

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

name the people, arrange them on the board. Take the flashcard of Liz and say that she wants to introduce her family. Disguise your voice to sound like Liz and say, pointing with your hand: *This is my mum. This is a baby.* Etc.

Checking understanding

T: *What does she say?* Ps: *Это моя мама.*

Pronunciation


T: [ð], [ð], [ð], *this*. Ps repeat. T: [r], [r], [r], *brother, granny, grandad*. Ps repeat.

Ps learn to say the sentences: *this, this is, this is my mum, etc.* Practise the words and phrases in chorus and individually.

Sight reading

Picture dictionary. PB, ex. 1

III. Practice

 Story. PB, ex. 2a

Ⓐ

Mike is visiting Liz's family. T: *This is Liz's family. Who can you see?* Elicit the answers from pupils. T: *Read the instruction.*

Ⓑ

T: *Listen and point to the pictures.*

Tapescript in PB

Check the answer to the pre-listening question.

Ⓒ

Shared reading. PB, ex. 2b

Any 'Shared reading' can finish with acting out the story as Ps have heard and read the text a lot of times. They are

ready to close their PBs and act out the story in front of the class.

IV. Moving activity ('Blind man')

One pupil is blindfolded. Other Ps greet him or her in turns: *Hello, ...* (they can disguise their voices). 'Blind man': *This is Tanya*. Ps: *Yes. / No.* When 'Blind man' guesses a pupil, he/she becomes the 'blind man'.

V. Workbook activity

 Ex. 1a

T: *Listen and number.*

Tapescript

- Number 1. This is my mum.*
- Number 2. This is my dad.*
- Number 3. This is my grandad.*
- Number 4. This is my baby sister.*
- Number 5. This is my big sister.*
- Number 6. This is my brother.*
- Number 7. This is my granny.*
- Number 8. This is my cat.*

Ex. 1b

Explain to Ps that the sentences in ex. 1b describe the pictures in ex. 1a. They read the sentences, find the corresponding picture and write its number next to the sentence.

VI. Letter secrets

PB, ex. 3a

PB, ex. 3b

WB, ex. 2

VII. Homework

PB, ex. 4; WB, ex. 3; bring family photo(s).

VIII. Round-up

T: *What's your favourite letter / chant / song?*

Lesson 2. WHAT'S HIS NAME?

Aim To form grammatical habits of speaking	New language / Pronunciation and phonics My, his, her, your My name's <i>Liz</i> . Rhythm a = [ei], a = [æ]
You will need Pictures of children with names Pupils' family photos	Classroom language Read together. How many syllables are there in this word?

I. Warm-up

Put photos/pictures of boys and girls (from old magazines), invent and write their names (any names from PB, easy to read) and stick the pictures in different places around the room. Pupils walk around and make sentences: *This is Ben. This is Jenny.* Etc. Monitor their pronunciation.

II. Checking homework

III. Grammar presentation

Presentation

T: *My name's Tatiana Ivanovna. What's your name?*

Take the pictures from the warm-up and ask: *What's his name? What's her name?* Ps can just give the names. Put two

pictures, of a boy and a girl, on the board and write the two questions with gaps: *What's ... name?* Elicit 'his' and 'her' from pupils and write them in, using coloured chalk. Ask about the class, pointing to different Ps: *What's his / her name?* Elicit the answers and write them on the board: *His name's Anton. Her name's Alina.*

Pronunciation

T: *Repeat! What; name; what's his name; what-name; what's her name.* Keep the rhythm and make sure pupils don't overstress 'his' and 'her'. Clap hands or snap fingers to help Ps with the rhythm.

IV. Practice

Show a picture and ask: *What's his name? or What's her name?* Then give out the pictures to Ps and let them ask and answer questions in pairs.

Song. PB, ex. 1

(A)

Pupils count the boys and girls in the pictures.

(B)

T: *Listen to the song. What are their names?*

Tapescript in PB

Check pupils' answers.

(C)

Shared reading

One group or pupil reads the questions and the other reads the answers. Ps sing the song.

V. Grammar secret

PB, ex. 2

Presentation

Write the pronouns 'I', 'he', 'she' and 'you' on the board, checking that Ps remember and understand them. Then elicit the corresponding possessive adjectives 'my', 'his', 'her' and 'your'. After that read the sentences from ex. 2 together with Ps.

