

называют буквы вразброс, ученики зачеркивают буквы, которые они слышат. Когда они вычеркнули все 7 букв, они должны крикнуть 'Bingo!'. Сыграйте еще 3 раунда.

VIII. Обобщение. Consolidation

WB, ex. 3

Это упражнение обобщает материал, изученный в разделе. Учащиеся должны нарисовать рисунки о себе: портрет, торт со свечками в соответствии с возрастом, телефон с телефонным номером. Помогите учащимся написать их имена. Им будет интересно узнать, как пишутся их имена по-английски. Затем попросите разыграть диалог в парах, следуя рисункам. Продемонстрируйте диалог с одним из учащихся.

P1: *What's your name?*

P2: *I'm Nina. What's your name?*

P1: *I'm Grisha. How old are you?*

P2: *I'm eight. How old are you?*

P1: *I'm nine. What's your phone number?*

P2: *3907568. What's your phone number?*

P1: *4789127.*

IX. Подведение итогов. Round-up

T: *Вы уже можете спросить и назвать свое имя по-английски; спросить и сказать, как у вас дела; сколько вам лет; какой у вас номер телефона. Ask who you want and what you want. Спросите, кого хотите и о чём хотите.*

UNIT 2. MY FAMILY

By the end of this unit pupils will be able to

- identify family members
- ask for and give information about family
- speak about possessions

Lesson 1. LIZ'S PHOTO ALBUM

Aim To form lexical and pronunciation habits of speaking, reading habits	New language / Pronunciation and phonics A mum, a dad, a brother, a sister, a granny, a granddad, a cat, a dog [d], [r], [æ], [ð] Jj [j], Kk [k], Ll [l]
You will need Flashcards of Peter's family members (or any other family); flashcards 'cat' and 'dog'	Classroom language Touch something <i>red</i> . Name the pictures. Close / Open your eyes. What's missing? Listen and number. Trace and say.

I. Warm-up

T: *Hello! How are you?*

T: *Let's sing the 'Colours' song.*

T: *Touch something blue/ red, etc.* Ps walk and touch things of these colours.

II. Vocabulary presentation

Presentation

Ask Ps if they would like to meet the members of Peter's family (or any other family). Take out the flashcards of Peter's family and put them one by one on the board, naming them.

T: *Look! Mum!* Do the same with the words *dad, sister, brother, granny, granddad*. Say in L1 that Peter doesn't have pets but very often people have pets and like them as if they are

their family members. Use flashcards and introduce *cat* and *dog*. Count the members of Peter's family.

Checking understanding

Point to the picture and say the word. Ask Ps to clap if you say the right word and be quiet if you say the wrong word.

Pronunciation

T: *Mrs Read introduces her new friends. Listen to Mrs Read and repeat. The frog: [æ] – dad, granny, grandad. Then the bird sat on the fence and tapped: [d] – dad, grandad. Then came the dog and roared quietly: [r] – grey, green, brown, granddad, granny, brother. Finally came the plane. It wanted to meet Peter's family, too: [ð] – brother.* Pay attention that Ps, when pronouncing the sound [ð], put their tongue on the alveolar ridge (on the 'fence'); when pronouncing the sound [æ] open their mouths very wide (like a frog).

III. Practice

'What's missing?'

Put the flashcards of family members on the board. Point to them randomly and ask Ps to name the pictures. Then say: Close your eyes (*demonstrate*). Wait till Ps close their eyes. Then take one of the flashcards off the board. Then say: *Open your eyes. Look! What's missing?* Elicit the word. Play the game till all the flashcards are gone.

Song. PB, ex. 1

(A)

Say that you are going to listen to the song about a family.

(B)

Ask the children to listen carefully and say what members of the family are mentioned in the song.

Tapescript

Hello, mum. Hello, mum.

Hello, mum. Hello to you.

Hello, dad. Hello, dad.

Hello, dad. Hello to you.

Hello, sister. Hello, sister.

Hello, sister. Hello to you.

Hello, brother. Hello, brother.

Hello, brother. Hello to you.

Elicit from Ps what family members are mentioned and put the corresponding flashcards around the classroom. T: *Listen and point.* Ps listen to the song again and point to the correct flashcard.

(C)

T: *Listen and repeat.* Say the lines of the song, ask pupils to repeat them after you. T: *Sing the song.* Play the song again. Encourage pupils to sing it.

