



Objectives

- to present and practise numbers 20–100

Language

New language: numbers: twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred

Recycled language: days of the week

Materials

CD, pieces of paper with written numbers on them (optional), a bag or a box (optional)

Basic competences

Language competence: Pupils say numbers twenty – one hundred.

Mathematical competence: Pupils use the numbers to identify age.

Pupil's Book, page 88

Warm-up

- Write numbers 1–19 on separate pieces of paper and place them in a bag or a box.
- Ask a volunteer pupil to draw one of the numbers.
- The pupil draws a piece of paper and says the number e.g. *seventeen*.
- Ask the pupil *Are you seventeen?*
- The pupil answers e.g. *No I'm not. I'm nine.*
- Repeat the actions with other pupils.

1 Read and say how old the grandparents are.

- Invite pupils to read the text.
- Elicit personal information about the girl: her name, where she lives, who she lives with, what she likes doing.
- Pupils read again and identify how old the grandparents are.
- Pupils check their answers in pairs.
- Check with the class.

Key: The grandma is 60 years old.
The grandpa is 70 years old.

2 Listen and say.

- Play the recording. Pupils listen and repeat in chorus.
- They practise saying the numbers in pairs.
- Write numbers 20–100 on board in random order and elicit the numbers.

3 Spell the numbers from task 2 and guess.

- Demonstrate the activity.
- Check pupils know what to do.
- Pupils spell and say the numbers in pairs or groups.

4 Use the text from task 1 as a model and write about your family and your week.

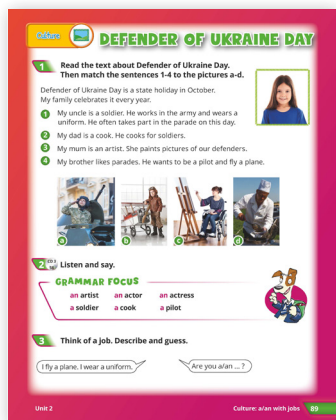
OPTIONAL ACTIVITIES

Reinforcement

- Count in tens from 10 till 100. Miss one number on purpose.
- Ask pupils *What number is missing?*
- Repeat the same procedure, but miss another number.
- Ask a volunteer pupil to do the same.
- Repeat with other pupils.

Extension

- In groups pupils sit in small circles. One pupil says *Ten*, and the other pupil on their right says *Twenty*, and so on around the circle.
- When they have completed it up to one hundred, they repeat the activity, but in reverse order, starting with number *One hundred* and ending at number *Ten*.



Objectives

- to present and practise the indefinite articles *a/an* with jobs
- to practice the core grammar through a guessing game
- to present the concept of Defender of Ukraine Day

Language

New language: jobs: artist, soldier, actor, actress, cook, pilot

Materials

CD, cards with the professions written on them and the cards with the indefinite articles *a/an* (optional)

Basic competences

Language competence: Pupils identify jobs using the correct indefinite article *a/an*.

Language competence: Pupils ask and answer about jobs.

Cultural awareness and expression: Pupils read the text about Defender of Ukraine Day.

Pupil's Book, page 89

Warm-up

- Write the word *jobs* on the board.
- Elicit from pupils any jobs they know, e.g. *doctor, teacher, farmer*.
- Write them or ask a volunteer pupil to write them on the board.

1 Read the text about Defender of Ukraine Day. Then match the sentences 1-4 to the pictures a-d.

- Ask pupils what Defender of Ukraine Day is.
- Invite pupils to read the text.
- Elicit what jobs they meet in the text.
- Ask pupils to write the numbers 1-4 in a column in their notebooks.
- Pupils read the text again and match the sentences 1-4 to the pictures a-d in their notebooks.
- Pupils compare their answers in pairs.
- Check with the class.

Key: 1 a, 2 d, 3 c, 4 b

2 Listen and say.

- Play the recording. Pupils listen and repeat in chorus.
- Write the words from the box on the board.
- Underline the indefinite articles *a/an* and the first sound in each sentence.
- Elicit the rule from pupils.
- Wipe the articles from the board and draw dashes instead of the articles.
- Invite pupils to read the jobs in chorus and say the correct article instead of the dash.

