

H. Q. MITCHELL

smart junior

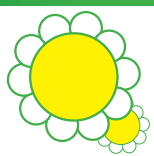
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teacher's book


mm
publications

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Syllabus

module 1

Hello

p.4



- to introduce oneself
- to greet others
- to ask and answer about one's name
- to count to 5

I'm (Betty).
What's your name?
My name's (Ron).

Greetings
Numbers
1-5

Cross-curricular / 21st Century Competencies

Maths (numbers)



Value

Be careful when you play.

module 2

School

p.18



- to identify colours
- to identify and talk about classroom objects

What colour is it? (Blue).
What's this?
It's a (pen).
What's that?
It's an (apple).
Is it a (computer)?
Yes, it is. / No, it isn't.

Colours
Classroom
objects

Art (colours in flags)



Value

Don't use other people's things without asking first.

module 3

Family and friends

p.32



- to identify and talk about family members
- to identify and talk about pets

Who's that? It's my (mother).
This is my (dog).
Is that your (sister)?
Yes, it is. / No, it isn't.

Family
members
Pets

a apple
b bag
c cat
d dog

Science (Animal families)



Value

Never make fun of other people.

module 4

You

and me

p.46



- to count to 10
- to ask and answer about one's age
- to talk about how someone feels
- to describe physical appearance

How old are you? I'm (six).
Are you (happy)?
Yes, I am. / No, I'm not.
(He)'s (thin).
Is (she) (sad)?
Yes, (she) is. / No, (she) isn't.

Numbers
6-10
Adjectives

e egg
f fish
g green
h hat
i ink





Geography (children from different countries)



Value

Help your friends.



	Functions	Grammar	Vocabulary	Alphabet	Cross-curricular / 21st Century Competencies
module 5 Toys and games p.60	<ul style="list-style-type: none"> to give and follow simple instructions to identify and talk about toys to talk about possession 	(Stand up). I have got a (kite). I haven't got a (ball). Have you got a (robot)? Yes, I have. / No, I haven't.	Actions Toys	j jam k kite l lollipop m mum n nose	Social studies (toys from different countries)  Value Share your toys.
module 6 My body p.74	<ul style="list-style-type: none"> to give and follow simple instructions to identify and talk about parts of the face / body to describe physical appearance to talk about ability 	(Touch your nose). (She) has got (two legs). (He) hasn't got (big feet). Has (it) got (three eyes)? Yes, (it) has. / No, (it) hasn't. He/She/It can (jump).	Parts of the face / body Actions	o orange p pen q queen r red s sad t tall	Science (Animals from different countries)  Value Don't judge people by their appearance.
module 7 Food p.88	<ul style="list-style-type: none"> to identify and talk about food to talk about likes and dislikes to ask for something politely to thank 	I like (apples). I don't like (beans). Two (bananas), please. Here you are. Thanks.	Food	u umbrella v van w whale x fox y yo-yo z zoo	Health (Food)  Value Listen to your elders.
module 8 My house p.102	<ul style="list-style-type: none"> to identify and talk about rooms in a house to describe location to identify furniture to describe one's house / bedroom to identify and talk about clothes 	Where's the (ball)? It's (in) the wardrobe. Where are the (shoes)? They're (under) the table. His (shoes are green). Her (shirt is yellow).	Rooms of the house Prepositions of place Furniture Clothes	/p/ pencil, pen, pink /b/ book, bike, ball /t/ tail, table, toe /d/ duck, desk, doll /k/ cat, car, kite /g/ gum, girl, grapes	Social studies (Different homes)  Value Keep your bedroom clean and tidy.



Introduction

This is a course at Primary level. Based on a well organised syllabus, it takes careful consideration of students' particular needs and interests and enables them to use the English language effectively and enjoy the learning process.

It includes 8 modules. Each module consists of six lessons and a *Smart world* (cross-cultural), a *Smart time* (cross-curricular) lesson and a *Now I can* (self-evaluation lesson).

