

VI. Round-up

The team that 'got home' first in the board game is allowed to choose a chant, a song or a game for the whole class.

Ideas for project presentation

- Ps show their baskets and tell their riddles one by one. When the class guess the riddles, the basket and flashcards of the foods, described in the riddles, go onto the board.
- When everybody has presented their riddles and baskets, you can count the foods and say what you've got for the picnic. Write one example on the board: *We've got twelve apples.*

UNIT 6. MY HOME

By the end of this unit pupils will be able to

- identify furniture
- describe a room / house / classroom
- describe location of things and furniture

Vocabulary

A house, a table, a bookcase, a chair, a bed,
a sofa, a carpet, an armchair
A mirror, a lamp, a computer, a TV
A window, a door, the floor

Structures

Where's *the computer*?
In, on, under

Lesson 1. LIZ HAS GOT A NEW HOUSE

Aim

To form lexical and grammatical habits of speaking

New language / Pronunciation and phonics

A house, a table, a bookcase, a chair, a bed,
a sofa, a carpet, an armchair
ar = [ɑ:]

You will need

Flashcards of furniture
Flashcards of characters

Classroom language

How do you spell it?
Go to the board.

I. Warm-up

Put the flashcards of characters on the board and ask Ps: *What's his/ her name? Where's he/ she from? How old is he/ she? What does Mrs Read like to eat? What does she like to drink? What has Peter got? (cafe)*

II. Vocabulary presentation

Presentation

T: *Peter's got a cafe. And he's got a house, but he hasn't got any furniture in his house.* Draw a big house on the board and take flashcards of furniture one by one and stick them inside

the house. T: *Now he's got a table, a chair, a bookcase, a bed, a sofa, a carpet and an armchair. What colour is his table/sofa? Etc. Is it big or little? Do you like it?*

Checking understanding

Place the flashcards on the board and write numbers under them. T: *A sofa.* – Ps: *Number 3.*

Pronunciation

Pay attention to the long sound [a:] – *pasta, tomato, dance, carpet, armchair.*

Play the 'Echo' game to pronounce the new words.

Sight reading

Picture dictionary. PB, ex. 1

III. Practice

Chant 'What's this?' PB, ex. 2

Write the question *What's this?* and the beginning of the answer *It's a ...* on the board above the flashcards. Read the question and the answer, pointing to one of the flashcards.

T: *Listen to the chant and look at the pictures (exercise 1). Tap the rhythm on the desk.*

Tapescript in PB

Shared reading

Roles: group 1(P1) – questions, group 2 (P2) – answers.
Children say the chant together.

Story. PB, ex. 3

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PB, ex. 3a

Explain that Liz is moving into a new house. T: *Look at the pictures. Who can you see? What can you see? What colour is the sofa? Etc. Read the instruction.*

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Ps listen and say what happened to the children.

Tapescript in PB

Ⓒ

Shared reading. PB, ex. 3b

3 groups: Liz, Mike, dad. Children read in groups of three.

PB, ex. 3c

Ps play a memory game. P1 closes the book and speaks. P2 checks. First Ps read the model.

IV. Moving activity ('Jump the river')

Write 'a' and 'an' on different sides of the board. Put a string in the middle of the room. Children stand with their legs on different sides of the string. As you say words (furniture and food) children jump to the left or to the right, depending on which article is used with this word.

V. Workbook activity

Ex. 3a-c

After Ps have matched the words with pictures individually (ex. 3a), they work in pairs following the model (ex. 3b). In ex. 3c they find and circle the same words as in ex. 3a.

VI. Letter secrets

PB, ex. 4

PB, ex. 5

First remember that the letter Aa is also read [æ] and [eɪ]. Then pupils read the words in pairs and check as a whole group.

VII. Homework

PB, ex. 6; WB, ex. 1, 2.

VIII. Round-up

T: *Have you got a table/ a bed/ a bookcase in your room?*

Lesson 2. MY ROOM

Aims To form lexical and grammatical habits of speaking	New language / Pronunciation and phonics A mirror, a lamp, a computer, a TV er = [ə], or = [ə]
You will need Flashcards of furniture	Classroom language Ask me. How do you spell it? What's the last sound?

I. Warm-up

 Chant 'What's this?'