3 Think of a job. Describe and guess.

- Ask pupils to look at the text from task 1 again.
- Say to pupils *I work in the army* and elicit the job. Repeat the same with other descriptions of jobs from the text, e.g. *I draw pictures / I cook / I fly a plane*.
- Look at the example with pupils. Elicit the job – *a pilot*.
- In pairs, pupils take turns describing one of the jobs and guessing them.

OPTIONAL ACTIVITIES

Reinforcement

- Play a miming game. Mime one of the professions from task 2.
- Pupils guess the job by asking *Are you a/an ...?*
- Ask a volunteer pupil to mime in front of the class.

Extension

- Divide pupils into pairs.
- Prepare the cards with the professions written on them and the cards with the indefinite articles *a/an* for each pair.
- Pupils work in pairs and match the professions and the articles.



Objectives

- to present the concept of Christmas
- to practise reading and listening
- to draw a picture

Language

New language: Christmas dinner, Christmas cracker, Christmas stocking

Materials

CD, coloured pens/pencils, paper, cardboard tube (optional), a box (optional)

Basic competences

Language competence: Pupils read about Christmas.

Cultural awareness and expression: Pupils learn about Christmas traditions in the UK and compare them with the traditions in Ukraine.

Sense of initiative and entrepreneurship: Pupils draw a picture of their family at Christmas.

Pupil's Book, page 90

Warm-up

- Ask pupils what they like to eat at Christmas. Elicit what they think people eat in Britain at Christmas.
- Pre-teach *roast turkey*, *sausages*, *Christmas cracker* by describing and drawing pictures on the board and labeling them. Choral drill.
- Elicit any adjectives that pupils can think of to describe Christmas. Pre-teach *wonderful* and *magic*.
- Write them or ask a volunteer pupil to write them on the board.

1 Read the texts and say the letter.

- Look at the pictures as a class and elicit what pupils can see (*family*, *stocking*, *cracker*, *other Christmas food*, *girls in traditional clothes*).
- Pupils read and match the texts with the pictures.
- Point to the pictures in turn and invite children to read the corresponding text.

Key: 1 a, 2 b

2 Read the texts again and say how Kate's and Olena's Christmas differ.

- Invite pupils to read the first text. Ask the pupils *Do you eat roast turkey at Christmas? Do you eat potatoes?*
- *Do you play with Christmas crackers at Christmas? What do you do at Christmas?*
- Invite pupils to read the second text.
- In pairs, pupils compare how the girls from the texts celebrate their Christmas.

3 Draw a picture of your family at Christmas. Then compare with your friend.

- Tell pupils to draw a picture of their family at Christmas.
- Elicit some ideas about what they are going to draw.
- Pupils draw their own pictures.
- Go around the class and encourage pupils.
- Read through the example.
- In pairs, pupils tell each other how they celebrate Christmas and compare with their partner's picture.
- Invite two volunteer pupils to compare their pictures in front of the class.

OPTIONAL ACTIVITIES

Reinforcement

- Pupils write about their own Christmas traditions using the texts in Activity 1 and their pictures.

Extension

- Use a cardboard tube (a toilet roll or kitchen paper roll) to make a cracker.
- Pupils write a message on a piece of paper and put it in their cracker. Monitor and help.
- Pupils decorate a piece of paper with drawings to wrap around the tube. Use glue to fix the paper.
- Put the crackers in a box. Pupils pick a cracker and pull it open. They read their message to the class.



Objectives

- to practise describing the room through a personalised speaking activity
- to practise reading skills
- to revise furniture words

Language

Recycled language: furniture, rooms

Materials

a sheet of paper for each pupil (optional)

Basic competences

Language competence: Pupils describe the rooms.

Social and civic competences: Pupils work together to ask and answer questions about their house or flat.

Pupil's Book, page 91

Warm-up

- Ask pupils questions about their house / flat.
- Ask several pupils what their favourite room is.

1 Read the texts. Then count all furniture words.

- Look at the two pictures as a class and invite pupils to describe children.
- Tell them they are going to read two texts about the children's favourite rooms.
- Invite pupils to guess what children's favourite rooms are.
- Pupils read the texts and check their predictions.
- Pupils read the texts again and count all furniture words.

Key: 6 (chairs, a bed, a table, a wardrobe, a mirror, a sofa)

2 Look at the picture and describe the room.

- Look at the picture as a class and read the example.
- Pupils one by one say a sentence to describe the room.
- In pairs, pupils describe the picture.