Story. PB, ex. 2a

(A)

Talk about the picture with the class. Ask what Liz and Mike are doing and what they are talking about. T: *How many pictures are there?* Count the pictures together. T: *Picture 1. Look! Is Liz happy? And picture 8? Look! Is Liz happy? Read the instruction.* Encourage Ps by showing them that they can understand quite a lot of the story already without listening to it.

(B)

Play the recording and let Ps look at the pictures and point to the members of the family. T: *Listen and point.*

Tapescript in PB

Ask Ps what happened at the end of the story and if they liked the cartoon. Count together how many members there are in Liz's family.

PB, ex. 2b. Scrambled listening

Tapescript: 6, 1, 5, 3, 2, 8, 4, 7.

©

PB, ex. 2c. Acting out

Divide the class into 'Liz' and 'Mike' groups and sound every picture together. Then Ps work in pairs and in turns act out the story.

IV. Moving activity

Put family flashcards on the walls around the classroom. Say: *Run to 'mum'*. Children should run to the flashcard and say the word 'mum'.

V. Workbook activity

Ex. 1

Ⓐ

Ask pupils to look at the four families.

Ⓑ

Say that pupils are going to hear four children describe their families. Pupils should listen and write the number of the recording next to the corresponding picture. T: *Listen and number.*

Tapescript

1

Girl: I'm Ann. Look! My mum, my dad and my granny.

2

Boy: I'm Vlad. Look! My mum, my grandad and my sister.

3

Girl: I'm Pat. Look! My mum, my dad, my brother and my sister.

4

Boy: I'm Alex. Look! My mum, my dad, my grandad and my granny.

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Check the task, then Ps do ex. 1b, using the example.
T: *Family 1. P: I'm Ann. My mum. Etc.*

VI. Learning to read

Letters and sounds. PB, ex. 3

Revise the alphabet, the previous letters and then introduce the new ones: Jj, Kk, Ll.

Tapescript

J – jam – [dʒ],

K – kangaroo – [k],

L – lemon – [l].

Reading words. PB, ex. 4

Writing letters. PB, ex. 5

VII. Homework

WB, ex. 2–5.

VIII. Round-up

Say goodbye to each member of Peter's family. Ps: *Goodbye, mum.*

Lesson 2. A GREAT BIG TURNIP

Aim To improve listening and speaking habits	New language / Pronunciation and phonics Little*, big, turnip* Mm [m], Nn [n], Oo [əʊ]
You will need Big and little things (2 toys, 2 pencils, books, bags, etc) A picture of a turnip or a real turnip	Classroom language Listen and point. Act out. Match.

I. Warm-up


T: *Hello! How are you?* Encourage Ps to ask you.

T: *Let's sing the 'Hello, mum' song.*

II. Checking homework

III. Story

Practice

 PB, ex. 1a

(A)

Pre-teach 'big' and 'little' by showing your collection of big and little things. T: *It's a book / pen / pencil / dog / cat. It's big / little.*

Check understanding through a game. Children stand up. You make sentences with 'big' / 'little', e.g. *I've got a big brother. My bag is big. I've got a little book.* Etc. When you use the word 'big', children stand on tiptoes with their arms up. When you say 'little', they bend their knees.

T: *Open your Pupil's Book. Exercise 1a. Look at the pictures.* Ask in L1 what Russian fairy tale this story reminds them of. Tell Ps that there is an English fairy tale about a turnip. Show the picture of a turnip. Repeat the word together.

T: *Read the instruction.* Ps read it in Russian, you do it in English.

(B)

Tapescript in PB

Help Ps to answer the pre-listening question. Explain they should say *His mum – ego mama.*

 PB, ex. 1b. Scrambled listening

T: *Listen and point.* Ps listen and point to the correct picture.

Tapescript

4, 2, 1, 5, 3, 8, 7, 6.

(C)

Storytelling

Tell the story and encourage Ps to help you by saying the familiar words, e.g. *mum, dad, sister. Help!*

IV. Moving activity

PB, ex. 1c

Ps act out the story. Depending on how many Ps you have in your group you may add a few more brothers or sisters.

V. Learning to read

 Letters and sounds. PB, ex. 2

Say the 'Letters and sounds' chant with the letters from Aa to Ll and learn the new letters.

