

Introduction

About Quick Minds

What is Quick Minds?

Quick Minds is a six-level English course for primary school. It has been developed following the curriculum for the teaching of English in Ukrainian primary schools. The syllabus covers the official curriculum and the basic competences developed in each unit have been highlighted.

A flexible approach

Quick Minds offers maximum flexibility. All six levels of *Quick Minds* have been specifically developed to cater for schools with up to three or four English sessions per week. There is flexibility to cater for all language learning environments and needs (mixed ability, regional differences and different types of schools). The course offers core lessons, plus additional lessons (skills, creativity and CLIL).

The teaching notes include advice about what to do with larger class sizes, and ideas to support the pupils learning at home (in the Home-school link box).

Clear signposting is provided in the Pupil's Book footers (indicating the lesson number and lesson objective).

The assessment and review features also offer flexibility:

- **Picture dictionary** and **Self-evaluation** in the Activity Book
- **Review sections** usually every three units
- **Unit tests** at the end of the Teacher's Book
- **Term tests** at two levels of difficulty (Standard and High) in the Teacher's Resource Book
- **Reinforcement** and **Extension worksheets** in the Teacher's Resource Book
- **Culture** section
- **I can do** section
- **Letters** section

Building solid foundations

Quick Minds 1 has been designed specifically for Ukrainian primary schools, and with the Ukrainian educational curriculum in mind so that linguistic competence develops in line with pupils' age and cognitive development. This is a syllabus that guarantees solid and progressive language acquisition, while maintaining skills balance.

The syllabus has also been developed in line with Cambridge English: Young Learners language requirements. *Quick Minds* syllabus covers:

- Cambridge English: Starters by the end of *Quick Minds 2*
- Cambridge English: Movers by the end of *Quick Minds 4*

There is a gradual approach to reading in Level 1:

- There is no reading or writing in the first stage.
- There is reading and writing at word level in the second stage.
- Reading and writing at sentence level is introduced in the third stage.

There is CLIL content in every other unit.

Expanding young minds

Quick Minds begins from the premise that the pupils are not just language learners but explorers in every aspect of their educational development. The course provides a perfect framework for children to develop their creativity and imagination in three ways:

- **Think!** The development of thinking skills underpins the course methodology and is clearly signposted in purposeful activities. These thinking skills are the building blocks of learning and the activities keep in step with the pupils' increasing maturity through the course.
- Wider thinking through the application of knowledge is encouraged by content and language integrated learning (CLIL), with topic-based material clearly linked with subjects across the curriculum.
- Games and other activities in pairs, groups or as a whole class are designed to improve pupils' memory and concentration skills.

In *Quick Minds 1*, specific activities develop a range of skills from observation to thinking skills such as memory, sequencing, categorising and deciphering codes. This whole child approach motivates pupils and helps to foster positive values. Children learn to become smart and competent. Multiple intelligences and thinking and learning skills are the essence of the basic competences approach to learning.

Kindling the imagination

From the beginning, *Quick Minds* fuels the imagination, not just through the adventures of the superhero characters in school and play contexts parallel to the pupils' own experiences, but also through specific activities. Rounding up the language and contexts of the unit, guided visualisation activities invite the pupils to relax and listen before creating the picture that they saw in their mind, and TPR (total physical response) action sequences enable them to act out a story using simple language.

Fostering positive values

Stories are a highly valuable teaching tool and in addition to the rich linguistic input that they offer, *Quick Minds* also uses stories as a vehicle for the illustration and discussion of values.

The pupils are encouraged through discussion and specific Activity Book activities to think about the deeper meaning of the stories, such as the importance of fair play, waiting your turn and helping each other.

Methodology

Themes and cross-curricular content

Each unit in *Quick Minds* is organised around a theme connected to the pupils' world. Topic-related language and concepts are presented in an integrated way, enabling pupils to learn and practise language in a unified context. Each odd unit includes one cross-curricular topic (CLIL) in two lessons in which the pupils learn about the world around them. These lessons further develop the unit themes from a different angle and provide conceptually appropriate information from a variety of subject areas, such as Art and Science. In this way *Quick Minds* helps pupils to link their English learning to their learning in other subjects.

Working with stories

The pupils meet four Super Friends with engaging super powers: Whisper can talk to animals, Misty can make herself invisible, and Thunder and Flash have superhuman strength and speed respectively. These powers enable them to take the pupils on exciting adventures through which all four language skills are practised and developed.

The scene-setting on the opening page of each unit in *Quick Minds* creates anticipation, which encourages the pupils to listen and follow the main story when they reach Lesson 5. The teaching notes suggest ways of referring back to the initial scene, offering an ideal opportunity to revise the core vocabulary before the story.

Songs and chants

As well as providing a welcome change in the class dynamic, songs are an extremely valuable part of the language-learning process at this stage for three reasons:

- The pupils will produce far more language in a song than in any other form of practice activity.
- Through songs, the pupils are producing a series of connected sentences when their spoken work may still only be at the short phrase or sentence stage.

Songs and chants provide a motivating and social way for children to learn and practise language. They help to fix new language in the child's memory and nurture musical skills associated with rhythm, melody and tone.

Creativity and personalisation



The **Create that!** pages in the Pupil's Book and the **Do that!** pages in the Activity Book (in each even unit) allow the pupils to personalise what they have learnt, thus making the learning more memorable.

These lessons bring together the topic and language of the unit in creative ways to encourage the pupils to use their imagination. Guided visualisation is followed up in the Activity Book by TPR (total physical response).

Skills development

Listening

Quick Minds 1 includes a variety of oral comprehension tasks. Pupils listen to short dialogues in familiar situations, and longer stories help develop pupils' oral comprehension. Songs, chants and phonics rhymes allow pupils to hear the new language in an enjoyable context and to become aware of different features of English pronunciation such as rhythm, stress and intonation.

Speaking

Oral skills are developed in a systematic way in *Quick Minds 1* with equal emphasis on spoken production and interaction. Spoken production is practised through activities such as playing games with the new words, reciting the chants and singing songs. In addition, pupils interact with each other to complete game-based activities.

Reading and writing

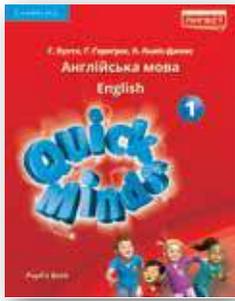
Quick Minds 1 provides a gentle introduction to reading and writing through a progressive approach. It is carefully staged and divided into the three stages of the year:

- In stage 1 (Introduction to unit 2), pupils look and draw lines and circles.
- In stage 2 (Units 3 to 5), pupils can trace and write single words.
- In stage 3 (Units 6 to 8), pupils write single words and complete single words in a sentence.

The Activity Book also provides plenty of tracing and writing activities in stages 2 and 3, supporting pupils as they develop their writing skills.



Pupil's components



Pupil's Book

The Pupil's Book contains:

- An introductory unit which introduces the characters Whisper, Thunder, Misty and Flash and presents or revises greetings, colours, classroom instructions and numbers 1–10
- Eight core units (8 pages) with an

easy-to-use single-page lesson format rounding off with **Review sections** after every three units.

Each unit offers:

- An opening scene in contemporary and attractive 3D artwork which establishes the setting of the unit story and also provides a vehicle for the presentation of core vocabulary
- A memorable chant to practise the core vocabulary
- Two grammar lessons with varied presentation and practice activities, including targeted oral production of the new language in a Grammar focus feature
- An engaging song for further language practice
- A story featuring the Super Friends characters, illustrating a different value in each unit for class discussion and leading into a phonics focus on specific sounds relevant to Ukrainian speakers
- **Think!** Activities to develop a range of thinking skills

Flexible content includes:

- **Learn and think** In every odd unit, cross-curricular **English for school** lessons, broadening the unit topic in the context of other school subjects, encouraging the pupils to learn and then apply knowledge, and offering an accessible follow-up project
- **Skills** In every even unit, **Skills pages** focusing on listening and reading skills based on the topic of the unit
- **Create that!** A **Creativity** lesson featuring a guided visualisation activity
- **Review pages** featuring a topic-based game, project or quiz



Pupil's online interactive activities

These complement the Pupil's Book and are intended for pupils to use at home. They can be accessed at publishing.linguist.ua/quickmindsapp. Offering language reinforcement and consolidation while the pupils also have fun, features include:

Offering language reinforcement and consolidation while the pupils also have fun, features include:

- Interactive games and activities
- The Pupil's Book stories brought to life with high-quality animation
- The Pupil's Book songs with karaoke versions for the pupils to record and play back their own voice
- Video activities with real-life clips



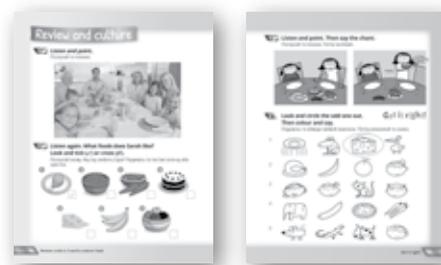
Activity Book

This reinforces the core vocabulary and grammar and consolidates the pupils' skills development by offering:

- Reading, matching and colouring puzzles, written practice at word level, listening input and opportunities for oral work

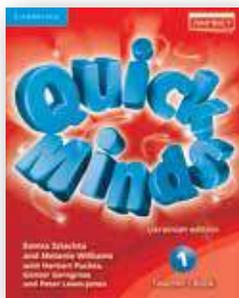
• **Values** A values activity for each unit drawn from the message in the Pupil's Book story

- **Do that!** An action sequence telling a story in simple language
- A double-page **Review section** every three units matching the Pupil's Book content. This includes a focus on **culture**, providing further reading and listening comprehension practice, and **Get it right!** to reinforce problematic linguistic areas for Spanish speakers.
- A full-colour **Picture dictionary** which guides pupils to label the core vocabulary from each unit as an additional record of learning.



- A self-evaluation section: **Super me** encourages pupils to reflect on their learning in a fun, simple way.

Teacher's components



Teacher's Book

Each page of teaching notes features the Pupil's Book and Activity Book pages and in addition:

- Detailed lesson objectives, new and recycled language, any necessary or optional materials and the basic competences that the pupils will achieve
- Clear guidance on the basic

competences and how they relate to the activities in the Pupil's Book and Activity Book

- Concise and clear instructions, tapescripts and answers for all the Pupil's Book and Activity Book activities
- Additional lesson stages:
Warm-up: ideas for beginning the lesson, recycling language from the previous lesson or presenting new language
Optional activities: reinforcement and extension activities, for which any additional materials are listed as optional in the Materials box
- **Unit tests:** after each unit, pupils' knowledge can be tested with a listening and a pre-reading/reading and writing test. The tests cover the vocabulary and language from the unit and are presented in a familiar format with illustrations and simple activities. There is one test per unit, testing all skills.

Teacher's Resource Book

This contains the following flexible photocopiable resources for each unit:

- Three **Reinforcement worksheets** for extra practice of every unit's core vocabulary and grammar
- One cross-curricular or skills **Extension worksheet**
- Teaching notes with suggestions for exploitation and optional follow-up activities
- **Term tests** at two levels of difficulty, one Standard level and the other High level. These tests assess the course content and have been prepared with the linguistic competence and the basic competences in mind.



Flashcards

The 88 picture Flashcards cover all the core vocabulary.

Activities using the Flashcards appear in the opening lessons of the units.

Class Audio CDs



The four Class CDs contain all the recorded material for the Pupil's Book and Activity Book, including the chants, songs, karaoke versions and stories. They also include the recordings for the Listening sections of the **Unit tests** provided in the Teacher's Book, and the **Term tests** provided in the Teacher's Resource Book.

The full audio to the Pupil's Book, Activity Book and Tests can be downloaded here: publishing.linguist.ua/quickmindsapp.

Tour of a unit

Quick Minds 1 begins with an introductory nineteen-page Unit in both the Pupil's Book and the Activity Book. This presents the Super Friends characters and consolidates greetings, colours, numbers 1–10 and classroom instructions. If the pupils have studied English before, this unit acts mainly as a revision focus.

There are then eight main units, each with eight lessons. There is a corresponding Activity Book page for each page of the Pupil's Book.

The material is structured in a flexible way to make it suitable for different teaching situations:

- Core Lessons 1–6 present and practise new core language, as well as including a chant, a song and a story with its follow-up activities.
- Extension Lessons 7–8 either focus on skills work together with creativity, or introduce and develop a CLIL topic.