T: *Have you got a big table in your room? What colour is your sofa? Etc.*

II. Checking homework

III. Vocabulary presentation

Presentation

Draw Peter's house again and elicit the furniture. Say that Peter wants to buy new things. T: *a mirror, a lamp, a computer, a TV. Is it a big mirror? Do you like his lamp? Have you got a computer at home? Is your TV big?*

Checking understanding

Give out the flashcards of furniture to some Ps. T: *Go to the board. Who's got a mirror?* Write on the board: *Vova's got it.* Point to the example on the board. Ps: *Vova's got it.*

Pronunciation

Pay attention to the sound [æ] – *dad, cat, carrot, apple, lamp.*

Play the 'Echo' game to pronounce the new words.

Sight reading

Picture dictionary. PB, ex. 1.

IV. Practice

 WB, ex. 2a

T: *Look at the picture. Who can you see? How many boys? How many girls? Read their names!* T: *What can you see?*

T: *Listen and match the children to the items of furniture they've got.*

Tapescript

1

Peter: Have you got a table, Liz?

Liz: No, I haven't.

Peter: Have you got a mirror?

Liz: Yes, I have.

Peter: What colour?

Liz: Blue.

2

Peter: Have you got a sofa, Mike?

Mike: No, I haven't.

Peter: Have you got an armchair?

Mike: Yes, I have.

Peter: What colour?

Mike: Red.

3

Peter: Have you got a mirror, Jessica?

Jessica: No, I haven't.

Peter: Have you got a lamp?

Jessica: Yes, I have.

Peter: What colour?

Jessica: Green.

4

Peter: Have you got a computer, Steve?

Steve: No, I haven't.

Peter: Have you got a bookcase?

Steve: Yes, I have.

Peter: What colour?

Steve: Brown.

5

Peter: Have you got a carpet, Alla?

Alla: No, I haven't.

Peter: Have you got a TV?

Alla: Yes, I have.

Peter: What colour?

Alla: Black.

Check the task as a whole group.

Key: 1 – a mirror, 2 – an armchair, 3 – a lamp, 4 – a bookcase,
5 – a TV.

V. Speaking

PB, ex. 2

Ask Ps to look at the four pictures and name the furniture in them, e.g. *a purple chair, a green lamp*, etc. Read model 1 as a whole group, and then set the task for pair work.

PB, ex. 3

Children describe their classroom.

VI. Moving activity

Ps stand in a circle with P1 in the centre with closed eyes. Give a flashcard of a lamp / computer, etc. to one of Ps in the

circle. P1: *Have you got a computer?* When P1 finds the flashcard, he / she stands in the circle.

VII. Workbook activity

Ex. 3a

Ps tick or cross the grid about their room.

Ex. 3b

Read the model with pupils before they speak to each other.

Ex. 3c

Ps read the model and report to the class, looking at the grid.

VIII. Letter secrets

PB. ex. 4

PB, ex. 5

IX. Homework

PB, ex. 6; WB, ex. 1, 2b.

X. Round-up

Make up a chant 'What's this?' with the new words. Use flashcards.

Lesson 3. MIKE'S ROOM

Aim To form lexical habits of speaking	New language / Pronunciation and phonics A window, a door, the floor [ɔ:]
You will need Flashcards of furniture	Classroom language Point to the floor. Clap your hands. Listen and write the number of the room. Let's check the answers.

I. Warm-up

Play a guessing game with Ps. Say the rhyme:

One, two, three. What can I see?

Something in the room beginning with T.

Ps: *Table. Etc.*

II. Checking homework

III. Vocabulary presentation

Presentation

Introduce the new vocabulary showing to the **door**, **floor** and **window** in the classroom. T: *What colour is the door? Count the windows. What colour are the windows? What colour is the floor?*

Checking understanding

T: *Stand up! Point to the window. Point to the floor. Point to the door.*

T: *Turn around quickly (gesture). Point to the floor. Point to the window. Etc.*

Pronunciation

Pay attention to the long sound [ɔ:] – door, floor, four, tortoise, walk.


Remember the short sound [ɒ] – sausage, water, dog, frog, coffee.

Play 'Swings' (качели). Swing your arms as you say the words. T: [ɔ:] – [ɒ], door – sausage, floor – water, four – dog, walk – frog, tortoise – coffee.