Course components

Student's Book

The Student's Book contains eight theme-based modules. The lessons in every module are thematically linked and lead to the exploration and discovery of the functions of the language related to the particular theme of the module.

Each module includes a wide range of songs and chants, stories, various activities with pictures and photos, games and role plays, as well as projects that stress the communicative function of the language and motivate learners to participate actively. There are also Alphabet and Phonics lessons.

In this book the focus is on listening and speaking.

The first four lessons of every module feature a wide variety of meaningful input through the use of songs, picture stories, fairy tales, short texts, games and role plays. A clearly demarcated vocabulary section illustrates the key vocabulary items of each lesson. A wide variety of listening and speaking activities (with recorded conversational models) allow students to practise and use the new language.

Lesson 1: Each module starts with an original catchy song that eases students into the topic of the module and introduces the new language in a fun and meaningful way. TPR activities allow students to learn through doing.

Lesson 2: The adventures of the book's characters, Betty and Ron, present the context for the introduction of new language, which is practised in the listening and speaking activities that follow.

Lesson 3: Adaptations of well-known fairy tales engage students' interest, attention and imagination while providing a natural, relevant and enjoyable context for exposure to the language.

Let's play: Enjoyable games and role plays make English useful to the children and enable them to vividly experience and retain new language. In Smart Junior 1, games and role plays are fully integrated into the curriculum and they are used throughout the book to introduce new language, practise recently learnt items and recycle vocabulary and structures previously learnt.

Project: Projects allow for a high level of personal involvement, which enhances students' motivation for language learning. Projects help learners to develop their motor and creative thinking skills and allow for cross-curricular work. They recycle the language in an authentic and meaningful way and make learning more memorable. Taking projects home can help strengthen connections between home and school and make children (and their parents) feel positive about learning.

Story time: Most children are familiar with the conventions of story telling in their own language and readily transfer this ability into a willingness to listen to and participate in stories in English. Stories develop thinking skills such as predicting, hypothesising, guessing and inferring meaning. They also help children develop concentration skills and empathy. Stories are supported by attractive pictures and fully dramatised audio, and are exploited through a variety of activities as well. There is a 'value' at the end of each story, promoting social responsibility and critical thinking skills. Students can discuss the 'value' with their teacher using Language 1.

Smart world / time: These one page lessons can be found before the *Revision* lesson. The *Smart World* pages consist of activities through which Ss learn about the habits, traditions or lifestyles of other cultures. The *Smart Time* pages consist of activities with cross-curricular information, that Ss learn in their own native language at this stage, so they are able to identify the topics that are now in the English language. You will note that at the top right hand corner there is a 'sign' to indicate the subject being dealt with.

Revision: Apart from the frequent recycling of language throughout the lessons, there is a revision lesson in each module, which includes a variety of activities to consolidate language students encountered in the whole module.

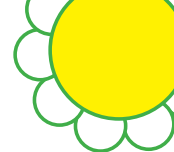
Now I can: In this lesson, students have the chance to evaluate themselves and check understanding of the new vocabulary and the structures in the module.

Alphabet/Phonics: The letters of the alphabet and various sounds are introduced and practised from Module 3. Different colours are used to indicate the different sounds. Children learn to recognise and identify each sound. Various activities develop children's ability to hear the sound in isolation and as a part of a word.

Special days: These pages can be done with the students at the appropriate time of year. The pages depict festive days and motivate students through songs, art and craft activities. They also give cross-cultural information.

Workbook

The workbook includes one or two pages of activities for each lesson in the Student's book. Students can also find the stickers and the cut-outs that corresponds to various activities in the Workbook and the Student's Book. There are also two **board games** (one every four modules).



Teacher's Book

The Teacher's Book contains a reduced version of the Student's book and provides teachers with a step-by-step guide to teaching each lesson. There are clearly staged teaching guidelines for each activity and listening transcripts for everything that is included in the Class CDs.

The Teacher's Book includes the following sections:

Language focus: At the beginning of each lesson the main learning objectives, active vocabulary and target structures are clearly laid out.