Quick Minds offers two-three core hours (or two-three 35-45-minute lessons) of English a week over 35 weeks in a year. Lessons 1–6 in each unit provide the core material, while the skills, creativity and CLIL pages offer flexibility.



Lesson 1

Vocabulary presentation

The core vocabulary of the unit is presented and contextualised in a colourful illustration which also acts as an introductory scene-setting frame for the story later in the unit.

- The pupils first hear a line or two of dialogue from the opening of the story.
- The pupils listen and look at the picture and then listen again, this time repeating the words.
- The new words are then practised in a simple and memorable chant.
- The Activity Book offers a wide variety of practice activities, most of which are suitable for homework if necessary.

Lesson 2



Grammar 1

The first of two core grammar points in the unit is presented and practised in Lesson 2, in the topic-based context of the unit.

Occasionally, these grammar lessons use the unit stickers, which are listed in the Materials box in the teaching notes.

- In most cases, the pupils first hear or read the language and give a non-linguistic response such as numbering, ticking, circling or sticking.
- **Grammar focus** There is then a specific oral focus on the new language which can be used for presentation and discussion.
- This is followed by an opportunity to use the language, usually in a game.
- The practice activities in the Activity Book begin with more receptive tasks in the early units, building to more active production at word level. They also sometimes include listening.

Lesson 3

Song

The vocabulary and usually the first grammar point of the unit are combined in a song for pupils to join in and sing.

- The pupils first listen to the song, using the pictures to help them before joining in.
- There is then a follow-up comprehension activity.
- The next track on the CD after the song is always a karaoke version which you can use once the pupils are familiar with the song.
- The practice activities in the Activity Book are varied and sometimes require the use of the CD.



Lesson 4

Grammar 2

Lesson 4 introduces the second grammar point for the unit. The range of presentation and practice activities is similar to Lesson 2, including Grammar focus and the occasional use of stickers.

Lessons 5 and 6

These lessons feature the main story of the unit which was introduced in Lesson 1, bringing the unit context, vocabulary and structures together.



The clear and expressive illustrations invite the pupils to follow as they listen, and inspire them to act out the story with real emotion later in the lesson.

- The teacher's notes first suggest ways of reviewing the characters and the story.
- In Units 1–5, the pupils only listen to the story, which is brought off the page with clear character voices and sound effects to help them follow the action. From Unit 6 onwards, pupils listen and read.
- The **Reinforcement activity** in Lesson 5 is always a role play in groups to practise the story.
- The optional **Extension activity** in Lesson 5 is always a discussion of the value in the story, relating it to examples in pupils' own lives.
- Lesson 6 exploits the story in more depth and features a **Phonics focus** which gradually introduces basic sounds, many of which are particularly relevant to Ukrainian speakers.
- **Think!** A follow up comprehension or Think! activity encourages pupils to think about the story in more detail or check their understanding.
- The teaching notes then guide a discussion in English and L1 (the pupils' own language) of the value illustrated in the story. The pupils are encouraged to think about what the characters say and do and to reflect on what is right (or wrong) about the characters' behaviour.
- The Activity Book presents a similar situation to the value from the story, with two pictures illustrating positive and negative behaviour. The pupils circle the picture which shows the same value as the story.
- After the values discussion, the **Phonics focus** in both the Pupil's Book and the Activity Book works on specific sounds. A memorable cartoon helps the pupils visually associate the sentence with its meaning. The Teacher's Book provides additional notes on specific L1 errors to watch out for.

Lesson 7 (odd units)



This lesson offers topic-based skills work consolidating the language of the unit while developing all four language skills. The particular skills focus is clearly identified at the foot of each page.

The varied activities include:

- Speaking activities for work in pairs, groups or as a whole class
- Tasks in the style of the Cambridge English: Young Learners tests as a gentle introduction to the exam
- An opportunity to personalise the language of each unit in a drawing and writing or speaking activity



Lesson 8 (odd units)

Creativity

This lesson brings together the topic and language of the unit in creative ways to encourage the pupils to use their imagination. Guided visualisation is followed up in the Activity Book by TPR (total physical response).



Guided visualisation

- The pupils are first encouraged to put their heads on the desks, close their eyes and relax.
- They then hear a voice with soft music in the background, asking questions to fire the pupils' imagination and to encourage them to visualise in their mind.
- After the listening, the pupils draw (or make) the picture that they imagined. This activity is to encourage self-expression, so the pupils are encouraged to draw freely, with no sense of 'a right answer'.



TPR action sequences

- The corresponding Lesson 8 in the Activity Book involves TPR action sequences.
- The pupils hear a sequence of sentences telling a simple story, which they act out with simple language.
- They consolidate their learning by giving and acting out individual instructions with a friend.

Lessons 7 and 8 (even units)



CLIL



This double-page lesson introduces a topic from another area of the primary school curriculum which is related to the overall unit topic.

This is designed to encourage the pupils to learn about other subjects through English and then to demonstrate and apply that knowledge in follow-up tasks including a project.

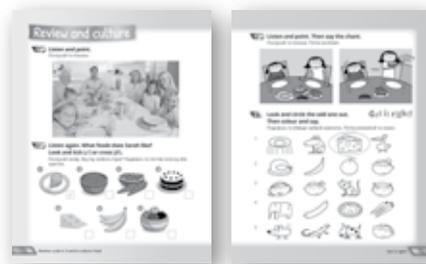
- The lesson usually introduces the topic and presents words which the pupils use actively but which are not core vocabulary.
- The pupils then have an opportunity to apply the knowledge, developing their thinking skills.
- A creative project to be done as a whole class, in groups or individually rounds off the work on the topic.
- The corresponding pages in the Activity Book consolidate the work on the topic through a wide variety of activities.

Revision



- The Pupils' Book **Review pages** usually appear after every three units. The units feature different activity types: board games to be played in small

groups encourage oral production of the language and quizzes provide revision in a fun format.



the previous three units through a variety of activities. These double-page spreads gently introduce the pupils to the concept of learning about other cultures through the audio presentation of an aspect of everyday life in an English-speaking country. The **Get it right!** section focuses on a pronunciation point in a fun chant, as well as offering pupils the opportunity to reflect on their learning through a task reviewing key vocabulary from the previous three units.

Picture dictionary and Super me



The **Picture dictionary** section at the back of the Activity Book and Pupil's Book gives the pupils the chance to review core vocabulary from the unit. This can be used at the end of a unit. In Units 1–5 there are pictures with words under them so that pupils can trace over them. This gives pupils the support they need to practise forming

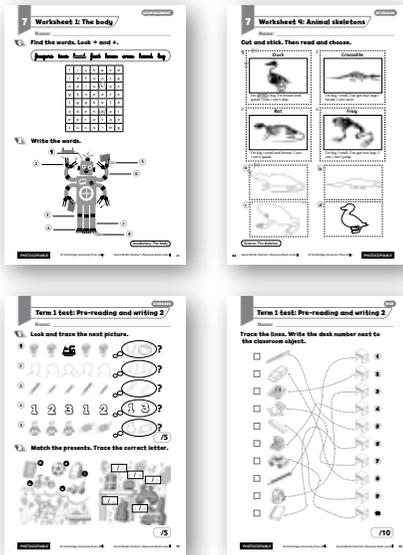
the letters. In Units 7–8 pupils match the words with the pictures and write the word independently beneath the picture.

In the **Super me** section, pupils look at part of the picture and say the word. If they can work out the word, they colour in the smiley face beneath it. This gives pupils the opportunity to evaluate their own progress.

Teaching with Quick Minds 1

Working with mixed abilities

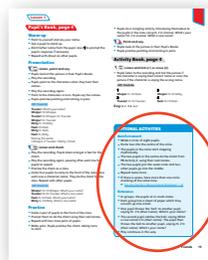
Quick Minds provides resources to cater for all abilities. The Teacher's Resource Book includes **Reinforcement** and **Extension worksheets**, as well as **Term tests** in two levels: Standard and High.



In class, you can use less demanding texts and tasks and vary the focus of the skill practised with the corresponding section of the Pupil's Book and the Activity Book. For more able pupils, you can extend the topic or personalise tasks so that pupils can read, write or speak about what they like or their personal experience. For other pupils, think about including more open-ended activities or tasks with less focus on academic achievement, such as colouring, drawing or games.

Relying on cooperative pair-work activities is also a good way of encouraging pupils of differing abilities to work together.

Every lesson in the Teacher's Book closes with an Optional activities box, offering both a **Reinforcement activity** and an **Extension activity**.

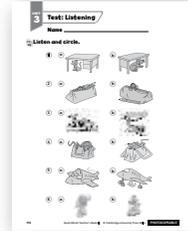


Effective use of L1

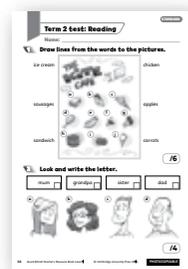
With young learners, it is helpful to establish an English-speaking environment as far as is possible. However, there are times when the use of L1 is an effective tool, for example when you need to clarify instructions, when pupils need emotional support, or when a discussion of more abstract concepts is being discussed, like the values in the stories.

Assessment

Quick Minds provides assessment tools for teachers to evaluate pupils and for pupils to self-evaluate. For teachers there are three **Review sections** in the Pupil's Book, which include quizzes, games and projects. The corresponding Activity Book pages include a **Review and culture** page and **Get it right!**



In addition, the Teacher's Book provides **Unit tests** (pages 198–215) which evaluate the core vocabulary and structures through listening, reading and simple writing activities such as sentence completion. The audio for these is on CD 4, tracks 1 to 13.



Term tests are provided at the back of the Teacher's Resource Book (pages 46–76).

For more detailed information about these tests see Teacher's Resource Book page 50. The audio for these is on CD 4 tracks 14 to 26.



For pupils, a **Picture dictionary** at the back of the Activity Book (pages 86–95) and Pupil's Book (pages 121–125) offers unit vocabulary revision, and **Super me** tests pupils' memory of the presented vocabulary, encouraging them to reflect on their learning.

Culture



The **Culture** section at the back of the Pupil's Book (pages 88 – 95) gives opportunity to focus on the culture of Ukraine as well as other countries, providing further practice of core vocabulary or introducing new words regarding the topic of the lesson. Culture lessons are developed for each unit. They include different festivals, holidays, customs, traditions

and other topics which will help students to gain a deeper understanding of national culture and the importance of national identity. Lesson plans are also designed for each Culture lesson.

I can do!



I can do! is a self-assessment section which gives pupils the chance to check their knowledge of the material they have learnt in each Unit. It is a great tool to get students to reflect upon their learning. This section is at the back of the Pupil's Book (pages 96 – 103). Teachers may include this section in the last lesson of each unit or dedicate the whole lesson for extra revision and consolidation of learnt vocabulary and grammar.

Letters



The **Letters** section is specially designed for first form pupils as they have to learn how to read and write during their first year of study. The sounds are taught in a specific order

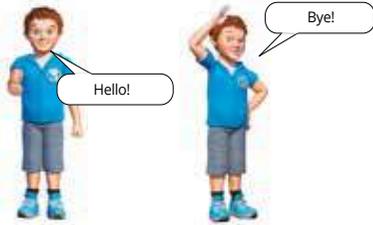
(not alphabetically). This enables children to begin building words starting with the first **Letters** lesson. This section is at the back of the Pupil's Book (pages 104 – 120). When pupils have learnt just 6 letters, they are already able to read short sentences. This section is very useful as it introduces not only letters and their sounds, but helps pupils to understand the principle of reading English words as soon as possible. Lesson plans are designed for each **Letters** lesson which will provide teachers with extra fun activities for such lessons and help them to teach how to read efficiently.



Introduction

Hello! Goodbye!

- 1**  Listen and act out with your teacher. Then say.
Послухай та покажи зі своїм вчителем. Потім скажи.



- 2** Look and say.
Подивись та скажи.

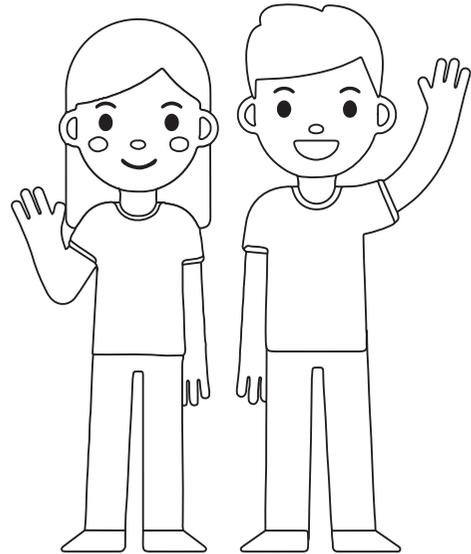


4 Greetings: hello, bye

Lesson 1

Hello! Goodbye!