3 Talk to your friend. Choose a room and tell. Then guess.

- Tell pupils that you live in a house / flat. Tell them *I have got ... rooms in my house / flat. There is a table in one room. What room is it?* Pupils take turns guessing the room.
- Invite pupils to read the example as a class.
- Invite two volunteer pupils to role play the example in front of the class.
- In pairs, pupils take turns describing the rooms in their house / flat and guessing the room.

OPTIONAL ACTIVITIES

Reinforcement

- Play a chain game.
- Pupils sit in a circle. Say *There is a chair in my room.* The pupil on their right repeats the words and adds their own sentence.
- Continue until pupils run out of the words they know or somebody makes a mistake. Then start again.

Extension

- Give each pupil a sheet of paper.
- Describe a room and pupils draw according to your sentences. e.g. *There's a sofa in the room.*
- Pupils may repeat the procedure in pairs.



Objectives

- to revise seasons
- to practise reading skills
- to revise clothing items

Language

Recycled language: seasons, clothing items

Materials

Flashcards (clothing items) (optional)

Basic competences

Language competence: Pupils read a text about different seasons.

Cultural awareness and expression: Pupils draw a picture of their favourite season.

Sense of initiative and entrepreneurship: Pupils draw a picture of their family at Christmas.

Social and civic competences: Pupils learn the message that choosing appropriate clothes according to weather conditions is important.

Pupil's Book, page 92

Warm-up

- Bring flashcards of clothing items pupils have learnt so far.
- Show the flashcards one by one. Ask pupils what it is and when they wear this item.

1 Read the text. Then look at the pictures and write the names.

- Look at the pictures as a class and invite pupils to name the seasons in the pictures.
- Ask the pupils *What is your favourite season?*
- Invite pupils to read the text and ask comprehension questions, e.g. *What's girl's name? What's her sister's name? What is her sister wearing?*
- Ask pupils to write the numbers 1-4 in a column in their notebooks.
- Check pupils know what to do.
- Pupils read the text again and write the names near the numbers 1-4.
- Pupils check the answers in pairs.
- Check with the class.

Key: 1 Anna, 2 Solomiya, 3 Myron, 4 Nadiyka

2 Look at the picture again and say what the children are wearing.

- Look at the pictures as a class again. Point to the first picture and say *The girl is wearing a hat, a scarf, a jacket and boots.*
- Ask a volunteer pupil to say what the girl in picture 2 is wearing.
- In pairs, pupils say what the children in the pictures are wearing. Pupil A points to one of the picture. Pupil B says what the child is wearing. Pupils swap their roles.

3 Draw your favourite season and yourself. Then say.

- Tell pupils to draw their favourite season and themselves in it.
- Elicit some ideas about what they are going to draw.
- Go around the class and encourage pupils.
- Read through the example and elicit the ending of the sentences from several volunteer pupils to draw.
- In pairs, pupils show each other their pictures and say what they're wearing.
- Invite several volunteer pupils to show their pictures in front of the class and say what they're wearing.

OPTIONAL ACTIVITIES

Reinforcement

- Ask pupils to look at the pictures in task 1 again.
- Say e.g. Anna is wearing a coat and trousers.
- Invite pupils to respond *No, she isn't. She's wearing a coat and a skirt.*
- In pairs, pupil A makes true and false sentences about the pictures and pupil B responds.

Extension

- Describe what one of pupils in the class is wearing. E.g. *She's wearing a blue skirt and a white blouse. Invite pupils to guess.*
- The person who guesses correctly makes the next sentence. Other pupils try to guess.



Objectives

- to present the concept of Pancake Day
- to practise reading skills
- to sing a chant for pleasure

Language

New language: pancake, Lent, toss, delicious

Recycled language: grammar and vocabulary from Pupil's Book

Receptive language: a day away, real treat

Materials

CD

Basic competences

Language competence: Pupils read about Pancake Day.

Cultural awareness and expression: Pupils learn about Pancake Day and chant together as a class.

Pupil's Book, page 93

Warm-up

- If possible, print or project a picture of pancakes. Show the picture to the class and elicit what they are. Ask *Do you like pancakes?*
- Elicit what you can put on pancakes. Elicit *butter, honey, sugar, chocolate* and *jam* and write the words on the board around the picture.