PB, ex. 3a

Tell Ps these are members of one family. Read the names together and allow Ps to speak in turns in pairs. Example: *His name's Dave.*

PB, ex. 3b

Tell Ps that the people in ex. 3a are Pat's family (point to Pat's picture). Read the model together, taking over the role of Pat. Then Ps work in pairs.

PB, ex. 4

Ps show their family photos and present their family members. Example: *This is my mum. Her name's Lena.*

VI. Moving activity ('Secret touch')

P1 stands with his/her back to the others. P2 touches P1's shoulder and P1 guesses: *His/ her name's...* When the name is guessed, P2 stands with their back to the class and guesses.

VII. Workbook activity

Ex. 1a

Ⓐ

T: *Look at the picture. This is Tim. This is his family. Let's read their names.*

T: *Listen and match the names with the pictures.*

Ⓑ

Tapescript

Hi, I'm Tim. I've got a mum. Her name's Tanya. I've got a dad. His name's Ron. I've got a granny. Her name's Polly. This is my sister, her name's Liza. And this is my baby brother, his name's Ben.

Check Ps' answers.

Key: Liza – sister; Ron – dad; Polly – granny; Ben – baby brother; Tanya – mum.

Ⓒ

Ps write the names of the family in the boxes.

Ex. 1b

Explain to Ps that sentences in ex. 1b refer to the picture in ex. 1a. Ps look at the picture in ex. 1a and fill in the gaps. Give one example on the board. Give Ps time to write the words in the gaps. Let them check their answers in pairs. Monitor the class.

Ex. 2

Ps match the words, then check their answers in pairs and later with the whole group.

VIII. Letter secrets


PB, ex. 5a

PB, ex. 5b

IX. Homework

PB, ex. 6; WB, ex. 3, 4.

X. Round-up

 Song 'What's his name?'

Lesson 3. WHERE ARE YOU FROM?

Aim To form lexical and grammatical habits of speaking	New language / Pronunciation and phonics Africa, America, Belarus, Britain Where are you from? – I'm from <i>Belarus</i> . [r] [h] = [h], sh = [ʃ]
You will need	Classroom language
Flashcards of characters and countries A map of the world	Read the words. Read together.

I. Warm-up

Greet Ps and play a 'Snowball' game. T: *My name's Tatiana Ivanovna*. P1: *Her name's Tatiana Ivanovna. My name's Anton*. P2: *Her name's Tatiana Ivanovna. His name's Anton. My name's Dasha*. Etc.

Song 'What's his name?'

II. Checking homework

III. Vocabulary and grammar presentation

Presentation

Arrange the flashcards of the characters on the board and 'speak' to them. T: *Mr Compy, where are you from?* T (for Mr Compy): *I'm from America*. Peter, *where are you from?* T (for Peter): *I'm from Africa*. Mrs. Read, *where are you from?* T (for Mrs Read): *I'm from Britain*. T: *We're from Belarus* (жест).

Checking understanding

Ask Ps: *Что я спрашивала у героев и что они мне отвечали?*

Pronunciation

[r] – *brother, granny, grandad, America, Britain, Africa, from, where are you from?*

Practice

Show the countries on the map, and encourage Ps to repeat, recapping the countries. Give out the flashcards of characters to different Ps and demonstrate a short conversation with a confident pupil. T: *Hello, Mrs Read, where are you from?* P: *I'm from Britain*. Etc.

Sight reading

Reading the new structure. On the board write: 'Where are you from? I'm from...'. Put the flashcards of the countries at the end of the 2nd structure. Remember which character says it.

Picture dictionary. PB, ex. 1

IV. Practice

Story. PB, ex. 2a

(A)

T: *Who can you see? Nikita and Mike get acquainted (знакомятся). Read the instruction. Listen, read and answer the question.*

(B)

Ps listen and follow the text. Then they answer the pre-listening question.

Tapescript (in PB)

(C)

Shared reading. PB, ex. 2b

Roles: Mike, Nikita and Peter.