- 1** Colour and say "hello".
Розмалюй та скажи "hello".



4 Greetings: hello, bye

Lesson 1

Objectives

- to present and practise greetings
- to present and practise saying goodbye

Language

New language: greetings: *hi, bye, goodbye*

Receptive language: *Thunder*

Basic competences

Language competence: Pupils greet and say goodbye to each other.

Social competence: Pupils work together to greet each other.

Materials

CD, ball (optional)

Pupil's Book, page 4

Warm-up

- Point to yourself, wave to pupils and say your name (*Hello! I'm ...*)
- Throw a ball to each pupil and say *Hello*. Encourage pupils to throw the ball back to you and say *Hi* or *Hello*.

Presentation

- Ask pupils to stand up. Shake your hands and say *Hello*. Encourage Pupils to shake their hands and say *Hello* to you.
- Ask one pupil to stand up. Shake hands with them. Say *Hello* and elicit *Hello* from the pupil.
- Repeat with about six other pupils or with all other pupils in class if possible.

1 ^{CD1}₀₂ Listen and act out with your teacher. Then say.

- Pupils look at the picture in their Pupil's Books.
- Tell pupils to listen to the CD and point to the character who is speaking.
- Play the recording. Pupils point to the character as they hear the recording.
- Play the recording second time. Pupils repeat the words after they hear them.

CD1 Track 02

Woman: Hello, Thunder!

Thunder: Hello!

Man: Goodbye, Thunder!

Thunder: Bye!

2 Look and say.

- Point to the first picture in this task. Say *Hello*.
- Point to the second picture in this task. Say *Goodbye*.
- Point to the first picture in the Pupil's Book and encourage pupils to say *Hello*.
- Point to the second picture in the Pupil's Book and encourage pupils to say *Goodbye*.
- Divide pupils into pairs. They practise saying *Hello* and *Goodbye*.

Activity Book, page 4

1 Colour and say "hello".

- Pupils colour the picture.
- Then they point to the picture and say *Hello*.

OPTIONAL ACTIVITIES

Reinforcement

- Ask a pupil to go out of the class saying *Goodbye* and come back saying *Hello*.
- Repeat with other pupils.

Extension

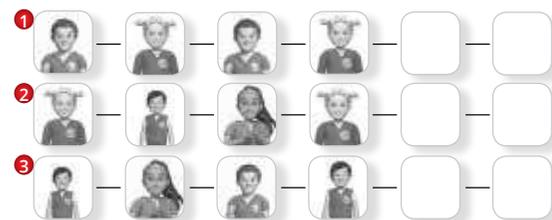
- Ask pupils to form a circle and give them a ball.
- Turn on the music.
- Pupils pass the ball until you turn off the music.
- The pupil who has the ball in their hands says *Hello*. Encourage others pupils to respond. Continue the game until all the pupils have chance to hold the ball and say *Hello*.

1 Listen and point.
Послухай та покажи відповідний малюнок.



2 Listen and say.
Послухай та скажи.

3 Listen and follow the lines.
Послухай та прослідкуй. Назви імена.

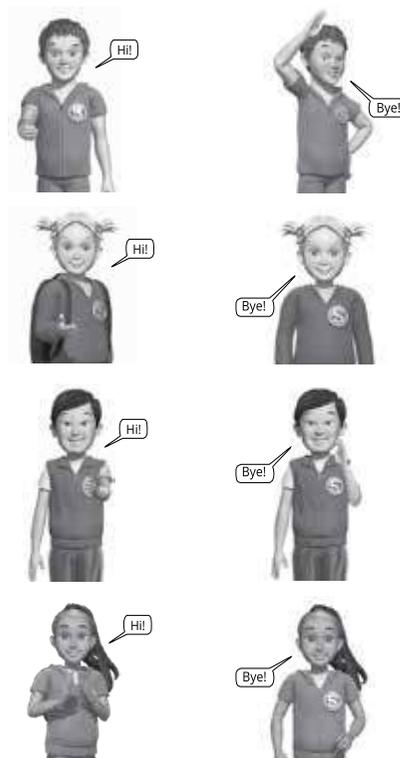


Lesson 2

Greetings: Whisper, Thunder, Misty, Flash 5

1 Point and say.

Покажи та скажи.



Lesson 2

Greetings: Whisper, Thunder, Misty, Flash 5

Objectives

- to present the characters' names

Language

New language: *Thunder, Whisper, Flash, Misty*

Materials

CD, Flashcards, puppet or any other toy, paper, coloured pencils (optional)

Basic competences

Language competence: Pupils identify and name the characters.

Social competence: Pupils greet others and say their names to introduce themselves.

Pupil's Book, page 5

Warm-up

- Wave your hand and say *Hello*.
- Take a puppet or any toy you have. Present the toy by saying *Hello. I'm....* Encourage pupils to respond *Hello*.
- Walk around the class, hold your toy and say *Hello* to individual pupils.

Presentation

- Stick the flashcards on the board face down. Turn each flashcard, point to the character and say the names Whisper, Flash, Misty, Thunder.
- Repeat the procedure twice by pointing to the correct picture and naming the characters.

1 ^{CD1}₀₃ Listen and point.

- Point to each picture in the task 1. Encourage pupils to name the characters.
- Play the recording. Pupils point to the characters when they hear their names.
- Play the recording again. Point to the characters in turn. Pupils say the names.

CD1 Track 03

Thunder: Hello! I'm Thunder!

Whisper: Hello, Thunder! I'm Whisper!

Misty: Look! Thunder! Hello, Thunder! I am Misty!

Flash: And I'm Flash!

2 ^{CD1}₀₃ Listen and say.

- Play the recording.
- Pupils listen and say.

3 ^{CD1}₀₄ Listen and follow the lines.

- Point to the picture of the character and ask *Is this Whisper?* Pupils say *Yes* or *No* (possibly in L1).
- Do that for several pictures of the characters in the Pupil's Books.
- Ask pupils to *Listen and Point* to the pictures of the characters. Play the recording, pause after fourth picture in the first row and encourage pupils to name the next character.
- Repeat the same procedure with the rows number two and three.
- Have pupils practise pointing and naming the characters in pairs.

CD1 Track 04

One - Thunder - Misty - Thunder - Misty

Two - Misty - Whisper - Flash - Misty

Three - Whisper - Flash - Thunder - Whisper

Activity Book, page 5

1 Point and say.

- Pupils point to characters in their Activity Books, say their names, greet them and say *Goodbye*.
e.g. Hi, Thunder. Bye, Thunder.

OPTIONAL ACTIVITIES

Reinforcement

- Give paper, coloured pencils and pens to pupils.
- Encourage your pupils to write their names in English on the paper. Help pupils to write their names in English if necessary. Encourage your pupils to decorate their names.
- Fix the name badges on pupils' clothes.
- Ask a volunteer pupil to come to the front of the room. Say *Hello. I'm (your teacher's name)*. Encourage that pupil to say *Hi. I'm (pupil's name)*. Shake hands with the pupil.
- Ask all pupils to stand up. Pupils take turns introducing themselves and shaking hands. Monitor your pupils and encourage your pupils to say hello to different pupils in the room.

Extension

- Stick the flashcard of Thunder on board. Say *Hello* and encourage pupils to do the same.
- Take the flashcard of the character off the board. Say *Goodbye, Thunder* and wave. Repeat with the other flashcards and encourage pupils to say hello and goodbye to characters.

Classroom instructions

- 1**  Listen and point.
Послухай та покажи.



- 2**  Listen and act.
Послухай та зроби.

- 3**  Listen and sing.
Послухай та заспівай.

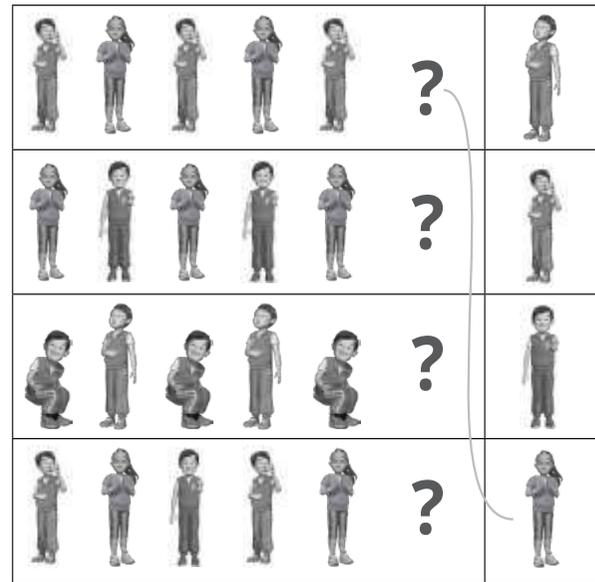
- 4** Do the actions.
Виконай дії.

6 Classroom instructions: listen, stand up, say "hello", sit down, sing

Lesson 3

- 1** What is next? Match and say.

Який малюнок наступний? З'єднай та скажи.



6

Classroom instructions: listen, stand up, say "hello", sit down, sing

Lesson 3

Objectives

- to learn classroom language (instructions)
- to listen and follow instructions
- to sing a song with a class

Language

New language: *listen, stand up, say 'hello', count, sit down, sing*

Receptive language: *song, with me*

Materials

CD, ball

Basic competences

Language competence: Pupils give and respond to classroom instructions. Pupils join in with a song.

Cultural awareness and expression: Pupils sing together as a class.

Pupil's Book, page 6

Warm-up

- Throw a ball to a pupil and say *Hello. I'm....* Encourage this pupil to respond *Hello. I'm....*
- Ask this pupil to throw the ball to another one and say *Hello. I'm....* Encourage the second pupil to respond *Hello. I'm....*
- Continue the activity until all the pupils have a chance to introduce themselves.

Presentation

- Sit on the chair in front of the class.
- Demonstrate the following actions: to your pupils *Stand up! Sit down!* Repeat 2-3 times.
- Pupils mime the actions together with you.
- Demonstrate the action *Listen!* to your pupils (*a hand to your ear*). Demonstrate the action *Count!* (*imitate counting fingers 1,2,3*). Demonstrate the action *Sing!* (*hold on your 'microphone' and say La! La! La!*).
- Say the name of the actions and mime them. Pupils repeat the actions with you.
- Give your pupils the same instructions in the jumbled order but do not model the actions. Pupils do the actions you instruct them to do.
- Say the instructions and show the actions together with your pupils. Pupils repeat the phrases after you chorally. Ask individual pupils to repeat after you.

1 ^{CD1}₀₅ Listen and point.

- Pupils look at the pictures in their Pupil's Books.
- Play the recording. Pupils point to the pictures when they hear the actions.

CD1 Track 05

Listen. Stand up. Say hello. Count. Sit down. Sing.
Say 'hello'. Stand up. Count. Sit down. Listen. Sing.

2 ^{CD1}₀₅ Listen and act.

- Play the recording again. Pupils do the actions as they hear instructions.

3 ^{CD1}₀₆ Listen and sing.

- Play the recording. Pupils listen to the song.
- Play the recording again. Pause after every two lines for pupils to repeat.
- Play the recording again. Practise it with the whole class and then in groups.

CD1 Track 06

Listen children! Please stand up!
Please stand up! Please stand up!
Listen children! Please stand up!
And say hello to me!

Listen children! Please sit down!
Please sit down! Please sit down!
Listen children! Please sit down!
And sing this song with me!

4 Do the actions.

- Give your pupils instructions from task 1 in the jumbled order but do not model the actions. Pupils do the actions you ask them to say them.
- Invite a volunteer pupil to come to the front of the class. Ask the pupil to give instructions to the whole class. Pupils do the actions.
- Divide pupils into groups of 4. One pupil gives instructions to other pupils in the group. Other pupils perform the actions. Pupils take turns.

Activity Book, page 6

1 What is next? Match and say.

- Pupils point to characters in the first row and say the actions the characters are doing.
- Point to the question mark. Encourage pupils to say the action which is the next. Show this action in the right column and show pupils how to match the question mark with the correct picture.
- Pupils work on their own and complete the whole table.

OPTIONAL ACTIVITIES

Reinforcement

- Give instructions to the class *Stand up, Girls! Sit down, Girls! Stand up, Boys! Sit down, Boys! Stand up, Girls! Stand up, Boys! Sit down, Boys! Stand up, Boys! Sit down, Girls!*
- Pupils listen to your instructions and do the actions if they are supposed to do them.