Revision: It is suggested that a few minutes be devoted to some revision at the beginning of each lesson. This may take the form of a brief game, a role play or brainstorming.

Warm Up: The main objective of this stage is to introduce the topic, spark learners' interest and activate their schemata (background knowledge) of the topic.

Lesson Plan: Each lesson plan includes a step-by-step guide to teaching each activity, including special sections for vocabulary and grammar, as well as TPR (Total Physical Response) activities.

Optional / Before leaving: Additional ideas for fun activities appear in the Teacher's Book, aimed at making the lesson both more enjoyable and giving further practice. All activities are communicative and enable students to use the target language in order to complete a task.

Workbook: This section includes explanations and tips for the teacher. A key to each activity and listening transcripts are also included. The Workbook is optional.

Teacher's Resource CD/CD-ROM

Tests: The Teacher's Resource CD/CD-ROM contains all the tests, as well as the listening activities, a key to all activities and transcripts. There are eight one-page end-of-module tests and a two-page Final test. The tests can be printed in their original form. However, teachers also have the ability to add, omit or change the order of the items and/or exercises according to the needs of their classes (modifiable tests).

Special Days: This section has been included on the Teacher's Resource CD/CD-ROM as photocopiable material, so that copies can be made and given to students at the appropriate time of the year. Each page depicts a festive day of the year and stimulates the students' interest as activities include craft work and colouring in. These pages are also included in the Student's Book.

Flashcards: These can be used whenever the teacher finds it useful to pre-teach, introduce, revise or consolidate vocabulary. There are many teaching ideas for the use of flashcards included in the Teacher's Book. The flashcards can be found in electronic form on the Teacher's Resource CD/CD-ROM so that teachers can choose and print out the ones needed for each lesson. Flashcards can be laminated for easier use.

Alphabet/Phonics cards: The alphabet and phonics cards that correspond to the Alphabet/Phonics lessons can be found on the Teacher's Resource CD/CD-ROM. These cards can be photocopied and given to Ss to cut out and use them in various activities. Instructions on how to use these cards are provided in the corresponding lessons in the Teacher's Book.

Handwriting activities: There are handwriting activities on the Teacher's Resource CD/CD-ROM so that students can practise their writing skills. These pages can be photocopied and given to Ss after they have finished the alphabet for further practice. The handwriting activities are also included at the end of the Workbook.

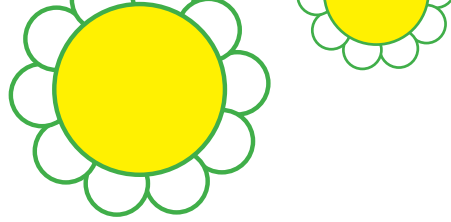
Cut-outs: A set of separate cut-outs are included on the Teacher's Resource CD/CD-ROM for classroom use. Instructions for the use of the cut-outs are included in the corresponding lessons of the Teacher's Book. The cut-outs can also be found at the back of the Workbook.

Class CDs

The Class CDs include all the recordings of the vocabulary, dialogues, stories, texts, songs, tests and listening activities in the Student's Book and Workbook. Special attention has been given to sound effects, in order to help students better understand and enjoy the presentations and stories. Every recording has been marked with a track number (for the CD) for easy reference.

Student's CD

The Student's CD includes the vocabulary, songs, dialogues, stories, texts, alphabet songs and phonics chants from the Student's Book so that students may have the opportunity to listen to these recordings as many times as they wish, in order to improve their pronunciation and intonation. The songs, the dialogues and the stories are animated. Interactive games are also included.



Extra Material in the Workbook

Cut-outs: A set of separate cut-outs are included at the back of the Workbook and on the Teacher's Resource CD/CD-ROM for classroom use. Instructions for the use of the cut-outs are included in the corresponding lessons of the Teacher's Book.

Handwriting activities: There are hand-writing activities at the end of the Workbook so that students can practise their writing skills.