Tapescript

M – mouse – [m],
N – nut – [n],
O – oval – [əʊ],
O – orange – [ɒ].

Reading words. PB, ex. 3

Writing letters. PB, ex. 4

VI. Workbook activity

Ex. 1

Demonstrate matching by an example on the board: *a big boy – a little boy, a big dog – a little dog*. Etc. T: *Match*. When Ps finish, they speak in pairs, e.g. *A big horse – a little horse*.

Bingo. Ex. 2

VII. Homework

WB, ex. 3–6.

VIII. Round-up

Put your little and big things in your bag, asking children: *Is it big or little?*

Lesson 3. I'VE GOT A MUM

Aim To form grammatical habits of speaking	New language / Pronunciation and phonics I've got a <i>mum</i> . Article <i>a/an</i> (a <i>bus</i> , an <i>apple</i>) Pp [p], Qq [kw], Rr [r]
You will need Some photos of your family Flashcards for PB, ex. 3 (<i>a- / an-words</i>)	Classroom language Raise your hands. Clap your hands. Guess. Who's this? Tick. Check your guesses.

I. Warm-up

Ask the most confident pupil in the group: *How are you?* Wait for the answer and then ask: *How's your mum?* Encoura-

ge him/her to answer *OK* or *Fine*. At this stage do not ask them for more than that.

Song 'Hello, mum'.

II. Checking homework

III. Grammar presentation and practice 1

Presentation

Tell Ps about your family, demonstrate the photos. T: *Look! My family. I've got a family. I've got a mum. I've got a dad. I've got a brother (a sister), etc.*

Checking understanding

T: *Что я говорил(а) вам?* Let Ps guess first, then give them the exact sentence: *У меня есть...* T: *Who's got a brother? Raise your hands* (gesture).

Pronunciation

Pay attention to the pronunciation of the structure, especially the sound [v]. Explain that to pronounce this sound correctly Ps should put their teeth on the lower lip. T: *I've got, five. I've got a sister. I've got a brother. Repeat!*

Play the game 'Repeat or keep silent'. Ps repeat the sentences which are true about them and keep silent if they are not, e.g.: *I've got a brother / a big sister / a little sister / a granny / a granddad / a big cat / a little dog / a big book, etc.*

IV. Practice

Memory game

Put the family flashcards on the board. Say: *Close your eyes*. Demonstrate by closing your eyes. After Ps close their eyes, take one of the flashcards off the board. Say: *Open your eyes. What have I got?* Help pupils say: *You've got a mum.*

Chant. PB, ex. 1

Ⓐ

T: Look at picture 1, exercise 2a. What does Kim say? *Чмо зобо-
pum Kum?* Help children answer, e.g. *I've got a mum.* T: Listen
to the chant and point to the pictures. Check your guesses.

Ⓑ

Ps look, listen to the chant and try to point to the members
of the family mentioned.

Tapescript in PB

Ps answer the pre-listening question.

Ⓒ

Say the chant and let pupils clap with you. Say: *Clap your
hands.*

Now pupils listen and repeat after you. T: *Listen and repeat.*
Then say the first line and pupils have to continue with the
second and third.

Repeat the same procedure but vice versa.

Now you can ask individual children to say the chant. You
can ask pupils to say the chant in pairs cross-clapping
(ladushki).

Listening. PB, ex. 2a

Ⓐ

Tell Ps they are going to meet some other English families.

T: *Exercise 2a. Look at the pictures. How many families? Picture 2.*
Read the name. Ps: Bob. T: *Guess what he says. Yzadaŭme,*
что он говорит. Ps: *I've got a granny / a mum, etc.* Discuss
the other pictures. T: *Listen and guess. Who is speaking?*

Ⓑ

Tapescript

*Girl: Hello! I'm 8. I've got a mum. I've got a dad. I've got
a baby sister.*

Ps answer the pre-listening question after each description.

Ⓒ

PB, ex. 2b. A guessing game

T: *I'm not Tatiana Ivanovna. I'm ... It's a secret. Guess. I've got
a mum, a dad and a granny.* – Ps: Bob. – T: Yes. Ps play in
pairs.

V. Grammar presentation and practice 2

Presentation

Name all the objects from ex. 3, column 1 ('a'-words). As you
name a word, draw it or put its picture on the board. Speak
slowly. T: *A bus, a cat, a dog, a frog, a girl, a giraffe, a lemon, a
nut.* Ask: *What's at the beginning?* Ps: A. T: Yes, right! Write
big 'a' above this group of pictures.