Extension

- Show the flashcards with characters to the whole class one by one and elicit their names.
- Ask 4 pupils to come to the front and give each pupil a flashcard. Give instructions to the pupils *Stand up, Whisper! Stand up, Flash! Sit down, Flash!* etc. Repeat for all characters. Pupils do the actions.
- Do the same for another group of pupils.

Colours

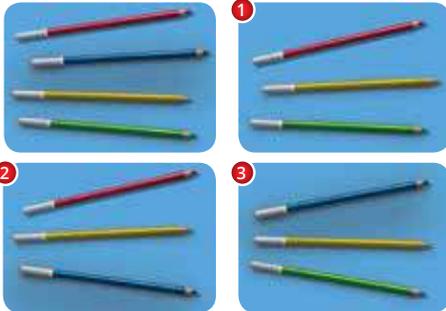
- 1** ^{CD 1 07} Listen, point and say.
Послухай, покажи та скажи.



- 2** Point and say.
Покажи та скажи.

- 3** ^{CD 1 08} Listen and sing.
Послухай та заспівай.

- 4** Say what is missing.
Скажи, чого не вистачає.

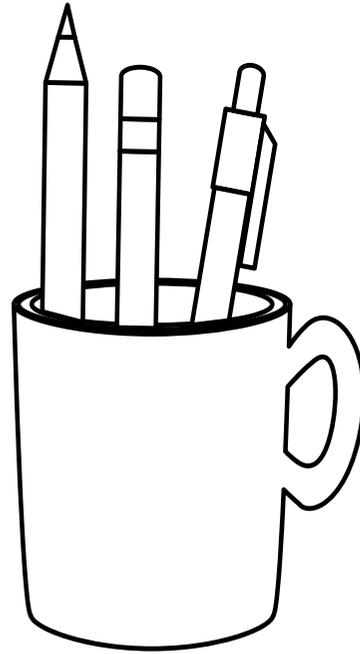


Lesson 4

Colours: green, blue, red, yellow

7

- 1** Colour and say.
Розмалуй та скажи.



Lesson 4

Colours: green, blue, red, yellow

7

Objectives

- to present and practise four basic colours

Language

New language: : green, red, yellow, blue

Receptive language: I love you, colours

Materials

CD, Flashcards

Basic competences

Language competence: Pupils identify four basic colours. Pupils join in with the song.

Social and civic competences: Pupils work together and name colours.

Cultural awareness and expression: Pupils sing together as a class.

Pupil's Book, page 7

Warm-up

- Say to pupils *Please, stand up*. Mime the action and encourage pupils to do the same.
- Say to pupils *Sing*. Don't mime the action. If necessary use L1 to explain that pupils are supposed to do the actions only if you say *Please*.
- Play the game several times.

Presentation

- Prepare a set of colour flashcards (red, yellow, green, blue).
- Hold up each flashcard in turn. Say the word for pupils to repeat in chorus.
- Do this three or four times.

1 ^{CD1}₀₇ Listen, point and say.

- Pupils look at the picture in their Pupil's Books.
- Play the recording. Pupils point to the colours when they hear them.
- Play the recording again. Pupils repeat the words.

CD1 Track 07

Red. Yellow. Green. Blue. Blue. Green. Yellow. Red.

2 Point and say.

- Ask one of the pupils to say a colour. Point to the appropriate colour in their Pupil's Books. Do the same with other volunteer pupils.
- Divide the class into pairs. Pupil A in each pair says a colour. Pupil B points to that colour at the top of the page.
- Pupils swap roles.
- Monitor and help individual pupils.

3 ^{CD1}₀₈ Listen and sing a song.

- Point to the colours at the top of page and ask pupils if they remember their names.
- Play the recording. Pupils listen to the song and point to the colours in their Pupil's Books.
- Practise the song with the whole class.
- You may also ask four pupils to come to the front of the class and give out flashcards of the colours to them. Encourage your pupils to show the correct flashcard as they sing the song as a whole class.

CD1 Track 08

Red and yellow, green and blue.
Colours, colours,
I love you!

Red and yellow, green and blue.
Colours, colours,
I love you!

4 Say what is missing.

- Ask pupils to look carefully at the pictures of the pencils at the bottom of the page.
- Encourage pupils to name all colours they see in the main picture (no number; top-left).
- Look together at picture 1 and ask pupils *What colour is missing?* Encourage pupils to say the missing colour.
- Repeat the same procedure for pictures 2 and 3.

Activity Book, page 7

1 Colour and say.

- Ask pupils to prepare their coloured pencils: red, green, yellow and blue.
- Pupils colour the picture. Then point to the colours and say them.

OPTIONAL ACTIVITIES

Reinforcement

- Use the colour flashcards.
- Place the flashcards on the wall in a line, turning them over so that the pupils cannot see the colours. Say the colour of each card as you place it in line. Encourage the class to remember where each colour is.
- Point to each card. Pupils say the colour. Turn the card around to show pupils if the colour is correct or not.
- Change the position of one or two of the cards and ask again.
- Ask a volunteer pupil to come to the wall and play the game with other pupils.

Extension

- Stick the flashcards around the room in a visible position. As you stick the flashcards around the room, say the names of the colour a few times. Encourage pupils to repeat the words after you.
- Play the recording CD1 07. Pupils point to each colour flashcard as they hear the colour name.
- Point to each flashcard and ask pupils to name the colours chorally and individually.

1, 2, 3...

- 1**  Listen and point.
Послухай та покажи.



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

- 3**  Listen and chant.
Послухай та заспівай.

- 4** Show and count.
Покажи та порахуй.

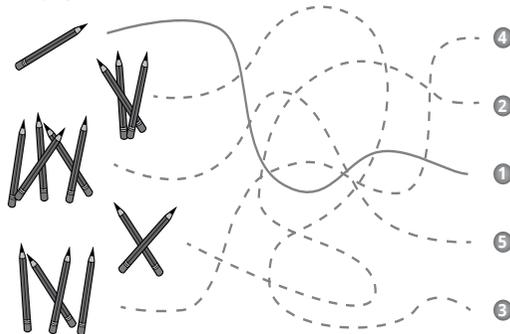


8 Numbers: one, two, three, four, five

Lesson 5

- 1** Count. Trace the lines and say.

Порахуй олівці. Обведи лінії та скажи.



- 2** Colour and say.

Розмалуй та скажи.



8 Numbers: one, two, three, four, five

Lesson 5

Objectives

- to present and practise numbers 1–5
- to practise saying a chant for pleasure

Language

New language: one, two, three, four, five

Materials

CD, Flashcards

Basic competences

Language competence: Pupils start counting 1–5 and name the numbers 1–5.

Mathematical competence: Pupils practise numbers 1–5 and count objects around them.

Pupil's Book, page 8

Warm-up

- Play the recording (CD1 06).
- Pupils sing the song together.

Presentation

- Hold up each flashcard of each number 1-5 in turn. Say the word for pupils to repeat in chorus.
- Do this three or four times.
- Show five fingers to pupils. Point to each finger in turn and count: one, two, three, four, five.
- Children show their fingers. Count pointing to your fingers again. Pupils repeat.

1 ^{CD1}₀₉ Listen and point.

- Pupils look at the pictures in their Pupil's Books.
- Say *Listen and point!* Support your instructions with the correspondent body movements.
- Play the recording. Pupils listen and point to the correct picture.

CD1 Track 09

One. Two. Three. Four. Five.
One. Two. Three. Four. Five.

2 ^{CD1}₀₉ Listen, show and say.

- Play the recording.
- Pupils listen and show the correct number of fingers.
- Play the recording again. Pause after each number and wait until pupils repeat.

3 ^{CD1}₁₀ Listen and chant.

- Play the recording. Pupils listen to the chant.
- Play the recording again. Pause after each word for pupils to repeat the numbers in chorus. Ask individual pupils to repeat after you.
- Play the recording again and pause after each line for pupils to repeat.
- Practise clicking, clapping and stomping with pupils.
- Practise the chant as a class. Encourage pupils to show the numbers with their fingers and say the chant chorally.

CD1 Track 10

One (click) - Two (click) - Three - Four - Five (click)
One (click) - Two (click) - Three - Four - Five (click)
One (clap) - Two (clap) - Three - Four - Five (clap)
One (clap) - Two (clap) - Three - Four - Five (clap)
One (stomp) - Two (stomp) - Three - Four - Five (stomp)
One (stomp) - Two (stomp) - Three - Four - Five (stomp)

4 Show and count.

- Say the numbers 1-5 in random order. Pupils show the correct number of fingers. You may begin slowly and then speed up.
- Ask a volunteer pupil to say the number. Show the appropriate number of fingers. Repeat that with other volunteer pupils.
- Divide pupils into pairs. Encourage pupils to play the game in pairs. In each pair, pupil A says a number and pupil B shows the appropriate number of fingers.
- Pupils change roles.

Activity Book, page 8

1 Count. Trace the lines and say.

- Pupils point to pictures with pencils and say *one/two/three/four/five*.
- Pupils trace the lines and then say the number.

2 Colour and say.

- Pupils say the numbers and colour them.

OPTIONAL ACTIVITIES

Reinforcement

- Write numbers 1-5 on the board.
- Ask a volunteer pupil to point to number 1. The pupil point to number 1.
- Repeat with other numbers and other volunteer pupils.
- Ask pupils to work in pairs. Pupil A writes numbers in their notebook and says numbers in random order. Pupil B points to the numbers.
- Pupils change roles.

Extension

- Ask pupils to make a circle.
- One pupil says *One*. The next one says *Two*. Pupils continue saying numbers till number 5. The pupil who is the next after number five has to clap. The pupil after that starts counting from number 1 again.
- If somebody forgets to clap or forgets to start counting from number one, that pupil goes inside the circle.

What's your name?

- 1** Listen and sing.
Послухай та заспівай.



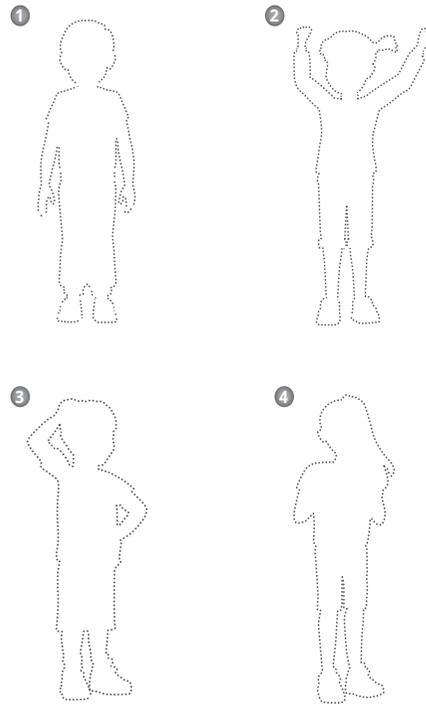
- 2** Draw yourself and say.
Намалюй себе та скажи.



Lesson 6

Greetings: What's your name? 9

- 1** Trace and say.
Обведи та скажи.



Lesson 6

Greetings: What's your name? 9

Objectives

- to revise greetings
- to practise asking and answering the question *What's your name?*

Language

New language: *What's your name? I'm...*

Materials

CD, blank sheets of paper, ball

Basic competences

Language competence: Pupils ask and answer questions about names.

Sense of initiative and entrepreneurship: Pupils draw and colour a picture of themselves.

Pupil's Book, page 9

Warm-up

- Take a ball and say *Hi! I'm... What's your name?* Throw the ball to one pupil. Encourage that pupil to answer *Hello. I'm... .*
- Continue with other pupils.

1 ^{CD1}₁₁ Listen and sing.

- Point to characters and elicit their names from pupils.
- Play the recording. Pupils listen to the song and point to the characters in their Pupil's Book.
- Play the recording again, pausing after each line for pupils to repeat.
- When pupils have learnt the song, practise it with the whole class.

CD1 Track 11

Hello! Hello! What's your name?
I am Anna. What's your name?

I am Thunder.
I am Flash.
I am Whisper.
I am Misty.

Hello! Hello! What's your name?
I am Anna. What's your name?

2 Draw yourself and say.

- Give each pupil a blank sheet of paper.
- Pupils draw a picture of themselves. Encourage your pupils to complete the picture by writing their name.
- Ask a volunteer pupil to come to the front of the class. Ask *Hello. What's your name?* Encourage the pupil to reply *Hello. I'm* Shake hands with that pupil.
- Repeat with three or four other pupils.
- Ask all the pupils to stand up.
- Pupils take turns introducing themselves and shaking hands. Monitor your pupils and encourage your pupils to say *Hello* to different pupils in the room.