Sight reading

Picture dictionary. PB, ex. 1

IV. Practice

 Song 'Point to the window'. PB, ex. 2

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First accompany the song with actions to help Ps understand it.

T: *Stand up! Listen to the song and do the actions.*

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Tapescript in PB

T: *Sit down and follow the text.*

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Shared reading

3 groups – part 1, part 2, part 3.

Ps stand up and sing the song with actions.

V. Moving activity

T: *Run to the window. Fly to the door. Jump to the table. Point to the floor. Then a child gives instructions.*

VI. Workbook activity

Ex. 1

Ps count and write the numbers individually. You may write numbers from one to five on the board.

Check it as a whole group.

Ex. 2a. Listening

T: *What can you see? Listen and write the number of the room.*

Ps listen and write the number in the box, then check it together. T: *Let's check the answers.*

Tapescript

1. *My room isn't big. I've got a white window and a white door. I've got a bed, a table, two chairs and a bookcase in my room. I haven't got a TV, but I've got a computer. I like my room.*
2. *My room is big. I've got two white windows, a blue sofa and a blue armchair, a brown table and a brown bookcase. I haven't got a TV, but I've got a computer. It's black.*
3. *My room's nice. The window is big. I've got a sofa, two armchairs, a little table and a bookcase in my room. I haven't got a computer, but I've got a TV.*

Ex. 2b

Pupils read the descriptions and write the numbers of the corresponding pictures.

Key: A – 1, B – 3, C – 2.

VII. Reading and speaking

PB, ex. 3a

Ask Ps to look at the pictures and name the furniture in them, e.g. a grey chair, a blue lamp, etc. Ps read the instruction. Set the time for reading the text. Check the pre-reading task.

Key: room 2.

PB, ex. 3b

Read the model before Ps work in pairs.

Play a snowball game with the whole group, speaking about Liz's (and Mike's) room.

VIII. Homework

PB, ex. 3c; WB, ex. 2c. Bring colour pencils.

IX. Round-up

Sing the song 'Point to the window'.

Lesson 4. PETER AND SUSIE

Aim To form lexical habits of speaking	New language In, on, under [θ]
You will need Flashcards of furniture Flashcards of characters A box, toys	Classroom language Put your books on the desk / in the bag. The lesson is over.

I. Warm-up

🎵 Song 'Point to the window'.

Arrange chain practice. T: *What can you see?* P1: *I can see a window. What can you see?* P2: *I can see 6 girls.* Etc.

II. Checking homework

III. Vocabulary presentation

Presentation

Say that Peter is naughty today and he likes flying. He is in different places. Put him on the box: *Peter is on the box, on the box, on, on the box, Peter is on the box. Peter is in the box, in the box, in, in the box, Peter is in the box. Now Peter is under the box, under the box, under, under the box, he's under the box.*

Checking understanding

Ps use a pen and a book. T: *Stand up. Take a pen and a book. Listen and do. Put the pen in the book. Under the book, on the book, on the chair, on the desk.* Etc.

Pronunciation

T: *This sound likes to tease everybody [ð] – the. Repeat! The book, on the book, The table, on the table. Under the table. On the chair. In the book.* Etc.

Picture dictionary. PB, ex. 1

IV. Practice

📖 Story. PB, ex. 2a

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T: *Look at the pictures. Where's Peter? Где Петер? Where's Susie? Ps: On the chair. In the room. Etc.*

T: *Read the instruction. Ps: Listen and point.*

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Watch the children pointing to the pictures and comment.
T: *Right! Very good! No!*

Tapescript in PB

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PB, ex. 2b

Ps read the sentences individually and write on a slip of paper their answers.

Key: 1 - D, 2 - A, 3 - B, 4 - H, 5 - G, 6 - E, 7 - I, 8 - C, 9 - F, 10 - J.

Then they practise in pairs.

Check as a whole class. Ps read the sentences about the pictures aloud. Write the key on the board.

Game. PB, ex. 3

It is necessary to set the time for the game, about three minutes for each model. The last pupil to say a sentence is the winner.

V. Moving activity

Ps stand up and follow the teacher's instructions: *Take your pen. Put it on the book! Etc.*

VI. Workbook activity

Ex. 1

Ps write the prepositions individually, then they read the sentences in pairs.

Ex. 3

Do it together.

VII. Homework

PB, ex. 4; WB, ex. 2.