Then name the objects from the second column: *An orange,
an apple, an egg, an elephant, an acorn, an ice-cream, an oval.*
Ask: *What's at the beginning word?* Ps: 'An'. T: Yes, right!
Write big 'an' above this group of pictures.

Say: *Why 'a'? Why 'an'?* Listen again. Now point to the
pictures at random and say the words with the appropriate
article. Wait till someone notices the reason – initial vowel or
consonant influences the choice.

Grammar secret. PB, ex. 3

Draw Ps' attention to the grammar secret in their PBs. Tell
Ps that grammar secrets will help them speak correctly. Ps say
the words with 'a' or 'an' in pairs.

Practice. PB, ex. 4

Copy 'Ann' and put the flashcard of 'a nut' onto the board.
Say: *What does Ann say?* Ps: *I've got a nut.* Ps work in pairs.

Key: Ann – a nut, Dan – an orange, Helen – an apple, Bill – an
ice-cream, Nina – an acorn, Ben – a lemon.

VI. Moving activity ('Chinese whispers')

Put Ps in a line. Whisper a sentence to the pupil, who is standing close to you, e.g. *I've got a sister*. This pupil has to whisper this sentence to the next pupil. Etc. The last pupil takes one step ahead and repeats the sentence aloud. If the group is too big, divide Ps into two teams.

VII. Workbook activity

Listening. Ex. 1a

Copy the table onto the board and demonstrate how to tick.

Tapescript

1

Liz: *I've got a mum. I've got a dad. I've got a sister. I've got a brother.*

2

Mike: *I've got a mum. I've got a dad.*

Ex. 1b

Pupils speak for the characters in pairs. Girls – Liz, boys – Mike.

Ex. 2

Point to any picture. Ask one pupil: *What's this?* Help him/her to use the appropriate article. P: *A bus.*

VIII. Learning to read

Letters and sounds. PB, ex. 5

Revise the alphabet, the previous letters and then introduce the new ones: Pp, Qq, Rr. Encourage pupils to find more words with the new sounds: [p] – *Peter, pig, pink*; [r] – *rocket, Rose, red*. Say the 'Letters and sounds' chant.

Tapescript

P – pig – [p],

Q – queen – [k],

R – rocket – [r].

Reading words. PB, ex. 6

Writing letters. PB, ex. 7

IX. Homework

WB, ex. 3–6.

X. Round-up

Chant 'I've got a mum'.

Lesson 4. I HAVEN'T GOT A DOG

Aim To form grammatical habits of speaking	New language / Pronunciation and phonics I haven't got a dog. Nice*, a family Ss [s], Tt [t], Uu [ju:] [ʌ] Rhythm
You will need Bring toys or things pupils know (apple, lemon, nut, dog, cat, pig, rocket, elephant, etc) in a bag	Classroom language Walk. Stop. Take something. Speak. Tick or cross. Join the dots.

I. Warm-up

T: *Hello! How are you?* Take out things you've brought and say: *I've got a little lemon. I've got a big apple.* Etc. Put them back and play 'Feely bag': Ps take a toy/ thing inside the bag and guess it without looking at it. P: *I've got a little elephant.* Then they show it.

Chant 'I've got a mum'.

II. Checking homework

III. Grammar presentation

Presentation

Take your bag with different objects. T: *I've got a lemon. I've got a nut, etc. I haven't got an elephant. I haven't got a cat.* Show the absence with a gesture.

Checking understanding

Ask what the last two sentences mean.

Pronunciation

Practise with pupils the rhythm, snapping your fingers.

E.g. clap-clap clap-clap

I haven't got an e-lephant.

IV. Practice

Guessing game

Send a pupil (P1) out of the classroom and give an object to another pupil (P2), asking him / her to hide it. P1 comes in and gives names of the children. T: *Who has got a dog?* P1: *Pavel.* If Pavel hasn't got the toy, he says: *I haven't got a dog.* When the toy is found, P2 goes out of the room.

Story. PB, ex. 1a

(A)

T: *How many pictures do you see? Who can you see in picture 1? Is the dog nice (милый)? Etc.*

T: *Listen, look and answer. Why is the dog's name Lucky?*

(B)

Ps listen and point to the pictures.