Activity Book, page 9

1 Trace and say.

- Point to the characters in the Activity Book and encourage pupils to name the characters.
- Give your pupils time to work on their own and trace the characters.
- Monitor your pupils and praise their individual work.
- Pupils point to each picture and say *Hello I'm (the name of the character). What's your name?* And move to another picture.

OPTIONAL ACTIVITIES

Reinforcement

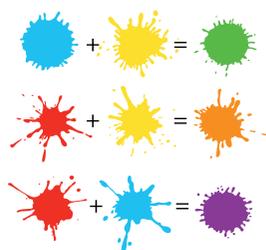
- Say to Pupil A *Hello. What's your name?*
- Pupil A answers *Hi. I'm (name).*
- Pupil A asks Pupil B and Pupil B answers.
- Pupil B asks Pupil C and so on around the class.
- Encourage pupils to ask other pupils in random order

Extension

- Divide the class into two groups, A and B.
- Organize the two groups in two circles, one inside the other.
- Pupils in group A bring their drawings and make a circle.
- Pupils in group B bring their drawings and make a circle inside of the circle of group A. Each pupil from group B faces a pupil from group A.
- The pairs of pupils facing each other ask and answer the question *Hello! What's your name? I'm (pupil's name).*
- Switch on a piece of music. Every time the music plays, pupils from group A move around group B. Every time the music stops, pupils from group A stop opposite pupils from group B.
- Encourage your pupils to ask and answer the question *Hello! What's your name? I'm (pupil's name)* the pupils who are in front of them.
- Switch on a piece of music again.

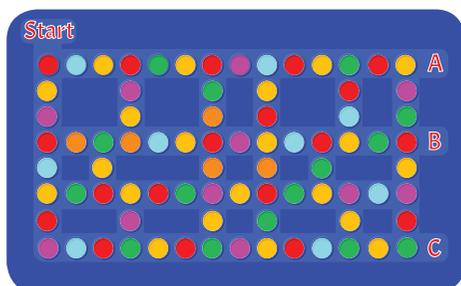
Colours

- 1**  Listen and point.
Послухай та покажи.



- 2**  Listen and say.
Послухай та скажи.

- 3**  Listen and follow the picture.
Послухай та прослідкуй.



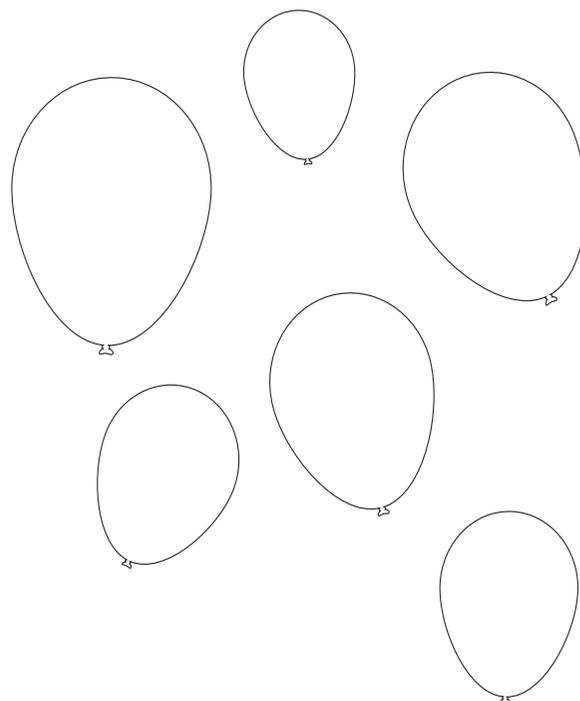
- 4** Play the game.
Зіграй у гру.

10 Colours: orange, purple, green, red, yellow, blue

Lesson 7

- 1** Colour and say.

Розмалюй та скажи.



10 Colours: orange, purple, green, red, yellow, blue

Lesson 7

Objectives

- to revise 4 basic colours (red, yellow, green blue)
- to present and practise new colours (orange, purple)
- to listen and follow through a maze

Language

New language: *purple, orange*

Recycled language: *blue, yellow, green, red*

Materials

CD, Flashcards (colours)

Basic competences

Language competence: Pupils combine known language of colours with new language.

Learning to learn: Pupils apply known information to work out new colours.

Social competence: Pupils work together in groups to play a game.

Mathematical competence: Pupils work out a maze.

Pupil's Book, page 10

Warm-up

- Say to pupils *Show me something red*. Show a red school object (e.g. a red pen/pencil etc.). Encourage pupils to do the same.
- Say to pupils *Show me something red* and do not demonstrate. Help weaker pupils by pointing to the correspondent colour flashcard.
- Give instructions using green, blue and yellow colours.

Presentation

- Hold up each flashcard of colours (purple and orange) in turn. Say the word for pupils to repeat in chorus.
- Do this three or four times.

1 ^{CD1}₁₂ Listen and point.

- Pupils look at the picture in their Pupil's Books.
- Play the recording. Pupils point to the colours when they hear them.

CD1 Track 12

Teacher: Blue and yellow is...

Children: Green.

Teacher: Red and yellow is...

Children: Orange.

Teacher: Red and blue is...

Children: Purple.

2 ^{CD1}₁₂ Listen and say.

- Play the recording.
- Pupils repeat the words.
- Divide the class into pairs.
- Pupil A in each pair says the colour. Pupil B in each pair points to the correct picture in their Pupil's Books.
- Pupils change roles.

3 ^{CD1}₁₃ Listen and follow the picture.

- Pupils look at the maze.
- Point to the start and make sure pupils know where to start.
- Play the recording.
- Pupils point to the appropriate picture as the colours are said.
- Play the first sequence. Stop after 2-3 colours in a sequence and ask pupils *Where are you?* Pupils point to the colour in their Pupil's Books.
- Continue playing the recording.

CD1 Track 13

One - Start! - red - blue - yellow - red - green - yellow - red - green - orange - red - purple - yellow - blue - red - yellow - green - red - B!

Two - Start! - red - yellow - purple - red - blue - yellow - red - purple - blue - red - green - yellow - red - green - purple - yellow - green - red - green - yellow - purple - yellow - green - yellow - green - C!

Activity Book, page 10

1 Colour and say.

- Pupils colour balloons.
- Then they say the colours.

OPTIONAL ACTIVITIES

Reinforcement

- Ask pupils to stand in a line.
- Ask pupils to move forward, and make the same line behind you. Practise this activity several times.
- Say the colour and encourage pupils who are wearing the same colour to move forward and make a line behind you. Pupils who haven't got the colour you named should run. You are trying to catch them. If you catch the pupil, he/she takes your place and says the next colour.

Extension

- Say to pupils: *Green! Stand Up!*
- Pupils who are wearing such colour on their clothes do the action.
- Continue the game with other colours and instructions.

Classroom instructions

- 1** ^{CD 1}₁₄ Listen and point.
Послухай та покажи.



- 2** ^{CD 1}₁₄ Listen and act.
Послухай та зроби.

- 3** ^{CD 1}₁₅ Listen and sing.
Послухай та заспівай.

- 4** Play the game.
Зіграй у гру "Саймон каже".



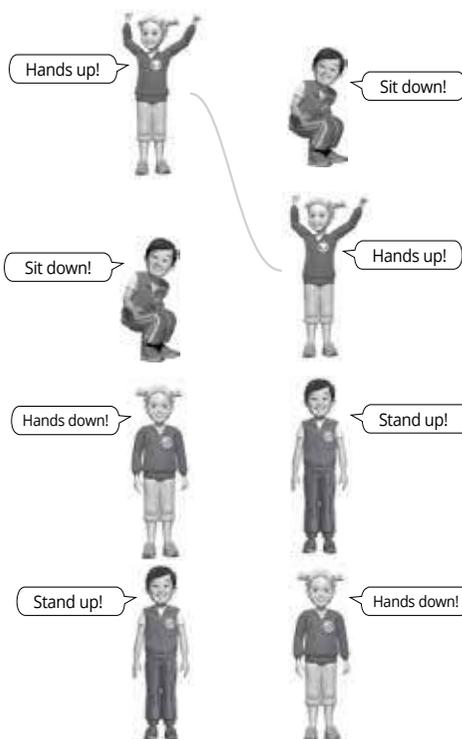
Lesson 8

Classroom instructions: hands up, hands down, stand up, sit down

11

- 1** Match and say.

З'єднай та скажи.



Lesson 8

Classroom instructions: hands up, hands down, stand up, sit down

11

Objectives

- to present and practise basic classroom instructions
- to practise saying a chant for pleasure
- to practise imperatives

Language

New language: *hands up, hands down*

Recycled language: *stand up, sit down*

Materials

CD

Basic competences

Language competence: Pupils give classroom instructions and respond to them.

Social competence: Pupils work together in groups to play a game.

Cultural awareness and expression: Pupils chant together as a class.

Pupil's Book, page 11

Warm-up

- Say to pupils *Count*. Encourage pupils to act it out.
- Say to pupils *Listen*, but say it more quietly. Pupils act it out.
- Continue to give instruction and every time say it more quietly.
- Continue until you whisper. Pupils try to hear your instructions and act.

Presentation

- Ask all pupils in your class to stand up.
- Demonstrate the following actions to your pupils.
- Continue the same procedure with other instructions: *sit down, hands up, hands down*.
- Do it three or four times.

1 ^{CD1}₁₄ Listen and point.

- Pupils look at the picture in their Pupil's Books.
- Play the recording. Pupils point to the pictures when they hear the correspondent instructions.

CD1 Track 14

Hands down! Hands up! Sit down! Stand up!
Hands up! Hands down! Stand up! Sit down!
Stand up! Sit down!

2 ^{CD1}₁₄ Listen and act.

- Play the recording again. Pupils do the actions as they hear instructions.

3 ^{CD1}₁₅ Listen and sing.

- Play the recording.
- Pupils listen to the song and point to the pictures from task 1.
- Play the recording again. Stop after each line for pupils to repeat.
- Pupils sing a song as a class.

CD1 Track 15

Hands down! Hands up!
Sit down! Stand up!
Hands up! Hands down!
Stand up! Sit down!

4 Play the game.

- Demonstrate the game with the whole class.
- Give several instructions that start with *Simon says....* For example, *Simon says 'Stand up!'*
- Do it 5 or 6 times for different instructions. Pupils perform the actions.
- Explain to your pupils the rules *e.g.* You hear '*Simon says....*', do the actions. You don't hear '*Simon says....*', don't do the actions. Support your instructions with gestures.

- Start the game with the whole class. Play 2-3 rounds.
- The pupil who performs incorrect actions or does actions when not being asked to is out.
- The last person standing wins!

Activity Book, page 11

1 Match and say.

- Pupils connect with a line the same pictures.
- Then they name the actions.

OPTIONAL ACTIVITIES

Reinforcement

- Say the instructions to pupils, but act differently.
- Pupils act according to what they hear, but not according to your moves.

Extension

- Ask a volunteer pupil to mime the instruction. Other pupils guess and say it.
- The person who guesses and says it first is the next to mime.

In the jungle

- 1**  Listen and point.
Послухай та покажи.



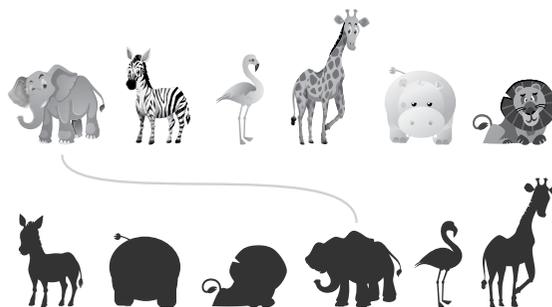
- 2**  Listen, point and say.
Послухай, покажи та скажи.

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

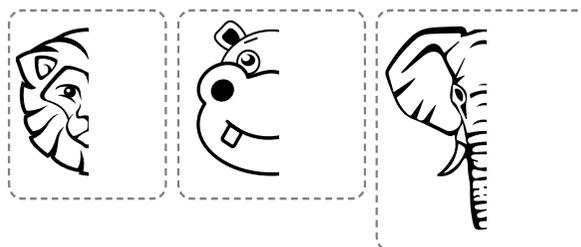
12 Animals: hippo, giraffe, zebra, flamingo, lion, parrot, elephant

Lesson 9

- 1** Match and say.
З'єднай та скажи.



- 2** Finish the pictures and say.
Домалюй та скажи.