Picture Dictionary: The Picture Dictionary is a fun way of reinforcing students' knowledge of vocabulary through the categorisation of theme-related words with visual prompts. The Picture Dictionary is to be used as reference or consolidation at the end of a lesson or module. The Picture Dictionary appears in the Teacher's Book too.

Special Days: These pages can be done at the appropriate time of year. They depict festive days and motivate students through art and craft activities.

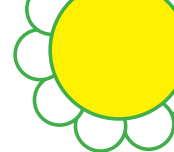
Alphabet chart

Stickers: Two pages of stickers are included at the back of the Workbook. Stickers are an effective learning tool for tactile learners. Instructions for guiding students through the use of the stickers are included in the corresponding lessons of the Teacher's Book.

Posters: Richly illustrated theme posters can be used for classroom display. Teachers can use them for pre-teaching or presenting new language, as well as for practice and consolidation activities. Putting up posters around the classroom allows "peripheral learning" to occur. Students do not always focus on what the teacher is teaching, but they are able to pick things up subconsciously from their environment, especially from background visuals such as posters.

Interactive Whiteboard CD-ROM: The Interactive Whiteboard CD-ROM allows teachers to create powerful lessons by integrating image and sound, which helps learners assimilate information more rapidly. It includes all the textual, visual and audio material from the Student's Book and the Workbook. It also includes:

- interactive games
- vocabulary list (of active words)



21ST CENTURY COMPETENCIES

Intercultural awareness

When learning a new language, it is important to learn about the cultures associated with it as well. Our focus in this series is not only on vocabulary, grammar and communication. The writers have taken into consideration the need to provide learners with a deeper understanding of the target-language cultures as well as other cultures worldwide.

Critical thinking

Learners should be encouraged to think for themselves, solve problems, make decisions and express their opinions. Throughout the book there are activities which help learners enhance their critical thinking skills.

Autonomous learning

Learners should be able to take responsibility for their own learning in order to be successful inside and outside the classroom. That is why the material is designed in a way that allows learners to set their goals, check their progress and look for opportunities to practise outside the classroom.

Communication

Communication in the classroom means expressing oneself, exchanging ideas with others, as well as presenting one's work. If communication is effective, it benefits both the learner and the teacher.

Cooperation

Cooperation creates opportunities for achievement and promotes a positive self-concept. Learners working in pairs or groups offer help to each other and this facilitates the achievement of their goals. Further to this, cooperation promotes polite behaviour and respect towards others, which are important social skills.

Creativity

Creativity is an important skill in real life. Learners become more motivated if they can create something. This series provides learners with activities that promote creative thinking and make work in the classroom more enjoyable.


ICT literacy

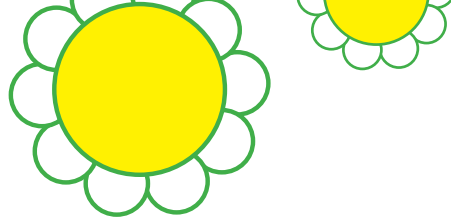
Nowadays, it is vital for learners to use technology as a tool to research, organise, evaluate and communicate information. Since the value and the availability of information are constantly changing and this affects our lives, we have to train our students to use technological aids (e.g. Student's CD/CD-ROM, ELT Platform, Interactive Whiteboard CD-ROM) to their advantage.

Personal and social responsibility

Educators play an important role in the development of the community. Students should understand that one of their roles is being active members of their community. That is why a sense of common good, as well as the need for active involvement in the community should be reinforced in the classroom.

The above competencies are developed throughout the series and they are clearly highlighted in the corresponding activities in the Teacher's Book with the following symbols:

-  → intercultural awareness
-  → critical thinking
-  → autonomous learning
-  → communication
-  → cooperation
-  → creativity
-  → ICT literacy
-  → personal and social responsibility



Brief outline of NLP and its relevance to the course

WHAT IS NLP?

Neuro Linguistic Programming was developed in the mid 70s by John Grinder (a psychologist) and Richard Bandler (then a student of linguistics).

This theory, which has become very popular in TEFL methodology, is about:

1. getting to know yourself better.
2. learning to get along better with others, by improving your communication and negotiation skills.
3. being able to change, adapt, modify so that you become a better teacher and individual.