1 Read and choose the picture.

- Look at the pictures as a class and invite pupils to say what they can see in each one.
- Ask pupils to write the numbers 1-2 in a column in their notebooks.
- Check pupils know what to do.
- Pupils read the texts and write the letters a-b near the numbers 1-2.
- Pupils compare their answers in pair.
- Check with the class.

Key: 1 b, 2 a

2 Listen and point. Then chant.

- Point to the pictures around the song. Pupils call them out as a class (*pancakes, butter, flour, butter, eggs, milk, honey, sugar, jam, chocolate*).
- Play the recording. Pupils listen to the chant and point to the pictures as they hear the words.
- Play the recording again. Pausing after each verse for pupils to repeat.
- When pupils have learnt the chant, practise it with the whole class.

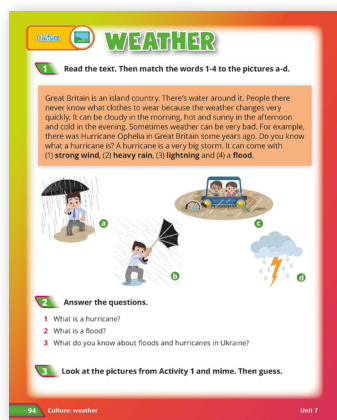
OPTIONAL ACTIVITIES

Reinforcement

- Write the middle verse of the chant on the board. Underline the food words.
- In pairs, pupils write their own verse changing the underlined words for other food words.
- Invite pairs to chant their verse for the class.

Extension

- Pupils draw a pancake and the toppings.
- Ask them to write a small description for the picture, e.g. *I love pancakes. I put (chocolate and fruit) on my pancakes.* Monitor and help.
- Pupils display their work around the room. Pupils go around the class and decide which pancake they would like to try.



Objectives

- to extend pupils' understanding of weather and weather conditions
- to practise reading skills

Language

New language: strong wind, heavy rain, lightning, flood

Recycled language: grammar and vocabulary from Pupil's Book

Materials

sheets of paper, coloured pencils

Basic competences

Language competence: Pupils read and talk about weather and weather conditions.

Cultural awareness and expression: Pupils learn about hurricane in general and about the hurricane in Great Britain.

Pupil's Book, page 94

Warm-up

Write the word *Weather* on the board. Elicit which words are connected to weather.

1 Read the text. Then match the words 1-4 to the pictures a-d.

- Look at the pictures as a class and invite pupils to say what they can see in each one. Elicit the words or present them to pupils if necessary.
- Ask pupils to write the numbers 1-4 in a column in their notebooks.
- Check the pupils know what to do.
- Pupils read the texts and write the letters a-d near the numbers 1-4.
- Pupils compare their answers in pairs.
- Check with the class.

Key: 1 b, 2 a, 3 d, 4 c

2 Ask and answer the questions.

- Ask pupils to read the text again.
- Pupils read the questions in pairs and try to work out the answers.
- Check with the class.

3 Look at the pictures from Activity 1 and mime. Then guess.

- Choose one of the pictures from Activity 1 and mime.
- Pupils guess the word.
- The pupil who guesses first mimes another word.
- In pairs, pupil mime and guess the words.

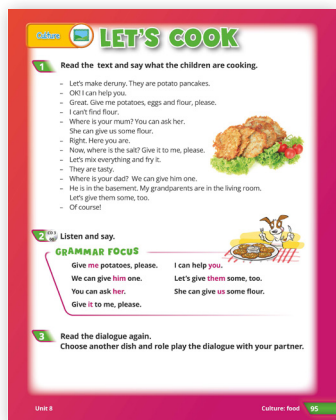
OPTIONAL ACTIVITIES

Reinforcement

- Prepare pictures of different weather conditions (paper or digital). Show them to pupils or project them.
- Encourage pupils to say what weather conditions they see.

Extension

- Post a world map on your classroom wall. Introduce to pupils the words *Equator* and *Pole* and discuss what type of weather is usually there.
- Ask pupils to draw a small self-portrait.
- Blindfold a volunteer pupil. The pupil places the self-portrait somewhere on the world map.
- Then remove the blindfold and encourage the pupil to describe the weather where she/he is on the map.
- Give each pupil a turn to place their self-portraits on the map and then tell the class about the weather at their location.



Objectives

- to present and practise object pronouns
- to practise reading skills

Language

New language: object pronouns: me, him, her, it, us, you, them

Materials

CD

Basic competences

Language competence: Pupils read and write a dialogue using object pronouns.