12 Animals: hippo, giraffe, zebra, flamingo, lion, parrot, elephant

Lesson 9

Objectives

- to present and practise the names of some jungle animals
- to listen and follow through a maze

Language

New language: *flamingo, zebra, giraffe, hippo, lion, parrot*

Receptive language: *Look! It's...*

Materials

CD, pictures of hippo, elephant, flamingo, lion, parrot, zebra (optional)

Basic competences

Language competence: Pupils identify and name jungle animals.

Pupil's Book, page 12

Warm-up

- Play 'Simon says'.
- Do the example. Say to pupils *Simon says Say hello*. Encourage pupils to act out *Say hello* motion.
- Do another example and say to pupils *Say Hello*. This time pupils should stay still.
- Continue the activity using the verbs *sing, count, say goodbye, sit down, stand up, listen, hands up, hands down*.

Presentation

- Hold up each picture of animals in turn. If you don't have such pictures, you may want to use a picture in a book instead.
- Say the word for pupils to repeat in chorus.
- Do this three or four times

1 ^{CD1}₁₆ Listen and point.

- Ask pupils what they can see in the picture. Elicit names of these animals in English.
- Play the recording.
- Pupils listen to the recording and point to the animals when they hear them.

CD1 Track 16

Whisper: Look Misty! It's an elephant.

Misty: Look, Whisper! It's a zebra. Look, a giraffe!

Whisper: Yes. Look! Look! It's a flamingo.

Misty: And it's a hippo. Look, Whisper, a hippo!

Whisper: ... and a parrot.

Misty: Aaaagh! Whisper! It's a lion!! A lion! Goodbye!

2 ^{CD1}₁₇ Listen, point and say.

- Play the recording. Pause after each animal and wait until pupils say the name.
- Play the recording again.
- Pupils point to the animals when they hear them mentioned and name them.

CD1 Track 17

An elephant. A zebra. A giraffe. A flamingo.
A hippo. A parrot. A lion.

3 ^{CD1}₁₈ Listen, point and say.

- Ask pupils what sounds the animals in the picture make.
- Play the recording.
- Pupils identify the animals from the sounds they make.
- Pupils point to the correct animal on the page and then name the animal either individually or chorally. You may need to stop and make all pupils repeat the names of the animals again.

CD1 Track 18

- 1 The sound of an elephant's cry.
- 2 The sound of a parrot's cry.
- 3 The sound of a lion's roar.
- 4 The sound of splashing water.
- 5 The sound of a flamingo's cry.
- 6 The sound of munching leaves.

Activity Book, page 12

1 Match and say.

- Pupils draw lines from the animals to their shadows.
- Then pupils name the animals.

2 Finish the pictures and say.

- Pupils draw the second half of each animal.
- Then pupils name the animals.

OPTIONAL ACTIVITIES

Reinforcement

- Make a small hole in a blank sheet of paper.
- Place the paper with the hole on the picture and ask the whole class *What's this?* Encourage pupils to answer *An elephant*.
- Ask pupils to make a small hole in a blank sheet of paper.
- Divide class into pairs.
- Pupil A places their hole on the image and asks Pupil B *What's this?*
- Pupils take turns by asking and answering the question *What's this?* (*An elephant*).

Extension

- Prepare a set of flashcards for the selected animals and put them face down.
- Select a pupil to choose a flashcard and mime the animal.
- The other pupils do not see the flashcard. They guess the animal.
- Repeat the game several times.

- 1** Listen and follow the picture.
Послухай та прослідкуй.



- 2** Play the game.
Зіграй у гру.
- 3** Show and guess.
Покажи та відгадай.

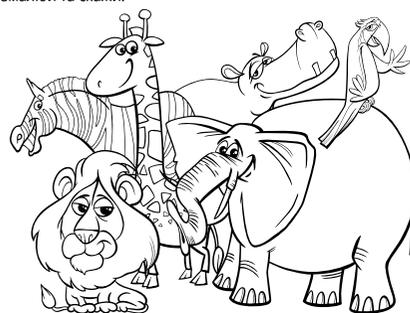


Lesson 10

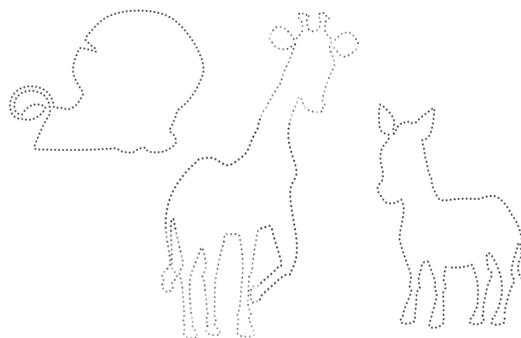
Animals: hippo, giraffe, zebra, flamingo, lion, parrot, elephant

13

- 1** Colour and say.
Розмалуй та скажи.



- 2** Connect the dots and say.
З'єднай крапочки та скажи.



Lesson 10

Animals: hippo, giraffe, zebra, flamingo, lion, parrot, elephant

13

Objectives

- to revise and practise animals
- to play games with a class

Language

Recycled language: zebra, hippo, flamingo, lion, parrot, elephant

Materials

CD, animals flashcards (optional), toy animals (optional)

Basic competences

Language competence: Pupils identify and name animals.

Social competence: Pupils work together to ask and answer about different animals.

Mathematical competence: Pupils work out a maze.

Pupil's Book, page 13

Warm-up

- Prepare flashcards or pictures of animals pupils have learnt so far.
- Take one card and partly cover it with paper so that pupils can see a part of an animal.
- Encourage pupils to guess and say the word.
- Continue with other cards.

1 ^{CD1}₁₉ Listen and follow.

- Point to the maze at the top.
- Demonstrate to pupils how to move the finger along the pictures of animals. Tell pupils that it is possible to make diagonal move.
- Play the recording.
- Pupils move their fingers by moving from animal to animal.
- For the first round, you may want to stop after every 3 animals to check if all pupils are on track. You may need to ask pupils to name the animal they stopped at. Ask *Where are you?*
- Pause after each part to check the answers with the class.

CD1 Track 19

One - Start! - a zebra - a hippo - a flamingo - an elephant - a lion - a zebra - a parrot - a giraffe - a parrot - a hippo - a zebra - B!

Two - Start! - a giraffe - a parrot - a hippo - a flamingo - a parrot - a flamingo - a hippo - a flamingo - a parrot - a flamingo - a lion - C!

2 Play the game.

- Ask a volunteer pupil to come to the front with their Pupil's Book.
- Point to the maze.
- Dictate a sequence to the pupil and wait until the pupil moves from animal to animal before naming the next animal. When you finish, ask the pupil *Where are you? A? B? C?*
- Swap roles with the pupil and encourage the volunteer pupil to dictate a sequence to you.
- Divide pupils into pairs.
- Pupils play the maze game in pairs. Pupil A dictates a route while Pupil B traces it through the maze.
- Pupils change their roles.

3 Show and guess.

- Ask a volunteer pupil to come to the front.
- Show an animal flashcard to that pupil in a way that other pupils do not see it.
- Encourage the pupil to mime/show an animal shown on the flashcard.
- Other pupils in the classroom guess what is shown on the flashcard.

- Encourage the volunteer pupil to say *Yes/No* when they hear correct/incorrect answers.
- Divide the class into groups of 3-4 pupils. One pupil in each group picks an animal shown on page 12 and mimes it to other pupils in a group. The pupil, who guesses the animal correctly, picks their animal card.

Activity Book, page 13

1 Colour and say.

- Pupils colour the picture.
- Then pupils name the animals and their colour. *E.g. A parrot is yellow.*

2 Connect the dots and say.

- Pupils connect the dots and name the animals.

OPTIONAL ACTIVITIES

Reinforcement

- Place animals flashcards around the class.
- Say *Point to hippo*.
- Encourage pupils to find the animal and point to this picture.
- Ask a volunteer pupil to say animal words while other pupils point to corresponding picture.
- Continue the activity with other pupils saying words.

Extension

- Place toys or small pictures of hippo, flamingo, parrot, lion, hippo in a bag.
- Encourage a volunteer pupil to take a picture/toy out of your bag and name the animal.
- Continue until all pupils have a chance to play the game.

Colours

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



- 2** Listen and say.
Послухай та скажи "так" чи "ні".



- 3** Play the game. Hide and guess.
Зіграй у гру. Сховай та відгадай.



14 Colours: pink, black, brown, white

Lesson 11

- 1** Find the parrots and colour.

Знайди папуг та розмалюй.



- 2** Say the colours.

Назви кольори.

14 Colours: pink, black, brown, white

Lesson 11

Objectives

- to present, revise and practise colours

Language

New language: pink, brown, white, black

Recycled language: green, red, yellow, blue, orange, purple

Materials

CD, colours cards

Basic competences

Language competence: Pupils identify and name colours.

Social and civic competence: Pupils work together to ask and answer about different colours.

Pupil's Book, page 14

Warm-up

- Prepare a set of colour flashcards of all colours learnt so far.
- Show each card to the whole class. Encourage pupils to name the colours.
- Place the cards face down somewhere where it is visible to all pupils.
- Divide the class into two teams.
- Point to the card and ask Team 1 *What colour is this?* They guess. Turn the card to check if their answer is correct. Ask the class *Yes or No?*
- Encourage pupils to respond.
- If Team 1's answer is correct, they keep the card. If not, place the card face down again. Then ask Team 2 the same question by pointing to a different card.
- Continue until all the cards have been won.
- Shuffle the cards. Change their position in the room. Play the same game again.

Presentation

- Hold up each flashcard of brown, pink, white, black colours in turn. You may use any coloured pieces of corresponding paper instead. Say the word for pupils to repeat in chorus.
- Do this three or four times.

1 ^{CD1}₂₀ Listen, point and say.

- Pupils look at the pictures in their Pupil's Books.
- Play the recording.
- Pupils listen and point to the corresponding picture.
- Play the recording again, pupils repeat the colours words.
- Pupils practise pointing and naming in pairs.

CD1 Track 20

White. Black. Brown. Pink. White. Pink. Brown. Black.

2 ^{CD1}₂₁ Listen and say.

- Point to different pictures of cars in the book and encourage pupils to say the colours.
- Say *Listen! Yes? Or No?* Support your instructions with appropriate body gestures, if necessary.
- Play the recording. Encourage your pupils to give correct answers chorally.

CD1 Track 21

- 1 This car is pink.
- 2 This car is blue.
- 3 This car is purple.
- 4 This car is brown.
- 5 This car is orange.
- 6 This car is yellow.

Key: 1 yes 2 no 3 yes 4 yes 5 no 6 no

3 Play the game. Hide and guess.

- Get a set of coloured pencils, and elicit their colours from the whole class.
- Say *Close your eyes!* And hide one of the pencils behind your back.
- Encourage your pupils to guess which colour is missing by asking *Is it yellow? red?* You respond with *Yes/No*.
- Pupils take turns to guess.
- Invite the pupil who has guessed the colour correctly to do the same in front of the whole class.
- Repeat with different pupils.
- Divide your pupils into pairs. Pupils take turns to guess the colour of the hidden pencil behind the partner's back.

Activity Book, page 14

1 Find the parrots and colour.

- Encourage pupils to say what they see in the picture.
- Count the parrots in the picture as an open class.
- Pupils work on their own and colour the picture. Encourage them to use all the learnt colours.

2 Say the colours.

- Ask a volunteer pupil to come to the front of the class. That pupil demonstrates the coloured picture to the whole class, points to the parrots and names the colours.
- Repeat that for several students.

OPTIONAL ACTIVITIES

Reinforcement

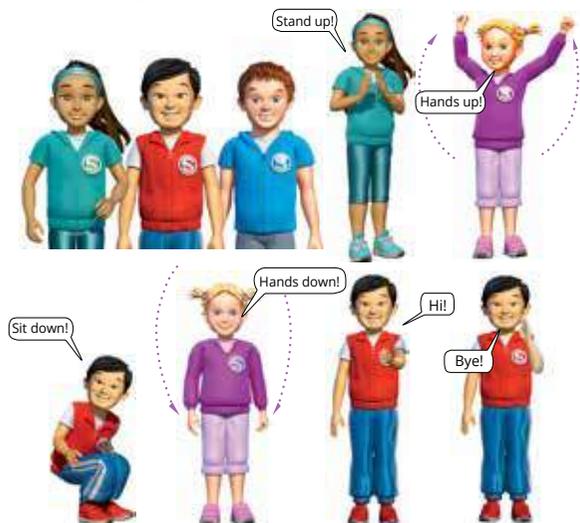
- Place colour flashcards in front of pupils.
- Ask a volunteer pupil to look at your lips, guess the colour and find the correct flashcard.
- Say one of the colours without any sound, exaggerating your lip and mouth movements.
- The pupil guesses the colour and brings the correspondent flashcard to you.
- Repeat the activity until all the pupils have a chance to play the game.
- You may want to divide pupils into teams and play it as a team game.