V. Grammar presentation and practice

Grammar secret. PB, ex. 3

T: *Let's read the sentences together.*

T: *Чмо зоворум Маўк?*

PB, ex. 4

Read the sentences with numbers and then with letters together with Ps. Demonstrate on the board how to do the task. Ps read individually and write the answers in their exercise-books. Check as a whole group. Ps read the matching sentences. Write the answers on the board.

PB, ex. 5

Ask one pupil to read the model. Then Ps work in pairs. They speak in turns about the children in the pictures.

VI. Moving activity

Give out slips of paper with different countries. While you clap your hands, Ps mingle around the classroom. When you stop clapping, they stop and speak to the nearest classmate. P1: *Hello, where are you from?* P2: *I'm from Britain. Where are you from?* P1: *I'm from Africa.* Then you clap again and pupils start mingling.

VII. Workbook activity

Ex. 1a

Ⓐ

Elicit the names of the book characters: *Winnie-the-Pooh, Bonifatciy, Alice, Alyonka, Mickey Mouse, Pilipka.*

T: *Listen and tick.*

Ⓑ

Tapescript

1. *Hello. My name's Alice. I'm from Britain.*
2. *Hi! I'm Bonifatciy. I'm from Africa. I love Africa.*
3. *Hello! My name's Winnie-the-Pooh. I'm from Britain.*
4. *Hello! I'm Alyonka. I'm from Belarus.*
5. *Hi! I'm Mickey Mouse. I'm from America.*
6. *Hello! I'm Pilipka. I'm from Belarus.*

Ⓒ

Check Ps' answers. Example: 1. *His name's Winnie-the-Pooh. He's from Britain.*

Ex. 1b

Use the clues in ex. 1a and complete the sentences

Explain to Ps that the numbers of the sentences correspond to the pictures in ex. 1a.

VIII. Letter secrets

PB, ex. 6a

PB, ex. 6b

WB, ex. 2

Pupils listen to the teacher and complete the gaps: *he, she, Sasha, hello, Pasha, her.*

IX. Homework

PB, ex. 7; WB, ex. 3.

X. Round-up

T: *Who's your favourite character? Where's he from?*

Lesson 4. LOOK AT ME!

Aim To form lexical habits of speaking	New language / Pronunciation and phonics A mouth, a nose, eyes, ears, hair; long, short, big, little [z] [ɪ] [θ] i = [aɪ], i = [ɪ]
You will need Flashcards of parts of the body Cards (name, age, country) for every pupil	Classroom language Draw. Touch your <i>nose</i> . Jump. Run. Hands up. Hands down. Swim. Fly.

I. Warm-up

Give out cards (name, age and country) to every pupil and tell Ps that this information is their new image. Elicit the questions: *What's your name? How old are you? Where are you from?* Do the mingling activity when all Ps move around the classroom and speak in open pairs about their 'new image'.

II. Checking homework

III. Vocabulary presentation

Presentation

Draw a picture, recapping the words. T: *I'm going to draw a picture of my mum. She's got brown eyes, big eyes, a little nose, a mouth, a little mouth, two ears, brown hair, long hair. She's beautiful.*

Checking understanding

Ask pupils to take paper, listen to you and draw a face. T: *Draw 2 eyes, a long nose, two big ears, long hair, a big mouth. Etc.*

Pronunciation

[z] – eyes, ears, nose; [ɪ] – big, little, [θ] – thank you, mouth.


Practice

Ps practise in pairs. P1: *Point to the nose*. Their partners point on their pictures.

Sight reading

Picture dictionary. PB, ex. 1

IV. Practice

 Rhyme. PB, ex. 2.

Ⓐ

Ps look at the picture and describe Rose.

T: *Listen and point.*

Ⓑ

Tapescript in PB

Ⓒ

T: *Let's read together.*

Write the rhyme on the board and gradually clean all the words. Ps say the rhyme, touching eyes, ears, etc.

 Story. PB, ex. 3a

Ⓐ

Introduce the situation. Little Nikki, Liz's little sister, is looking in the mirror. It's a magic mirror.

T: *Is Nikki beautiful?*

Ⓑ

Tapescript in PB

©

Shared reading. PB, ex. 3b

Ps read the text in pairs in turn.

PB, ex. 4a

Read the names of the characters together. Ps read the description and guess the character.

Key: Jerry.

PB, ex. 4b

Read the model together; demonstrate the game with a confident pupil. Set the class for pairwork.