VIII. Round-up

T: *Put your books in your bags. Put your pens in your bags. Etc. The lesson is over.*

Lesson 5. LIZ'S DREAM

Aim To form lexical and grammatical habits of speaking	New language / Pronunciation and phonics Where's <i>the computer</i> ? [w]
You will need Flashcards of furniture Toys (a hare, a fox, a cat, a bear)	Classroom language Where's the table? Where are the bags? Let's check.

I. Warm-up

📖 Song 'Point to the window'.

Arrange a game 'Where is it?' T: *A table. P1: On the floor. In the room. Etc.*

II. Checking homework

III. Grammar presentation

Presentation

Use flashcards and toys to present the structure. Lucky is playing in Mike's room. Put the toys in different places of the classroom, like in the song (PB, ex. 1), i.e. a hare under the chair, a fox in the box, etc. Mike (teacher) asks as if he were looking for them: *Where's my hare?* T: *Under the chair.* Etc.

Checking understanding

T: *Where's my hare? Что я спрашиваю?* Ps answer.

Pronunciation

T: *This sound opens its mouth like a fish: [w]. Repeat! Where, where's, where's my, where's my little, where's my little hair?*

Sight reading

Write the question *Where's my hare?* on the board and read it. Ask Ps to read it with you. T: *Let's read together!*

Wipe the word *hare* and use other words of pets on flashcards to complete the question. T: *Read in pairs!* Ps read the sentences in pairs, then one of them – alone.

IV. Practice

Chant. PB, ex. 1

(A)

T: *Read the instruction. Stand up! Listen and point to the toys.*

(B)

Ps listen and point to different toys.

Tapescript in PB

(C)

Shared reading

Ps practise in pairs. Then they stand up and say the chant by heart in two big groups: 1 – questions, 2 – answers.

Guessing game. PB, ex. 2

PB, ex. 2a

T: *Look at picture 1. What can you see?* – Ps: *A lamp.*

T: *Where is the lamp? Guess!* – Ps: *On the table.*

Two pupils read the model for the whole class. Then Ps play in pairs.

PB, ex. 2b

T: *Let's check. Look at the big picture. Where's the lamp?* Etc.

PB, ex. 2c

Ps read, compare the text with the picture and find mistakes.

Key: 1) a yellow sofa, not purple; 2) a blue lamp, not pink.

V. Moving activity

Play the game 'Simon says'. Use the following instructions: T: Take your book. *Put it on the chair. Simon says, fly to the door. Etc.*

VI. Workbook activity

Ex. 1. 'Hide-and-seek' game

Ps play the game in pairs. Each of the Ps chooses three animals and draws them in their picture 1 without showing to the partner. Ps have to find their partner's animals asking questions (read the model). When Ps get the answers, they draw pictures in the right places in the second picture, which is identical with the first one. When they finish, they show their workbooks to each other and compare their pictures with their partner's pictures.

Ex. 2

Ps write the words that you spell: *bookcase, mirror, window, computer, armchair.*

Ps read the words and match them to the pictures.

VII. Homework

PB, ex. 2d; WB, ex. 3.

VIII. Round-up

T: *Put your books in your bags. Put your pens in your bags. Etc.
The lesson is over.*

Lesson 6. MAGIC TOWN

Aim To develop listening, speaking, reading and writing skills	New language / Pronunciation and phonics
You will need Flashcards of furniture Paper, coloured pencils	Classroom language Read the instruction. Listen and colour. Speak about Carlson.

I. Warm-up

T: *Where's your bag? Where's your pen? Have you got a pencil?
Etc.*

Chant 'Where's my little hare?'

II. Checking homework

III. Listening and reading

PB, ex. 1a

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Children name the characters and say what they can see in their rooms. T: *Look at the pictures. We can see Robot ['rəʊbət], Thumberlina [θʌmbə'li:nə] (Дюймовочка), Teddy Bear. Repeat! What can you see in Robot's house? Etc.*

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Ps listen and say whose house it is.

Tapescript

1

Hello! My name's ... I've got a little house. I've got a red bed, a red table and three orange chairs. I like my little house.

2

Hello! My name's I've got a house. It's big. I've got a bed in my house. It's brown. I've got a grey TV, an orange desk and a yellow chair in my room. My computer is on the desk. I've got a brown bookcase. I've got many books in the bookcase. And I've got a table in my house. I like my house.