One of the main beliefs of NLP is that "There is no such thing as failure. There is only feedback." In other words, all unsuccessful attempts are not failures but part of a learning process, making amends and moving on with new wisdom. Mistakes then, are positive evidence that learners are experimenting and changing. It is important to try and help Ss see it this way too. Constructive feedback is very important: Not "You aren't good at..." but "You did this and this. Perhaps you could do this next time". To promote this, perhaps you could put up "signs" around the room with: It's OK to

- ask questions
- try things out
- not feel sure
- ask for help again and again
- make mistakes etc.

Smart is based on NLP. What does this mean practically for the book?

It means:

According to the theory of NLP, each of us has Primary Representational Systems, a tendency to think in specific modes. These Representational systems are called VAKOG for short. Through VAKOG, we experience the world through our five senses.

Visual	we look and see
Auditory	we hear and listen
Kinaesthetic	we feel externally
	we feel internally
	we feel movement
Olfactory	we smell things
Gustatory	we taste things

What are the implications for teachers?

Teachers predominantly use the **visual** and **auditory** systems. However, because all learners learn best in different ways, we try to include all these systems in *Smart*. For example, in a presentation, we provide **visual** aid through pictures/ photos. Ss are given the opportunity for practice through their **auditory** senses by listening to the CD, speaking and listening to sounds. Role-plays, miming through songs etc. provide opportunities for practice through the **kinaesthetic** system. Ss practise their **olfactory** sense through activities suggested in order to encourage Ss to smell items. They practise their **gustatory** sense, through activities suggested in order to encourage Ss to taste things. In this way, we accelerate students' learning.

This course exploits the senses to make learning easier and more stimulating for students and teachers alike!

The symbols below, which are found in the Student's Book, represent the following:



CD



writing activity



colouring activity



pair/group work



speaking/ singing



craft activity



game



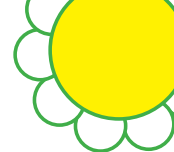
sticker



miming activity

Abbreviations used in the Teacher's book:

S: student Ss: students TB: Teacher's Book SB: Student's Book WB: Workbook



This series is designed with careful consideration of students' needs and emotional development at young ages. The focus is on the listening and speaking skills, which are carefully developed to facilitate the learning process. Strategies developing these skills are practised in class through activities that promote communication.

Course Outline

All the lessons in each module feature a wide variety of meaningful input through the use of songs, illustrated stories, short texts, games, role plays, smart world, smart time, revision, self-evaluation and alphabet/phonics sections. A clearly demarcated vocabulary section illustrates the key vocabulary items for each lesson. A wide variety of listening and speaking activities (with recorded conversational models) allows students to practise and use the new language.

MODULE STRUCTURE

Lesson 1:

Vocabulary

The new vocabulary is introduced through various fun activities.

Lesson a

The first lesson of each module begins with a song. The new vocabulary and the new grammatical structures are presented along with a catchy song. Careful consideration has been given to ensure that the tune is easy for students to learn and that the pace allows students to sing along easily. The lyrics always have a specific linguistic focus (vocabulary and structures) and the element of repetition aids Ss' consolidation of the material. Activities for students to practise both grammar and vocabulary always follows the song.

Always a new song that presents vocabulary and grammatical structures

Presentation of new vocabulary always with pictures

3a Family and friends

1 Listen and sing.
Послухай та заспівай.

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2 Point and say.
Покажи та скажи.

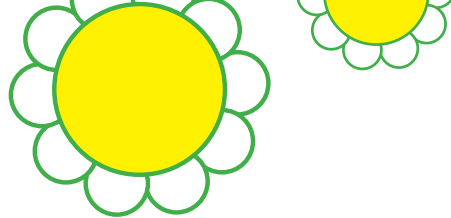
3 Let's play!
Зіграймо!