Scrambled listening

Tapescript in PB

To check understanding, ask Ps why the puppy is happy at the end of the story. T: *Lucky means 'счастливчик'.*

PB, ex. 1b. T: *Listen and point to the correct picture.*

Tapescript

4, 2, 1, 3, 5.

(C)

Acting out (optional). If you decide to act out this story, first practise pronunciation and intonation: *please; the dog please; take the dog please; can I take the dog please? Repeat!*

PB, ex. 2

T: *How many pictures?* Ps: *Two.* T: *Who can you see in the pictures?* Ps: *Buzz and Jill.* T: *Listen. Who's speaking?*

Tapescript

Girl: I've got a mum. I've got a dad, but I haven't got a sister!

Then Ps work in pairs. P1 speaks for one of the children in ex. 2; P2 guesses the name.

PB, ex. 3

Ps speak about their families. E.g. *I've got a mum and a dad. I haven't got a sister. I haven't got a brother.*

V. Moving activity

(Walk! Swim! Hide! Stop! Take a book!)

Put a couple of chairs in the centre of the classroom. Put the flashcards or things on the chairs. Say: *Walk.* Give Ps a minute to relax and walk around the chair. Then say: *Stop. Take something and speak.* Show Ps that they have to take one of the

flashcards or things on the chair and say what they have got. E.g. P1 (takes the flashcards of 'a brother'): *I've got a brother*. Continue the activity several times. You can count from one to ten or from one to twenty and then say 'Stop'.

VI. Workbook activity

Ex. 1a

(A)

T: *Listen and tick or cross*. Copy the first line onto the board and demonstrate what 'tick or cross' means.

(B)

T: *Listen, tick or cross*.

Tapescript

1

Girl: I haven't got a cat. I've got a dog. It's brown. I've got a frog. It's green.

2

Boy 1: I've got a horse. It's black. I've got a pig. It's pink. I haven't got a giraffe.

3

Boy 2: I haven't got an elephant. I haven't got a kangaroo. I've got a snake! It's yellow and green.

Check Ps's answers.

Ex. 1b

(C)

Ex. 1c

Ex. 2 (optional)

Revise the alphabet. Demonstrate the instruction 'Join the dots'. Pupils will get a picture of comet.

Ex. 3 (optional)

VII. Learning to read

Letters and sounds. PB, ex. 4

Ps listen and say the 'Letters and sounds' chant. Then they learn the new letters.

Tapescript

S - snake - [s],

T - telephone - [t],

U - uniform - [ju:],

U - umbrella - [ʌ].

Reading words. PB, ex. 5

Writing letters. PB, ex. 6

VIII. Homework

WB, ex. 3-6.

IX. Round-up

Chant 'I've got a mum'.

Lesson 5. HAVE YOU GOT A SISTER?

Aim To form grammatical habits of speaking	New language / Pronunciation and phonics Have you got <i>a sister</i> ? - Yes, I have. / No, I haven't. Rising intonation of questions Vv [v], Ww [w]
You will need 2 sets of family members Toys or objects which pupils know Your family photos	Classroom language Ask questions. What happened? Act out. Tick or cross.

I. Warm-up

Show pictures of family members, animals and things which children know (*dog, cat, apple, etc.*), and Ps say if they have or don't have them. P: *I haven't got a dog. I've got a cat.* Etc.

II. Checking homework

III. Grammar presentation

Presentation

Call out a pupil and give him/her a toy so that other pupils can't see it. Ask questions: *Have you got a lemon? Have you got an elephant?* The pupil can answer 'Yes, I have.' or 'No, I haven't.'

Checking understanding

Ask what your talk is about. Help Ps understand the Russian equivalent '*У тебя есть ...?*'

Pronunciation

Practise the intonation of the questions. Ask Ps to help themselves with their hands raising them slowly when their voice goes up.

