then, cut out and make the bus.
На аркуші паперу обведи та розмалюй. Потім виріжи та склади автобус.



Sing and turn the wheels.
Співай та повертай колеса.



28

- Ask Ss to look at the picture, find the double decker buses and colour them the appropriate colour-red. Then, Ss count them and say the number aloud (three).
- Ss colour in the rest of the means of transport the same colour as the ones in their country.

flashcards with the colours (red, blue, yellow, green) and some Blu tack.

- Explain to Ss that you are going to call out a colour combination, e.g. 'yellow, green, red, blue' and the first two Ss from each team have to stick the colour flashcards in the order they are heard on the board. The S that does this correctly the fastest, wins a point for his/her team. The team with the most points by the time all of the Ss have had a turn wins the game.

OPTIONAL

- Divide Ss into two teams.
- Tell Ss to line up in two single file lines at the front of the classroom facing the board. Give the first S in each line a set of coloured photocopied



smart time 2



Listen, point and repeat.

Послухай, покажи та повтори.



- Ask Ss what the names of the two girls are. (Anna and Kelly.)
- Ask Ss, in L1, if they know what colours the flags of other countries are and initiate a short discussion.

OPTIONAL

- Ask Ss to draw 4 circles on a piece of paper.
- Explain to Ss that you are going to call out a colour, e.g. yellow and Ss have to colour the first circle yellow.
- Explain to Ss that you are going to call out different colours (red, blue, yellow, green) and Ss have to colour in their circles accordingly.

Workbook (OPTIONAL)

- 1 • Draw Ss' attention to the flags and the three colour splashes.
- Ask Ss to name the three colours (1. blue 2. yellow 3. red)
- Explain to Ss that they have to colour in each flag according to the number each part has got in it, e.g. they should colour blue the parts with the number 1 in them, etc.
- When Ss have finished, make sure that they have coloured in the flags correctly.
- Have a few Ss point to the colours of each flag and name them.

Aim To provide Ss with cross-curricular information about art.
To revise colours.



- Draw Ss' attention to the pictures and ask them, in L1, what they can see. (Two girls each holding the flag of her country.)
- Ask Ss to name the two countries (Ukraine and the UK).

- Ask Ss to name the colours of each flag. (Ukrainian flag: blue, yellow British flag: red, blue, white)
- Explain to Ss that they are going to listen to the CD and they have to point to the correct picture and repeat each sentence.

Transcript Track 31



Girl 1 Hi! I'm Anna. This is my flag. It's blue and yellow.

Girl 2 Hi! I'm Kelly. This is my flag. It's red, blue and white.

2 Revision

Aim To revise and consolidate vocabulary and structures learnt in previous lessons.

Warm up

- Play *Sparkle*.
- Arrange Ss in a line.
- The first S calls out a classroom object (from the ones Ss have learnt in this unit). The S next to him/her in line calls out another classroom object. The third S in line calls out another and so on.
- The S who says the last classroom object, from the ones they have learnt, must turn to the next S in the sequence and say, *Sparkle*. The S who is 'sparkled' must return to his/her seat.
- If a S can not remember a word or says a word that isn't a classroom object, he/she must sit down and the other S continues. After a S is sparkled, the next S in line calls out a new word.
- The game continues until only one S remains standing.
- If you have a large number of Ss, divide them into groups.



- Have Ss open their books to page 19. Hold up your book and point to the yellow desk. Ask, *What's this?* Encourage Ss to answer, *It's a desk*. Then ask, *What colour is it?* and invite Ss to answer, *Yellow*.
- Repeat the procedure with the rest of the objects on the page.
- Explain to Ss that they will listen to each exchange and tick the object that matches the description.
- Play the first exchange a couple of times (more if necessary) and ask Ss to point to the item that is mentioned. Go around the class and check that all Ss are pointing to the correct item.
- Play the rest of the exchanges and have Ss do the activity.

Transcript Track 32



1. What's this? It's a desk.
What colour is it? It's yellow.
2. What's this? It's a rubber.
What colour is it? It's blue.

2 Revision



1 Listen, point and say.
Послухай, покажи та скажи.



1		
2		
3		
4		
5		

30

3. What's this? It's a pencil.
What colour is it? It's yellow.
4. What's this? It's a desk.
What colour is it? It's green.
5. What's this? It's a ruler.
What colour is it? It's red.



1. yellow desk
2. blue rubber
3. yellow pencil
4. green desk
5. red ruler

OPTIONAL Line jumping

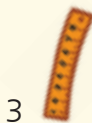
- Use chalk to draw a straight line on the floor that is long enough for Ss to stand on in single file. Alternatively, you can make the line with masking tape.
- Have Ss line up in single file on the line.
- Tell Ss that the side to their right is *yes* and the side to their left is *no*.
- Call out *yes* and show Ss that they have to jump to their right. Do it along with them. Ask them to jump back onto the line.

Now I can

1 Say and point.
Скажи та покажи.



2 Say and point.
Скажи та покажи.



3 Say and point.
Скажи та покажи.



31

Do this a couple of times with *yes* and then do the same with *no*.

- Show Ss the computer flashcard and ask, *Is it a computer?* and encourage Ss to jump to the *yes* side. Do a couple of examples and then play the game.
- Show Ss a flashcard of a classroom object and ask a yes/no question each time. Ss answer by jumping to the correct side.
- Whoever jumps to the wrong side is either out of the game or just misses a turn.

Workbook (OPTIONAL)

- 1 • Hold up your book, point to the different objects and ask, *What's this? What colour is it?* Encourage Ss to answer in chorus first, then individually.
 - Tell Ss that they will need a pencil in order to play the game in pairs.
 - Explain how the game is played. SA places the pencil in an upright position in the centre of the circle and lets it fall. SA asks, *What's this? What colour is it?* about the object the pencil falls on. SB gets a point for every correct answer. The S that gets the most points wins.

- Choose one S and play two rounds to model the game for the rest of the class.
- Divide Ss into pairs. Have them take turns playing the game until they have talked about all the pictures.

Now I can

Aim To check Ss' progress and understanding of the new language items.

Explain to Ss that they are going to say and point to the corresponding pictures of the words they have learnt in this module.



- Holding up the SB point to each of the colours and encourage Ss to say them aloud.
- Have Ss point to the corresponding pictures as they say each word.



- Follow the same procedure as in Activity 1.



- Direct Ss' attention to the picture of Betty and ask them what they think she's saying. Elicit Ss' answers. Then read the sentence aloud and have Ss repeat it and point to the picture.
- Do this with the rest of the sentences.

Sentences

1. What colour is it? Blue.
2. What's this? It's a pencil.
3. What's that? It's a rubber.

Note

Bring some photos of your family members to class for the next lesson.