33

critical thinking

Immediate practice on
vocabulary and structures

creativity



Lesson 2:

Lesson b

This lesson is a comic strip in interrelated episodes. Our young heroes are found in situations where vocabulary and grammar are presented in an amusing way. The target language is introduced through lively dialogues. A wide variety of activities allows students to practise basic vocabulary and grammar. Listening and speaking activities are included to consolidate structures and vocabulary introduced in the lesson. Students also have the opportunity to practise the new language through games, role play and creative craft activities.



critical thinking

Presentation of new vocabulary always with pictures

Listening activities practising new language items



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

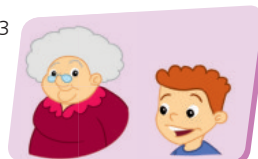
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2



3



4



3 Let's play!
Зіграймо!



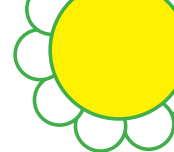
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Comic strip: the characters of the book in different situations



communication

Immediate practice on vocabulary and structures through game-like activities – Our aim is COMMUNICATION



Lesson 3:

Lesson c

This lesson can be either a factual text or an adaptation of a well-known tale/original story. The topics of the factual texts are relevant and appropriate for students at this age and they have to do with everyday life, the English-speaking world, different cultures around the world, etc.

The adaptations of well-known tales/original stories engage students' interest, attention and imagination while providing a natural, relevant and enjoyable context for exposure to the language. A *Background notes* box that gives additional information on various topics has also been included in the Teacher's Book.

Presentation of new vocabulary always with pictures

Practice on vocabulary and structures

critical thinking

Presentation of new vocabulary and structures through activities providing factual/cross-cultural information

3c

1 Listen, point and repeat.
Послухай, покажи та повтори.


MY PET




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

1 2 3 4



5 Draw and say.
Намалюй та скажи.



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creativity, communication

Adaptations of well-known tales/original stories

2c

1 Listen, point and repeat.
Послухай, покажи та повтори.

Pinocchio



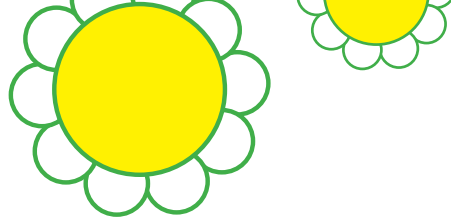
22

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

1 2 3 4



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Lesson 4:

Let's play

In this lesson, the language is presented through game-like activities. The focus is on spoken, everyday English and not just vocabulary and grammar. Enjoyable games and role plays make English useful to the children and enable them to actively engage with the new language.

Project

This lesson involves a craft activity. Projects help learners to develop their motor and creative thinking skills. They recycle the language in an authentic and meaningful way and make learning more memorable.



communication,
creativity, cooperation



creativity

Craft activities for students to
practise new vocabulary and
structures

3 **Let's play**

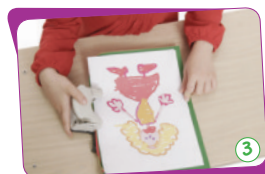
1 Look and listen. Then, play.
Подивись та послухай. Потім зіграй.

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Game-like activities practising
new language items and
focusing on communication in
real-life situations

1

Make a family album.
Зроби сімейний альбом.



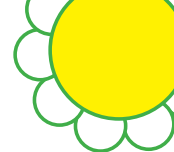
2

Show and tell.
Покажи та розкажи.



communication

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Lesson 5:

Story

A variety of both original stories and adaptations of well-known tales is presented in this lesson. These stories/tales help students revise vocabulary and grammar from the whole module. They are fun and familiarise students with listening. Most children are familiar with the conventions of storytelling in their own language and readily transfer this ability into a willingness to listen to and participate in stories in English. Stories develop thinking skills such as predicting, hypothesising, guessing and inferring meaning. They also help children improve their concentration and develop empathy. In Smart Junior, stories are supported by attractive illustrations and fully dramatised audio and video.