T: *Have you got a dog?*

IV. Practice

Call out a pupil and encourage the class to ask him/her question. T: *Ask questions.* Then divide Ps into pairs and appoint them A's and B's. A's come to you and get an object. They hide the object behind their back. Their partners, B's, try to guess the object by asking questions: *Have you got a ...?*

Personalized practice

Ask Ps about their relatives. T: *Have you got a sister? What's her name? Have you got a brother/ a granny?*

Now ask Ps if they would like to know about your family. Take a photo of one member of your family and hold it so that the Ps do not see it. Let pupils guess who you have got in the photo by asking questions: *Have you got a mum?*

Guessing game (Optional)

Take some flashcards with relatives. Tell Ps to split into pairs. Give each pupil one of the pictures. Each pupil guesses which flashcard his / her partner has by asking: *Have you got a sister?*

Chant. PB, ex. 1

(A)

T: *Listen and answer. Who has she got?*

(B)

Tapescript in PB

Ps answer the pre-listening question.

(C)

Ps learn the chant by saying questions and answers: the teacher asks questions, the class give answers; then they change roles. After that divide the class into 2 groups ('Questions' and 'Answers') and manage them using gestures. Then set practice in pairs.

Story. PB, ex. 2a

(A)

T: *Open your books. Look at the pictures. Is Liz happy (mime the word 'happy' and smile) or is she sad? (mime the word 'sad'). What happened? Что случилось? Why is Liz crying?*

(B)

Ps listen and say what happened.

Tapescript in PB

Ask if Ps understood what happened to Liz. Have they ever been lost?

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PB, ex. 2b

Ps listen again and repeat line by line.

Ps work in pairs. T: *Act out. You're Liz. You're a policewoman or a policeman.*

Role play. PB, ex. 3

Discuss the situation with Ps: the boy is lost. Elicit the questions which a policeman could be asking. Play the boy yourself and get Ps ask you questions. Play the cassette. Then Ps roleplay the situation in pairs.

V. Moving activity ('Matching pairs')

You will need two identical sets of flashcards with members of the same family. Give the pictures to Ps and ask them to find a partner who has the same member of the family.

P1 (to P2): *Have you got a sister?* P2: *No, I haven't.* P1 (to P3): *Have you got a sister?* P3: *Yes, I have.*

VI. Workbook activity

Ex. 1

Ⓐ

Explain that Mr Compy is asking Susie and Rose about their families. Demonstrate on the board what to do by drawing a grid and ticking / crossing in it. T: *Listen and tick or cross.*

Ⓑ

Tapescript

Mr. Compy: *Susie, have you got a mum?*

Susie: *Yes, I have.*

Mr Compy: *Have you got a dad?*

Susie: *No, I haven't.*

Mr Compy: *Have you got a sister?*

Susie: *Yes, I have.*

Mr Compy: *Have you got a brother?*

Susie: *No, I haven't.*

Mr Compy: *Have you got a granny or a grandad?*

Susie: *No, I haven't.*

Mr Compy: *Hi, Rose.*

Rose: *Hello, Mr. Compy.*

Mr. Compy: *Rose, have you got a mum?*

Rose: *Yes, I have.*

Mr Compy: *Have you got a dad?*

Rose: *Yes, I have.*

Mr Compy: *Have you got a sister?*

Rose: *Yes, I have.*

Mr Compy: *Have you got a brother?*

Rose: *Yes, I have.*

Mr Compy: *Have you got a granny or a grandad?*

Rose: *I've got a granny but I haven't got a grandad.*

Check pupils' answers.

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Pupils speak for the characters.

T: *You're Susie. Speak about your family.* P: *I've got a mum, etc.*

VII. Learning to read

Letters and sounds. PB, ex. 4

Revise the alphabet, the previous letters and then introduce the new ones: Vv, Ww.

Tapescript

V - vase - [v].

W - window - [w].

Reading words. PB, ex. 5

Writing letters. PB, ex. 6

WB, ex. 2, 3

VIII. Homework

WB, ex. 4–6.

IX. Round-up

Organize chain practice. P1: *Have you got a dog?* P2: *No, I haven't. Have you got a sister?* P3: *Yes, I have.* Etc.

Lesson 6. HOW'S YOUR MUM?

Aim To form grammatical habits of speaking	New language / Pronunciation and phonics He, she. How's your mum? – She's fine. How's your dad? – He's fine. [h], [ʃ] Xx [eks], Yy [j] [aɪ] [ɪ], Zz [ks]
You will need Pens and pencils	Classroom language Are you ready? Clap your hands. Listen and number.

I. Warm-up

T: *Hello! How are you?* Ps: *I'm fine, thanks.* Encourage pupils to ask you. Answer: *I'm very well* (show with a gesture). Teach them to say *I'm very well*. Tell pupils to ask each other how they are in pairs.