V. Moving activity

T: *Touch your nose. Touch your ears. Jump. Touch your eyes. Touch your hair. Run. Hands up. Hands down. Touch your mouth. Fly. Swim.* Then a confident pupil can take over, or Ps can continue to give instructions in pairs.

VI. Workbook activity

Ex. 1a

Ⓐ

Discuss with Ps what there is in the pictures: big eyes, little eyes, big ears, etc.

Ⓑ

T: *Listen and tick.*

Tapescript

1. *Hi, I'm Alyonka. I've got big eyes.*
2. *Hello, I'm Dumbo. I've got big ears.*
3. *Hi, I'm Bonifaciy. I've got short hair.*
4. *Hello, I'm Pilipka. I've got a little nose.*
5. *Hello, I'm Mickey Mouse. I've got a little mouth.*
6. *Hello, I'm Shrek. I've got little eyes.*

Check Ps' answers.

©

Ex. 1b

VII. Letter secrets

PB, ex. 5a

PB, ex. 5b

Read the words together and set up the exercise for pair practice. Monitor the class.

VIII. Homework

PB, ex. 6 (Key: I'm Rose. I've got *little* eyes. I've got *big* ears. I've got a *little* mouth. I've got a *long* nose. I've got *short* grey hair.); WB, ex 2, 3. Bring coloured pencils.

IX. Round-up

T: *I've got blue eyes and long hair. And you?*

Lesson 5. HE'S GOT PURPLE HAIR!

Aim To form lexical and grammatical habits of speaking	New language / Pronunciation and phonics He's got <i>black</i> hair. She's got <i>blue</i> eyes. Fair (hair) Rhythm and sentence stress
You will need Flashcards for sight reading Pictures of people with hair and eyes of different colour Pupils will need Coloured pencils	Classroom language Close your eyes. Open your eyes. Speak about <i>Dasha</i> . Listen and colour.

I. Warm-up

Rhyme 'Two little eyes'.

II. Checking homework

III. Vocabulary and grammar presentation and practice

Presentation

Introduce *fair hair*. Point to several Ps who have fair hair and say: *He's got fair hair. He's got fair hair. I've got brown hair.*

Arrange pictures of 3–5 men/boys and 3–5 women/girls on the board and write numbers next to them. Describe a man and ask pupils to tell you the number. Then elicit the sentences: *He's got fair hair. He's got brown eyes.* Write on the board: *He's got ... hair. He's got ... eyes.* Ask Ps to think of more words to fit the gaps. Repeat the procedure with a woman and write: *She's got ... hair. She's got ... eyes.*

Checking understanding

Ask pupils to translate the word 'fair' into Russian.

Pronunciation

Pronounce the target sentences one by one and ask Ps to give you the stressed words. Mark the stress over the stressed words (*black – hair, brown – eyes*). Practise in chorus and individually, clapping hands or snapping fingers to help with the rhythm.

Sight reading

Picture dictionary. PB, ex. 1

IV. Practice

PB, ex. 2

Ps work in pairs. They describe themselves in turns. Example: *I've got fair hair. I've got blue eyes.*

Guessing game

Ps work in pairs. P1 describes one of the pictures on the board which the teacher has brought; P2 guesses the picture and says the number.

Story. PB, ex. 3a

(A)

Introduce the situation. Liz and Mike go for a walk and see a circus. T: *What colour is the man's hair? What colour are his eyes?* (pictures 3–6)

T: *Listen and answer the question: Who do Mike and Liz see?*

(B)

Tapescript in PB

Check the answer to the question.

(C)

Shared reading. PB, ex. 3b

Divide Ps into three groups: Mike, Liz, the clown. Read the story together. Make your voice emotional and keep the English rhythm.

Then Ps read the text in groups of three.

Grammar secret. PB, ex. 4

Read the sentences together with Ps. Draw Ps' attention to the differences between *I've got ...* and *She's got ... / He's got ...*

PB, ex. 5a

Ps look at the pictures and read the clown's names. Ask: *Who's got a big mouth?* Ps: *Bim and Wilda.* T: *Who's got green hair?* Ps: *Bom.* Etc.

Then Ps read the description and guess the clown.

Key: Bim.