3

Hi! My name's ... I've got a house. It's big. I've got a sofa. It's blue and yellow. I've got a bookcase. It's big and brown. I've got a brown table and a blue armchair. I've got a brown bed. I've got a carpet on the floor. It's orange, brown, blue and pink. My house is nice.

Key: 1 – Teddy Bear, 2 – Robot, 3 – Thumberlina.

Ⓒ

PB, ex. 1b

Ps read the texts individually (silently).
Check the answers with the whole group.

Key: 1 – Thumberlina, 2 – Teddy Bear, 3 – Robot.

Ps read the texts to each other in pairs.

Ps answer the question: *Whose house do you like? Why?*
Write on the board the sentence: *He's got ... She's got ...*

IV. Moving activity

Chants and songs of the unit.

V. Workbook activity

Ex. 1

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T: *Look at the picture. Who can you see? What has Carlson got?*

Ps: *He's got a bed, a table. Etc.*

T: *What has he got on the table? – Ps: He's got jam and sweets on the table. What has he got on the floor? On the wall? Near the table? Ps answer as a whole group.*

T: *Read the instruction. Ps: Listen and colour.*

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Tapescript

Hello, I'm Carlson. This is my house. I've got a brown bed, a green table and two yellow chairs. I've got a blue mirror on the wall. The carpet on the floor is beautiful. It's green, yellow, blue, brown and red. And I've got sweets and jam on the table. Oh! I like them very much!

Ps listen and colour a small segment of each item of furniture.

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Ps check in pairs and finish colouring in the pictures.

T: *Read the model. Speak in pairs.*

VI. Project

PB, ex. 2

T: *Who's your favourite character? Draw a house for your favourite character. Give children paper to draw on and assist them in writing.*

VII. Homework

PB, ex. 2 – finish the project; WB, ex. 2.

VIII. Round-up

T: *What will you draw for your favourite character? Ps: A table, a TV, etc. T: What colour is the TV? Etc.*

Lesson 7. GOLDBLOCKS

Aim To develop listening, reading and speaking skills	New language / Pronunciation and phonics
You will need Masks	Classroom language Answer the questions. Act out.

I. Warm-up

Competition: who knows more funny phrases?

II. Checking homework

III. Story

PB, ex. 1a

Ⓐ

Introduce the word 'middle-sized' by comparison. Draw 3 houses: *This is a big house, this is a middle-sized house. This is a little house.* Teach Ps to pronounce the word 'middle-sized'.

T: *What can you see in picture 2 (3, 4, 5, 7)?* Pre-teach the words *a spoon, a plate.* T: *Read the words in picture 4.* Let Ps do it on their own. Then check.

Ps read the instruction. Read the questions and help Ps understand them.

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Children listen to the story and follow it in the books.

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T: *Answer the questions. What does Goldilocks see?* Ps: *A house, a table, three chairs, three plates, three spoons, three beds.*

T: *What does Goldilocks like?* Ps: *The little chair, the soup in the little plate, the little bed.*

PB, ex. 1b

Tell Ps to write numbers from 1 to 10 on a sheet of paper. They read all the sentences about the story and then write a corresponding letter opposite numbers in accordance with the sequence of events.

Key: 1 - C, 2 - E, 3 - A, 4 - D, 5 - B, 6 - H, 7 - I, 8 - F, 9 - J, 10 - G.

Read the sentences in the correct order together with pupils. It is important, because you will help pupils read the Vs-forms correctly. Pupils are not supposed to use them in answers, but they will be able to understand them.

Shared reading. PB, ex. 1c

Roles: Goldilocks, Daddy Bear, Mummy Bear, Little Bear.

PB, ex. 2

Tell the story several times, first making pauses for children to complete the sentences and eventually giving more language to Ps. T: *Help me tell the story.*

IV. Moving activity

Ps act out the story, using masks.

V. Workbook activity

Ex. 1

Play *Bingo* using flashcards.

Ex. 2a. Dictation

V. Homework

Finish projects. WB, ex. 2b, 3.

VII. Round-up

T: *Do you like Goldilocks?*

- Ideas for project presentation -

- Put up all the projects on the board.
- Choose any three and ask one of the 'authors' to speak about their project.
- Children look and guess the picture.
- Find a way to praise each project.