T: *Are you ready for the lesson? Вы готовы к уроку? Have you got a pen / a pencil / the Pupil's Book / the Workbook? Good!*

II. Checking homework

III. Grammar presentation

Presentation

Pointing to the children, say 'a boy', 'a girl', etc. Count how many boys there are in class, then how many girls. Then point

to a boy again and say: *he*. Then point to a girl and say: *she*. Check understanding.

Give Ps some time to think and explain what these words mean ('он', 'она').

Pronunciation

Practise the pronunciation of 'he' and 'she' by pointing to boys and girls and encouraging Ps to repeat. The sound [h] 'blows on the mirror'. Point to a girl, elicit 'she'. The sound [ʃ] is softer than in Russian.

IV. Practice

Chant. PB, ex. 1

(A)

T: *Сейчас мы научимся спрашивать «Как дела?» про ваших родственников.* Show flashcards of family members and ask pupils to say 'he' or 'she'.

T: *Open your Pupil's Book, exercise 1. Look at the little faces (p. 27–28) and guess. Что говорит первый смайлик? Help Ps with the same gesture you first used saying I'm very well.*

T: *Что говорит второй смайлик? I'm not very well.*

T: *Listen to the chant and answer. Про кого спрашивают? Как они себя чувствуют?*

(B)

Tapescript in PB

Ps answer the pre-listening question. Explain what 'Oh, I'm sorry' means. T: *Listen and repeat. Clap your hands.*

(C)

Now ask them to listen to the chant again and answer each question themselves. Then ask Ps: *How's your mum? How's your dad?* Etc.


Grammar secret. PB, ex. 2

Ps look at the pictures and say the pronouns together.

PB, ex. 3

PB, ex. 4a

Ps work in pairs. They play a guessing game. P1 chooses a picture. P2 asks him/her questions to guess the name of the child in the picture.

 **PB, ex. 4b**

Ted phones different Ps. Demonstrate the first conversation, playing the cassette. Then play the role of Ted and ask a strong pupil to play Ann. Then set the task for pair work.

V. Moving activity

Give out the letters of the alphabet to different Ps and ask them to stand up and put up the cards with letters as they hear them.

VI. Workbook activity

 **Ex. 1**

(A)

Ask pupils who they can see in the pictures. T: *Listen and number. Which family?*

(B)

T: *Listen and number.* Ps listen and do the task.

Tapescript

1

Mr Compy: *Nick, hello!*

Boy 1: *Hello, Mr Compy!*

Mr Compy: *How are you, Nick?*

Boy 1: *I'm fine, thanks.*

Mr Compy: *How's your mum?*

Boy 1: *She's very well. Thanks.*

Mr Compy: *How's your sister?*

Boy 1: *She's fine. Thanks, Mr Compy.*

Mr Compy: *How's your dad?*

Boy 1: *He's very well, thank you. And how are you, Mr Compy?*

Mr Compy: *I'm fine, thanks, Nick.*

2

Mr Compy: *Hello, Jack. It's Mr Compy.*

Boy 2: *Hello, Mr Compy!*

Mr Compy: *How are you?*

Boy 2: *Very well, thank you.*

Mr Compy: *How's your mum?*

Boy 2: *She's fine, thanks.*

Mr Compy: *How's your dad?*

Boy 2: *He's very well.*

Mr Compy: *How's your granny?*

Boy 2: *She's not very well.*

Mr Compy: *Oh! I'm sorry!*

3

Mr Compy: *Hello, Nelly.*

Girl: *Oh, Mr Compy! Hello! How are you?*

Mr Compy: *Very well, Nelly, thank you. How's your mum?*

Girl: *She's fine, thanks.*

Mr Compy: *How's your dad?*

Girl: *He's very well. Thank you.*

Mr Compy: *How's your grandad?*

Girl: *He's OK, thanks.*


Check Ps' answers.

Key: Number 1 – picture 2; number 2 – picture 1; number 3 – picture 3.

(C)

Ps act out the conversation in pairs.

VII. Learning to read

 **Letters and sounds. PB, ex. 5**

Revise the alphabet, the previous letters and then introduce the last ones: Xx, Yy, Zz.

Tapescript

X – fox – [ks],

Y – yellow – [j],

Y - fly - [aɪ],
Y - baby - [ɪ],
Z - zebra - [z].