Guessing game. PB, ex. 5b

Demonstrate the game by reading the model and pointing to the parts of the clown's body as you read. Set the class for pair work. P1 chooses a clown and describes him/her; P2 guesses the clown.

V. Moving activity

Ps walk around and look at each other. When you say 'Stop', they stand in a circle. T: *Close your eyes. Tanya, speak about Dasha. Tanya: She's got fair hair. She's got brown eyes. Etc.* Then Ps open their eyes and look at each other.

VI. Workbook activity

Ex. 1a

(A)

T: *How many boys? How many girls?* T: *Listen and colour.*

(B)

Ps listen and colour the pictures of the children.

Tapescript

1

He's got brown eyes. He's got fair hair.

2

She's got brown hair. She's got blue eyes.

3

He's got red hair. He's got green eyes.

(C)

Check Ps' answers. You can prepare beforehand a large coloured picture of the children. You can describe the children as you check the exercise, e.g. P1: *He's got brown eyes.* – Ps: *He's got brown eyes.*

Ex. 1b

Ps read the descriptions and number them in accordance with the pictures in ex. 1a.

VII. Homework

PB, ex. 6 (Ps give their own answers about their family member. They can write about any member of their family. E.g. I've got a dad. He's got short red hair. He's got brown eyes. He's got big ears. He's got a big nose and a big mouth); WB, ex. 2, 3.

VIII. Round-up

T: *I'll tell you about my mum. She's got black hair. She's got brown eyes. Speak about your mum / sister / brother.*

Lesson 6. I'VE GOT A FRIEND

Aim To develop lexical habits of speaking	New language / Pronunciation and phonics friend th = [θ], ee = [i:]
You will need Flashcards for sight reading	Classroom language Close your eyes. Open your eyes. What's missing? Complete the sentences. How many sounds? Listen and write. Listen and check.

I. Warm-up

Rhyme about Rose.

'Guess your classmate'. Describe a pupil in the group. The others guess. Let several pupils try and describe their classmates.

Count the boys and girls in your group. T: *Let's count the boys / girls.*

Elicit from pupils numbers 1–10. Ask them to count forwards and backwards. Pupils may do this in pairs.

II. Checking homework

III. Vocabulary presentation

Presentation

On the board, make a dot and write 'me'. Draw a circle around this word and write your closest relatives: *my mum, my dad, my sister, my brother*. Draw a bigger circle around the 'closest relatives' circle and write: *my granny, my grandad*. Draw a bigger circle and write the names of a couple of friends in the next circle. Point to the words in the circles and say: *This is me. This is my brother. His name's Artiom. This is my friend. His name's Boris. Etc.*

Check understanding of the word 'friend'.

Pronunciation

Play a game 'Collect the carriages' ('Собери вагончики').
T: *Say after me. I ... I've ... I've got ... I've got a friend. His ... His name's ... His name's Sasha. I've got a friend. His name's Sasha.*

IV. Practice

Ps draw similar circles and tell similar stories.

Game 'What's missing?'

Put the number flashcards on the board. Say: *Close your eyes*. When Ps close their eyes, take one flashcard off the board. Say: *Open your eyes. What's missing?* Pupils say which number has been taken off.

Sight reading

Picture dictionary. PB, ex. 1

PB, ex. 2

Ask two pupils to read the model. Ps work in pairs. They ask and answer *How old are you?* in turns.

Story. PB, ex. 3a

(A)

Introduce the situation. Lucky and Susie are talking about their families and friends.

T: *Listen and answer the question: Who's Lucky's friend?*

(B)

Tapescript in PB

(C)

Pupils answer the pre-listening question.

Shared reading. PB, ex. 3b

Roles: Lucky and Susie.

V. Moving activity

Put flashcards of difficult words on the board (colours, numbers). Ask Ps to stand in two columns. When you say a word, the first two Ps run and touch the correct word. The pupil who touches the word first, gets a point for his/her team. Then both pupils stand at the end of the column. You say the next word. The team with more points wins.