Extension

- Hold one of the colour flashcards so that pupils can't see the colours.
- Explain to pupils that they are a team and they have to guess the colour. Tell them, that they have three attempts to guess. Ask pupils to guess the colour. If they guess using no more than three guesses, their team gets a card. If not, you keep a card.
- Take the next card and continue until you run out of cards.
- Then count your pupils' points.

Classroom instructions

- 1** ^{CD 1}₂₂ Listen and point.
Послухай та покажи.



- 2** ^{CD 1}₂₂ Listen and act.
Послухай та зроби.

- 3** Play the game. Listen and act.
Зіграй у гру. Послухай та зроби.

Lesson 12

Classroom instructions: stand up, hands up, sit down,
hands down, say "hi", say "bye"

15

- 1** What is missing? Say.

Яких малюнків не вистачає? Скажи.



Lesson 12

Classroom instructions: stand up, hands up, sit down,
hands down, say «hi», say «bye»

15

Objectives

- to review and practise giving basic instructions
- to practise saying a chant for pleasure

Language

Recycled language: stand up, hands up, sit down, hands down, say 'hi', say 'bye'

Receptive language: children

Materials

CD, a dice for each pair or each group of pupils (optional)

Basic competences

Language competence: Pupils give and respond to classroom instructions.

Cultural awareness and expression: Pupils chant together as a class.

Pupil's Book, page 15

Warm-up

- Ask all pupils in your class to stand up.
- Demonstrate the following actions to your pupils: *hands up, hands down, stand up, sit down, say 'hi!' (shake your hand with an imaginary partner), say 'bye!' (wave)*. Pupils repeat the actions with you.
- Sit down on the chair in front of the class and say *Listen and show* and give your pupils instructions in the same order but do not model the actions this time. Pupils do the actions.
- Give your pupils the same instructions in the jumbled order but do not model the actions. Pupils do the actions you instruct them to do.
- Invite a volunteer pupil to come to the front of the room. Ask the pupil to give instructions to the whole class. Pupils do the actions.

1 ^{CD1}₂₂ Listen and point.

- Pupils look at the pictures in their Pupil's Books.
- Play the recording.
- Pupils point to the correspondent pictures in their Pupil's Books as they listen to the instructions.

CD1 Track 22

Stand up!
Hands up!
Sit down!
Hands down!
Say Hi!
Say Bye!

2 ^{CD1}₂₂ Listen and act.

- Play the recording.
- Pupils listen and act.

3 Play the game. Listen and act.

- Demonstrate the game with the whole class.
- Give several instructions that start with *Simon says...*
- Do it 5-6 times for different instructions. Pupils perform the actions.
- Explain to your pupils the rules. If they hear *Simon says...*, they do the actions. If they don't hear *Simon says...*, they don't do the actions. Support your instructions with gestures.
- Start the game with the whole class. Play 2-3 rounds.
- The pupil who performs incorrect actions or does actions when not being asked to is out.

Activity Book, page 15

1 What is missing? Say.

- Pupils point to the pictures and say what instructions they represent.
- Pupils point to the empty squares in turn, find out, what picture is missing in each empty square and say what instruction each missing picture represents.

OPTIONAL ACTIVITIES

Reinforcement

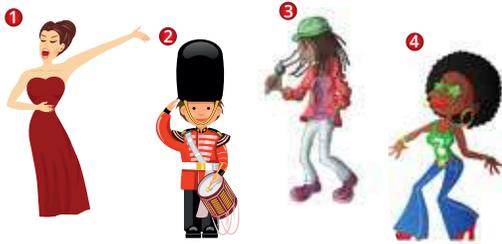
- Play Freeze game.
- Give pupils instructions one by one. At some point, say *Freeze*.
- As pupils hear the word *Freeze* they stop moving.
- Then continue giving instructions again.
- You may want to choose a volunteer pupil to give instructions and say *Freeze* instead of you.

Extension

- Divide the class into groups or pairs.
- Write numbers 1-6 on the board and encourage pupils to count.
- Tell pupils that each number represents one of the instructions: stand up, hands up, sit down, hands down, say 'hi', say 'bye'.
- Give each instruction a number. You may want to draw pictures of instructions or to use flashcards for pupils not to forget.
- Give each group or a pair the dice.
- One pupil rolls the dice and does the action the number on the dice represents.
- Children take turns, roll the dice and do the action.

1, 2, 3...

1 CD 1 23 Listen and point.
Послухай та покажи правильний малюнок.



2 CD 1 24 Listen and say.
Послухай та скажи.

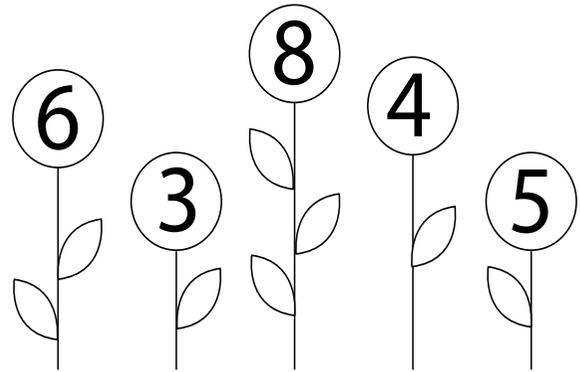


3 CD 1 25 Listen and say.
Послухай та скажи.

16 Numbers: six, seven, eight, nine, ten

Lesson 13

1 Draw the petals and say.
Домалюй пелюстки квіткам та скажи.



2 What is missing? Write and say.
Чого не вистачає? Напиши та скажи.

1	2		4	5		7	8		10
1		3		5	6				9 10
	2		4	5		7		9	
1		3		5	6				9 10

16 Numbers: six, seven, eight, nine, ten

Lesson 13

Objectives

- to review and practise numbers 1-5
- to present numbers 6-10

Language

New language: six, seven, eight, nine, ten

Recycled language: one, two, three, four, five

Materials

CD, Flashcards (numbers 1-10)

Basic competences

Language competence: Pupils identify and name number 1-10.

Social competence: Pupils work together in groups to play a game.

Mathematical competence: Pupils practise numbers 1 – 10 and count objects around them.

Pupil's Book, page 16

Warm-up

- Play the Fish game.
- Put your hands parallel to the floor (*It is the sea*). Put one hand under another vertically (*It is the fish*), so that your hands form the letter T.
- Leave one hand (sea) still and move another hand (fish) up. Imitate your "*fish jumps out of the water*" and comes back to the first (T) position.
- As you move the other hand and "*fish jumps out of the water*", pupils try to catch the "fish" by clapping.
- Pupils clap every time your other hand is above the first one.
- Move your hand two times (the fish jumps out of the water two times) and ask pupils to say the number of "fish" they have caught.
- Repeat the procedure with other numbers.

Presentation

- Hold up each flashcard of each number 6 -10 in turn. Say the word for pupils to repeat in chorus.
- Do this three or four times.

1 ^{CD1}₂₃ Listen and point.

- Show two hands to your pupils and start counting from 1 to 10 in English. Encourage pupils to join in. Play the recording. Pupils listen to the numbers 1-10 being sung in four musical styles.
- Ask pupils to open their Pupil's Books and look at the pictures.
- Point to the pictures. Every picture illustrates a different style of music.
- Play the recording again. Pupils listen and match the musical style to the picture by pointing to the correct picture.

CD1 Track 23

- 1 One, two three, four five, six, seven, eight, nine, ten (sung in opera style).
- 2 One, two three, four five, six, seven, eight, nine, ten (chanted to accompanying marching beat).
- 3 One, two three, four five, six, seven, eight, nine, ten (sung to reggae beat).
- 4 One, two three, four five, six, seven, eight, nine, ten (sung in a disco style).

2 ^{CD1}₂₄ Listen and say.

- Pupils look at the pictures in their Pupil's Books.
- Elicit from pupils what numbers each picture represents.
- Play the recording.
- Pupils listen and say the numbers.

CD1 Track 24

Six. Seven. Eight. Nine. Ten.
Six. Seven. Eight. Nine. Ten.
Six. Seven. Eight. Nine. Ten.

3 ^{CD1}₂₅ Listen and say.

- Play the recording.
- Pupils listen and show their fingers according to the number they hear.
- Play the recording again.
- Pupils listen and repeat.

CD1 Track 25

One, two three, four, five, six, seven, eight, nine, ten.

Activity Book, page 16

1 Draw the petals and say.

- Ask pupils what they see in the picture (flowers) and what is missing there (petals). Accept the answers in L1.
- Pupils point to the flowers and say the number they see.
- Pupils draw petals according to the numbers in each flower.
- Pupils count the petals in each flower.

2 What is missing? Write and say.

- Pupils write the missing numbers in each line.
- Then pupils name the numbers in each line.

OPTIONAL ACTIVITIES

Reinforcement

- Take one of the number flashcards 1-10, show it very quickly to pupils and then hide.
- Children try to recognize the number and name it.
- Repeat the procedure with other flashcards.

Extension

- Come to one of the pupil and say *One*. Encourage that pupil to give you high five one time.
- Come to another pupil say *Two*. Encourage that pupil to give you high five two times.
- Come to the third pupil say *Six*. Encourage that pupil to give you high five six times.
- Repeat the same procedure with other numbers and pupils.

- 1 Show and count.**
Покажи та порахуй.



- 2 Write 4 numbers and say.**
Напиши 4 цифри у своєму зошиті та скажи.



- 3 Listen and write.**
Послухай та запиши цифри у своєму зошиті.



- 4 Listen and chant.**
Послухай та заспівай.

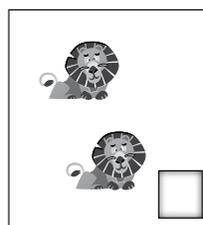
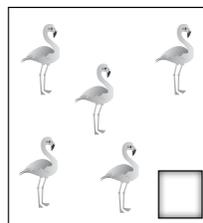
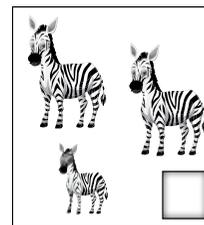
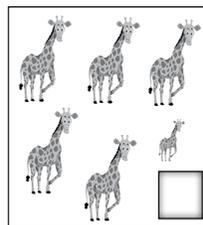


Lesson 14

Chanting for pleasure: numbers 17

- 1 Count. Write the number.**

Порахуй. Напиши число.



Lesson 14

Numbers and animals 17

Objectives

- to review and practise numbers 1-10
- to practise saying a chant for pleasure

Language

Recycled language: one, two, three, four, five, six, seven, eight, nine, ten

Receptive language: potato, more

Materials

CD, Flashcards (numbers 1-10)

Basic competences

Language competence: Pupils identify and name number 1-10.

Social competence: Pupils work together in groups to play a game.

Mathematical competence: Pupils practise numbers 1-10 and count objects around them.

Pupil's Book, page 17

Warm-up

- Draw any of the numbers 1-10 in the air for pupils to see.
- Pupils guess the number.

1 Show and count.

- Ask a volunteer pupil to come to the front of the classroom.
- Show 4 fingers to the pupil and ask *How many?* The pupil should say *Four!* Show 7 fingers to the pupil and ask *How many?* The pupil should say *Seven!*
- Ask a volunteer pupil to show you fingers and ask you *How many?* Count pupil's fingers and say the number.
- Divide pupils into pairs.
- Pupil B shows fingers and asks *How many?* Pupil A counts the fingers and answers the question.
- Pupils change roles.

2 Write 4 numbers and say.

- Ask pupils to open their notebooks.
- Say *Listen and write!* Dictate 4 numbers to pupils.
- Pupils write down each number as they hear it.
- Pupils check answers in pairs, then check with the whole class.
- Divide pupils into pairs.
- Ask every pupil to write 4 numbers in their notebooks within 1-10. The partner should not see the numbers.
- Pupil A in every pair dictates their numbers to Pupil B.
- Pupils change roles.

3 ^{CD1}₂₆ **Listen and write.**

- Ask pupils to open their notebooks.
- Say *Listen and write!* (support your instructions with the correspondent body movements).
- Play the recording.
- Pupils listen and write the numbers as they hear them.
- Pupils check their answers in pairs and then with the class.