Reading words. PB, ex. 6

Writing letters. PB, ex. 7

VIII. Homework

WB, ex. 2-5.

IX. Round-up

 The Alphabet song.

Lesson 7. PETER'S FAMILY

Aim	New language / Pronunciation and phonics
To develop listening and speaking skills	The alphabet Aa - Zz Letters and their sounds
You will need	Classroom language
A dice for each pair of pupils, a counter for each pupil A red and a blue pencil for each pupil Flashcards (family, colours, numbers, letters)	Throw a dice. Make steps. Say the letter/the word/the sound.

I. Warm-up

T: *Hello! How are you? Are you ready?*

Songs and chants of this unit.

II. Checking homework

III. Listening and speaking

 PB, ex. 1a

Ⓐ

Ps look at the pictures and name the members of Peter's and Susie's families.

Ⓑ

T: *Listen and guess. Who's speaking - Peter or Susie?*

Tapescript

Peter: I've got a big family. I've got a mum and a dad, a granny and a grandad, a brother and a sister. I love them very much!

Ⓒ

Check Ps' answers.

Memory game. PB, ex. 1b


Ps close their PBs and speak for Peter and Susie.

IV. Workbook activity

Ex. 1

T: *Tick or cross about your family and how they are.* When pupils finish that, ask them to speak in pairs following the models in their PBs (ex. 3, p. 28).

V. Letters and sounds

 PB, ex. 2

Play the 'Letters and sounds' chant, ask pupils to point to the letters.

Tapescript

A - acorn - [eɪ], B - bus - [b],
A - apple - [æ], C - cinema - [s],

C - cat - [k],	O - orange - [ɒ],
D - dog - [d],	P - pig - [p],
E - Egypt - [i:],	Q - queen - [kw],
E - elephant - [e],	R - rocket - [r],
F - frog - [f],	S - snake - [s],
G - giraffe - [dʒ],	T - telephone - [t],
G - girl - [g],	U - uniform - [ju:],
H - horse - [h],	U - umbrella - [ʌ],
I - ice-cream - [aɪ],	V - vase - [v],
I - igloo - [ɪ],	W - window - [w],
J - jam - [dʒ],	X - fox - [ks],
K - kangaroo - [k],	Y - yellow - [j],
L - lemon - [l],	Y - fly - [aɪ],
M - mouse - [m],	Y - baby - [ɪ],
N - nut - [n],	Z - zebra - [z].
O - oval - [əʊ],	

Play it again. Ask pupils to stand up, chant the letters and sounds and clap their hands.

Vowels and consonants (Optional)

Ask Ps why the letters are red and blue. Elicit that the vowels are red and the consonants are blue. Draw their attention to the fact that all the vowels correspond to more than one sound. Go through the list of consonants together. Ask Ps if they remember which consonant correspond to more than one sound.


WB, ex. 2

Ps circle the vowels red and the consonants blue.

VI. Homework

WB, ex. 3.

VII. Round-up

 The 'Alphabet' song.

UNIT 3. PEOPLE AROUND ME

By the end of this unit pupils will be able to

- ask for and give information about a family
- ask and give other people's names
- ask and answer the question 'Where are you from?'
- describe appearance
- read family words, colours, numbers, countries, texts with the words

Vocabulary	Structures
My, his, her, your Africa, America, Belarus, Britain Mouth, nose, eyes, ears, hair Long, short, big, little Fair (hair) Baby, friend	This is <i>my mum</i> . <i>My name's Liz</i> . Where are you from? - I'm from <i>Belarus</i> . I've got <i>fair</i> hair. I've got <i>grey</i> eyes. He's got <i>short black</i> hair. She's got <i>big blue</i> eyes.

Lesson 1. THIS IS MY FAMILY

Aim	New language / Pronunciation and phonics
To form grammatical habits of speaking	This is <i>my mum</i> . A baby [ð], [r] th = [ð], r = [r]
You will need	Classroom language
Flashcards of family A blindfold	Read together. Answer the question. How many sounds/letters are there in this word? Listen and number.

I. Warm-up

Revise the 'Letters and Sounds' chant.

II. Grammar presentation

Presentation

Say that today Mike will visit Liz's family. Ask Ps if they remember Liz's family members. Show the flashcards as Ps