Cultural awareness and expression: Pupils read a text about Ukrainian traditional dish – deruny.

Social and civic competences: Pupils work together to write a dialogue.

Pupil's Book, page 95

Warm-up

- Mime the word *Cooking*.
- Ask pupils to guess.
- Ask pupils *Do you like cooking? Who cooks in your family?*

1 Read the text and say what the children are cooking.

- Elicit from pupils what a dialogue is.
- Invite pupils to read the dialogue quickly and find out what children are cooking.
- Pupils check their answer in pairs.
- Check with the class.

Key: deruny

2 Listen and say.

- Play the first sentence of the recording.
- Pupils listen and repeat in chorus.
- Do the same for the rest of the sentences.
- Pupils practise saying the sentences in pairs.

3 Read the dialogue again. Choose another dish and role play the dialogue with your partner.

- Ask pupils what their favourite dish is.
- Divide pupils into pairs and ask them to choose one favourite dish for both of them. Then ask the pairs *What's your favourite?* dish and elicit the answer.
- Point to the dialogue from task 1 again. How many people are involved into the dialogue. Elicit the answer *Two*.
- Tell pupils they are going to write the similar dialogue about their favourite food together with their partner.
- Monitor and help pupils if necessary.
- Pupils present their dialogues in front of the class.

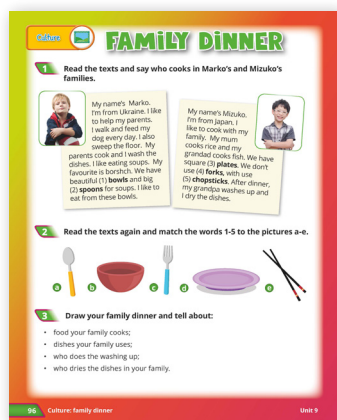
OPTIONAL ACTIVITIES

Reinforcement

- Ask pupils to read the dialogue from task 1 in roles.

Extension

- Ask pupils to walk around the class, ask each other about favourite home-made food and find a person who likes the same food as they.
- Pupils say what their favourite food is and who likes the same food too in front of the class.



Objectives

- to present and practise some cutlery words
- to practise reading skills
- to draw a picture

Language

New language: spoon, fork, chop sticks, plate, bowl

Recycled language: daily tasks

Materials

a sheet of paper and coloured pencils

Basic competences

Language competence: Pupils read the texts and talk about their family dinner.

Cultural awareness and expression: Pupils read the texts about children from different countries and their family dinner.

Sense of initiative and entrepreneurship: Pupils draw a picture of their family dinner.

Pupil's Book, page 96

Warm-up

- Ask pupils what their favourite food is.
- Ask pupils whether they like cooking and who cooks in their families.

1 Read the text and say who cooks in Marko's and Mizuko's families.

- Look at the two pictures as a class and invite pupils to describe children.
- Tell them they are going to read two texts about the children's family dinners.
- Pupils read the texts and answer the question who cooks in the boys' families.

Key: Marko's parents cook in his family. Mizuko's mum and grandpa cook in his family.

2 Read the texts again and match the words 1-5 to the pictures a-e.

- Look at the pictures as a class and invite pupils to say what they can see in each one. Elicit the words or present them to pupils if necessary.
- Ask pupils to write the numbers 1-5 in a column in their notebooks.
- Check pupils know what to do.
- Pupils read the texts again and write the letters a-e near the numbers 1-4.
- Pupils compare their answers in pairs.
- Check with the class.

3 Draw your family dinner and tell.

- Tell pupils to draw the picture of their family dinner.
- Elicit some ideas what they are going to draw.
- Pupils draw their own pictures.
- Go around the class and encourage pupils.
- Read through the prompts.
- In pairs, pupils talk about their family dinner.
- Invite several volunteer pupils to show their pictures and talk about their family dinner in front of the class.

OPTIONAL ACTIVITIES

Reinforcement

- Start drawing one of the cutlery objects from task 2 and encourage pupils to guess.
- The pupil who guesses first, comes to the board and draws one of the objects from task 2.
- Other pupils try to guess.

Extension

- Bring the picture or project the digital pictures of plates, bowls and spoons which are decorated with Ukrainian traditional ornaments.
- Invite pupils to describe the pictures.