CD1 Track 26

Two. Five. Seven. Nine. Three. One. Six. Ten. Eight.

4 ^{CD1}₂₇ **Listen and chant.**

- Pupils look at the numbers in their Pupil's Books.
- Ask pupils to name the numbers they see.
- Pre-teach *potato*.
- Play the recording. Pupils listen to the rhyme and point to the correspondent picture.
- Play the recording again pausing after each line for pupils to repeat.
- When pupils have learnt the chant, practise it with the whole class.
- Say the rhyme yourself and encourage pupils to repeat each line after you.
- Pupils say the rhyme with the recording.

CD1 Track 27

One potato. Two potato. Three potato. Four!
Five potato. Six potato. Seven potato. More!
One potato. Two potato. Three potato. Four!
Five potato. Six potato. Seven potato. More!

Activity Book, page 17

1 Count. Write the number.

- Pupils count the animals and write the number in the square.
- Pupils point to the animals and count them aloud.

OPTIONAL ACTIVITIES

Reinforcement

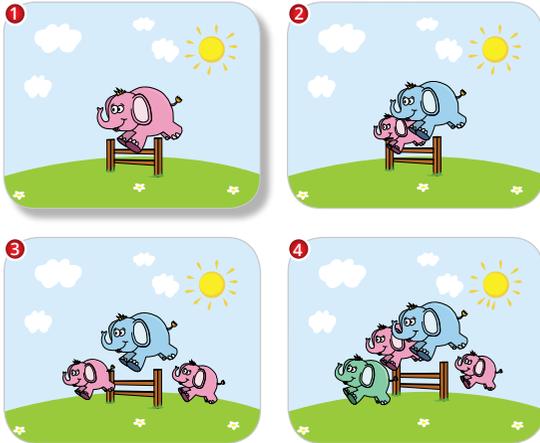
- Pupils prepare a set of small cards with numbers 1-10 on them.
- Say the numbers in order. Pupils hold up the appropriate card.
- Then say the numbers in random order. Pupils hold up the appropriate card.
- Encourage a volunteer pupil to say the number. Pupils hold up their cards.
- Divide pupils in pairs.
- Pupils do the activity in pairs.

Extension

- Ask all pupils to come to the front and form a circle.
- Show pupils how to place their fists in front of them.
- Ask pupils a volunteer pupil to walk around the circle and say the chant from task 4. The pupil counts each fist around the circle in time with the rhyme. When the pupil says *MORE!*, the pupils, whose fist was touched, is the next to say the chant.

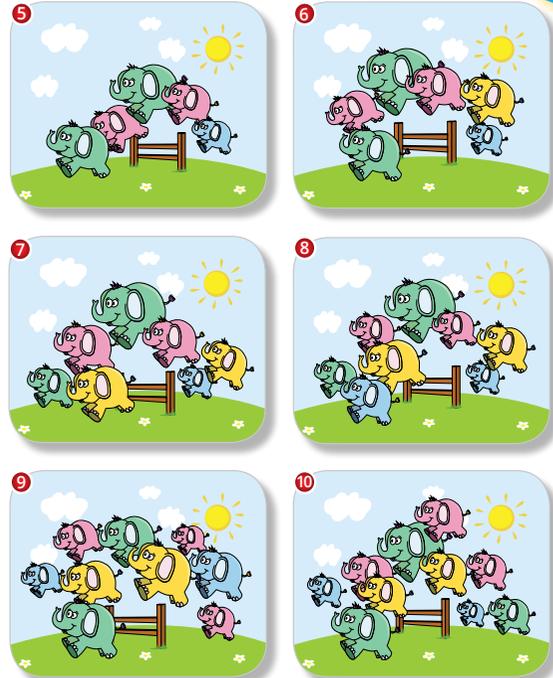
1, 2, 3 Little Elephants

- 1** Count the elephants.
Порахуй слоників.



18 Singing for pleasure: number song

Lesson 15



- 2** Listen and sing.
Послухай та заспівай.

19

Objectives

- to sing a song with a class
- to review numbers

Language

Recycled language: numbers 1-10, elephant

Receptive language: little, baby

Materials

CD, number cards (optional)

Basic competences

Language competence: Pupils join in with a song.

Cultural awareness and expression: Pupils sing together as a class.

Social and civic competence: Pupils work together to talk about pictures.

Pupil's Book, pages 18-19

Warm-up

- Mime one of the jungle animals pupils have learnt. Elicit the word if necessary.
- Ask one or several pupils to mime one of the jungle animals.

1 Count the elephants.

- Ask pupils what jungle animals they see (elephants).
- Point to random pictures and ask pupils *How many elephants can you see?* (e.g. *Four elephants*).
- Then say the number and pupils listen to teacher's instructions and point to the correspondent pictures in their Pupil's Books.
- Divide pupils in pairs. One pupil points to one of the pictures and counts the elephants. The other pupil listens and checks the answer.
- They change the roles after each picture. Pupils continue the activity until each pupil has counted the elephants in all the pictures.

2 ^{CD1}₂₈ Listen and sing.

- Play the recording. Pupils listen to the chant and point to the correct picture.
- Play the recording again, pausing after each line for pupils to repeat.
- Sing the song (without a recording) as a whole class and in groups.
- When pupils feel more confident singing a song, play the recording again and encourage pupils to join in with the song.

CD1 Track 28

One little, two little, three little elephants.
 Four little, five little, six little elephants.
 Seven little, eight little, nine little elephants.
 Ten little elephant babies!

Ten little, nine little, eight little elephants.
 Seven little, six little, five little elephants.
 Four little, three little, two little elephants.
 One little elephant baby!

OPTIONAL ACTIVITIES

Reinforcement

- Divide pupils into pairs.
- Give each pair of student a set of number cards 1-10.
- Demonstrate the activity with one of the pupils.
- Pupils turn the cards face down. One pupil guesses the number and, if correct, keeps the card. If not, the card is returned to the table face down. Pupils change roles.
- Pupils continue to play until there are no cards left on the table. The pupil with more cards is the winner.

Extension

- Pupils chant the elephant chant using the names of other jungle animals or even names of pupils from the class.

Bingo game



20 Review: introduction

The colour game



Review: introduction 21

Objectives

- to review language from the introduction
- to encourage pupils to reflect on their learning

Language

Recycled language: vocabulary and grammar from the introduction unit

Materials

dice, counters, 8 pieces of paper for each pupil (cover cards), a set of number cards (optional)

Basic competences

Language competence: Pupils use language from the unit to play a game.

Social and civic competenc: Pupils work together to play a game.

Learning to learn: Pupils use previously learnt words to play a game.

Pupil's Book, page 20

Warm-up

- Give each pupil a card with animals they have learnt in the introduction unit.
- Say *Listen and stand up!* (support your instructions with the correspondent body movements).
- Demonstrate the activity.
- Say the animal names randomly. When you say an animal word, pupils who have been given an appropriate animal card, should stand up and sit down.

1 Play the 'Bingo' game.

- Give each pupil nine small empty cover cards to cover their Bingo boards. Give each pupil a blank sheet of paper and ask to write numbers 1-9 in random order but arrange them in three lines as it is in their Pupil's Books.
- The Bingo caller (the teacher) should have a set of number cards. These cards are laid face down on the teacher's table.
- Demonstrate that each time you call out the number pupils should cover the appropriate number on their Bingo boards. The first player to cover three numbers either vertically, horizontally or diagonally should shout *Bingo!*
- Start turning over your number cards and call out the numbers.
- You may need to play Bingo several times to make sure pupils understand how to play the game.
- Allow volunteer pupils to be Bingo callers.
- Pupils play the game in groups of four.

Pupil's Book, page 21

1 Play the colour game.

- Divide the class into groups of four. Each pupil needs a counter and each group needs a dice.
- Pupils put their counters on *Start here*.
- Pupils take turns to throw the dice and move around the board.
- When pupils land on a square, they must name the number, the colour or the animal.
- If they successfully perform the task, they remain on the square.
- If they fail, then they return to their previous square. The other pupils in the group decide whether the task has been performed correctly.
- The first player to reach *Finish* is the winner.

OPTIONAL ACTIVITIES

Reinforcement

- Say numbers 1-10 in random order.
- Pupils clap the appropriate number of times.

Extension

- Say *Look at the numbers and animal pictures in Bingo game*. Point to the pictures and ask *What's number 2?*
- Pupils answer (*a giraffe*). Repeat for other numbers.
- Ask your pupils to close their books. Ask *What's number 2?* again. Pupils try to remember.
- Divide your class into pairs.
- Pupils work in pairs. One pupil in every pair looks at the book and asks *What's number 1/2/3/4/5/6?* Another pupil in every pair answers the question without looking at the book.
- If the answer is correct, the first pupil asks a new question. When the second pupil makes a mistake or cannot remember, the pupils swap roles.
- You may divide the class into two teams and play the same game in teams.

Review and culture

1 Make a counting hand.

Зроби руку для рахунку.



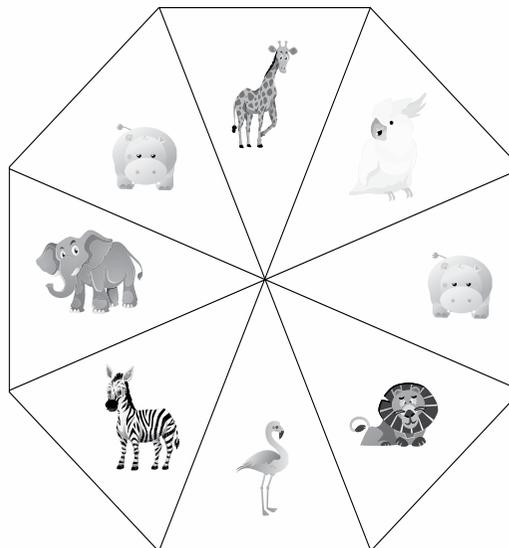
2 Play the game "Show and count".

Зіграй у гру "Покажи та порахуй".

18 Review: introduction

1 Play the game.

Зіграй у гру.



Review: introduction 19

Objectives

- to review language from the introduction

Language

Recycled language: *vocabulary from the unit*

Receptive language: *hand, pencil, scissors, paper*

Materials

Sheet of paper for each pupil, scissors for each pupil, pencils, pieces of paper (optional), pictures of animals (optional)

Basic competences

Language competence: Pupils practise vocabulary and language from introduction unit.

Learning to learn: Pupils use previously learnt words to play a game.

Activity Book, page 18

Warm-up

- Ask a volunteer pupil to come to the front of the class.
- Make two fists and start showing your fingers one by one.
- Encourage a volunteer pupil to say *Stop*.
- As you hear *Stop* you don't move your fingers any more.
- The pupil counts your fingers.
- Change the roles. The pupil forms fists now and starts showing fingers one by one. Say *Stop* and count pupil's fingers.
- Divide pupils into pairs.
- Pupils play the game in pairs.

1 Make a counting hand.

- Give each pupil a sheet of paper.
- Show pupils to put their hand on the paper and trace it.
- Give scissors to pupils to cut their paper hand.
- Show pupils how to bend each paper finger.

2 Play the game "Show and count".

- Ask a volunteer pupil to come to the front of the class with their paper hand.
- Take your paper hand, bend 2 fingers.
- The pupil counts the fingers they see.
- Change the roles. The pupil bends some fingers on their paper hand and you count fingers you see.
- Divide pupils into pairs.
- Pupils take turns bending fingers on their paper hand and counting.

Activity Book, page 19

1 Play the game.

- Divide pupils into pairs.
- Ask pupils to take one pencil for a pair.
- Show pupils how to place their pencil in the middle of the game field vertically and how to drop it.
- Name the animal your pencil has fallen down on.
- Pupils take turns holding and dropping the pencil. They name the animal their pencil has fallen on.

OPTIONAL ACTIVITIES

Reinforcement

- Divide pupils into pairs.
- Pupils look at the task 1 page 19 and try to remember the animals and their order.
- Pupils cover the animals with small pieces of paper.
- Pupils take turns naming the animals. Every time a pupil says the word, they uncover the picture and check the answer. If the answer is correct, the pupil keeps the piece of paper. If the answer is wrong, they place a piece of paper back on the field.
- When all the pictures are uncovered, pupils count their pieces of paper.
- A pupil who has more pieces is the winner.

Extension

- Prepare pictures of animals pupils have learnt.
- Show one picture.
- Pupils look at the picture and describe it, for example: *One yellow parrot or Three grey elephants.*