VI. Workbook activity

Ex. 1a

(A)

T: *Look at the pictures. How many children?* Ps: *Four*. T: *How many boys?* Ps: *Two*. T: *How many girls?* Ps: *Two*. T: *What's his name?* (point to Tom). Ps: *Tom. Etc.* T: *What's Tom's phone number?* Ps: *699328*. T: *Listen and write Max's, Mary's and Christine's phone numbers.*

(B)

Tapescript

1

Woman: *What's your phone number, Tom?*

Boy 1: *It's 699328.*

2

Woman: What's your phone number, Mary?

Girl 1: It's 600142.

3

Woman: What's your phone number, Max?

Boy 2: 338190.

4

Woman: What's your phone number, Christie?

Girl 2: 592841.

©

Check Ps' answers. Write the phone numbers on the board.

VII. Letter secrets

PB, ex. 4a

PB, ex. 4b

WB, ex. 2

WB, ex. 3. Bingo

VIII. Homework

PB, ex. 5 (Ps give their own answers about their friend. E.g. I've got a friend. Her name's Nastya. She's 9. She's from Belarus. She's got long fair hair. She's got big blue eyes. She's got a little nose and a little mouth. She's nice); WB, ex. 4, 5.

IX. Round-up

T: Ask me any question. (Possible Ps' questions: What's your name? Where are you from? What's your phone number? How are you? How old are you?)

Lesson 7. MEET MY FAMILY

Aim To develop reading and speaking skills	New language / Pronunciation and phonics
You will need Flashcards of vocabulary Coloured pencils Children's family photos from magazines Paper, glue, scissors	Classroom language Clap your hands. Snap your fingers. Stamp your feet. Read and find the pictures. Stick the pictures.

I. Warm-up

Sight reading of the vocabulary of the unit.

Ps work in pairs. Distribute the flashcards so that each pair gets 4-5 cards. One of the partners is 'a teacher', showing the cards, and the other one is a pupil, reading the words. Monitor the pairs and give them new sets of words as the pairs finish. Encourage Ps to change their roles.

II. Checking homework

III. Project introduction

PB, ex. 1a

Ⓐ

T: Look at the pictures. This is Tanya. This is her family. Let's count Tanya's family. Ps: One, two, ... five. T: Look at Tanya. Speak about her hair and her eyes. Ps: She's got brown hair and brown eyes. Etc.

T: Read the instructions.

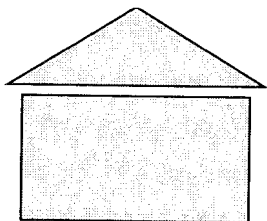
Ⓑ

Ps read and answer the question, then check it with the group.

Ⓒ

Ask Ps more questions about the text: Who's Melissa? How old is Sonya? Who's Oliver? How old is Danny? Who's funny? Who's got brown eyes / fair hair?

PB, ex. 1b



- Explain in L1 that pupils are going to make a project 'My family'. They will make such 'houses' for their families and prepare a story about their family. Ps take a sheet of cardboard and cut out a silhouette of a house.
- They take some family photos and stick them inside the 'house' with the help of scotch or glue. If your Ps cannot use photos, they may draw pictures of their families and stick them to the cardboard. If Ps want, they may draw flowers, toys, ornaments on the 'house'. They prepare a story to present, similar to the story in ex. 1a.
- It is a very good idea to show Ps someone's complete 'family house' to help them understand what they are expected to do.
- Assist children in planning and writing. Writing can be done in pencil so that it can be easily corrected.

IV. Moving activity

T: *Stand up. Jump three times. Clap your hands five times. Snap your fingers seven times. Stamp your feet six times. Etc.*

V. Workbook activity

Ex. 2

Ⓐ

Tell Ps they need to illustrate the story with the pictures that they can get at the back of their WBs.

Ⓑ

T: *Read and find the pictures. Stick the pictures.*

Ps work individually. Monitor the class.

Ⓒ

When Ps finish, read the story in pairs and together.

VI. Homework

PB, ex. 1b.

VII. Round-up

T: *What do you remember about Tanya's family?* Note: Tanya is a girl from PB, ex. 1a.

Ideas for project presentation

For project presentations use WB, ex. 1.

When one pupil speaks, all the other Ps listen to him/her and tick or cross the boxes about his/her family. When everyone finishes, ask the class:

Who has the smallest family? У кого самая маленькая семья?

Who has the biggest family? У кого самая большая семья?

Who has two sisters / brothers / grannies / granddads? Etc.