Post-story questions (critical thinking skills)

After each story, various questions and topics for discussion are provided in order to get students to think, express their personal opinion and share their personal experiences. Students can use their native language (L1) while discussing these topics.



critical thinking

Picture stories to consolidate the material taught in the module and to provide listening for entertainment purposes



Story time



1 Listen, point and repeat.
Послухай, покажи та повтори.



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The Big RACE



Story time



VALUE
Мораль

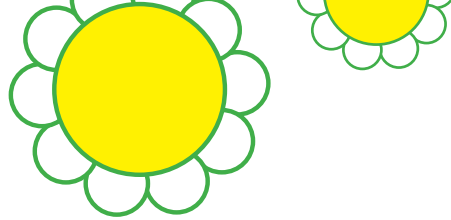
Never make fun of other people.
Ніколи не насміхайся над іншими.

41

Discussion about the value of the story, promoting social responsibility and critical thinking skills



critical thinking & personal and social responsibility



Lesson 6:

Smart world

The Smart World pages consist of activities through which Ss learn about the habits, traditions or lifestyles of other cultures.

Lesson 7:

Smart time

These pages include cross-curricular information, which students learn about in their L1 classroom, so that they are able to identify the topics presented in English. There is also a 'sign' indicating the subject dealt with.

 communication

Practice on vocabulary and cross-curricular notions

 communication

The educational value of cross-curricular lessons

smart world 3

1 Listen, point and repeat.
Послухай, покажи та повтори.



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smart time 3

1 Say and point.
Скажи та покажи.

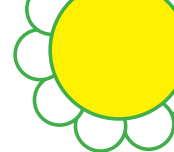
fathers

mothers

babies



43



Lesson 8:

Revision

Apart from the frequent recycling of language throughout the lessons, there is a revision lesson at the end of each module, which includes a variety of activities to consolidate language students have been presented with throughout the module.

3 **Revision**

1 Listen, point and repeat.
Послухай, покажи та повтори.

1

2

3

4

5

6

7

8

44

Consolidation and revision through various activities

Various letters/sounds are introduced and practised

An alphabet song for Ss to practise the new letters/sounds

Lesson 9:

Now I can

This lesson can help students evaluate their performance and take responsibility for their own learning.



autonomous learning

3 **Now I can**

1 Say and point.
Скажи та покажи.

1

2

3

4

5

6

2 Say and point.
Скажи та покажи.

1

2

3

4

3 Say and point.
Скажи та покажи.

1

2

3

45

Alphabet/Phonics

The letters of the alphabet and various sounds are introduced and practised. Students learn to recognise and identify each sound. Various activities develop students' ability to hear the sound in isolation and as a part of a word.

1 **Alphabet**

1 Listen and say.
Послухай та скажи.

Aa apple

Bb bag

Cc cat

Dd dog

2 Listen and sing.
Послухай та заспівай.

Aa Bb Cc Dd

117

1a

Hello

Aim To greet someone.

To introduce oneself.

Vocabulary

Hello, Goodbye, Hi, Bye

Structures

I'm...

Materials

Tony the pony finger puppet, cut-out and taped together (WB page 35)

Note

Prepare the finger puppet, Tony the Pony beforehand (WB p. 103 or Teacher's Resource CD/CD-ROM).

Warm up

- Enter the classroom and say *Hello* while waving.
- Stand in front of the class, point to yourself and say *Hi, I'm...* and your name a couple of times. Invite Ss to do the same. Repeat until all Ss have introduced themselves.
- Introduce *Goodbye* by waving to Ss and turning your back slightly as if walking away. Invite Ss to do the same.

Vocabulary

- Have Ss open their books to page 4. Direct Ss' attention to the vocabulary section. Play the CD a few times and have Ss point to the corresponding pictures and repeat.

Transcript Track 2



Hello

Goodbye

- Say the greetings again in random order and have Ss repeat and point.



- Draw Ss' attention to the picture and ask them, in L1, what they see. (Two ponies in a forest.)
- Point to each pony and encourage Ss to say the corresponding greeting. (Pony with glasses-Hello, pony without glasses-Goodbye.)
- Introduce Tony the pony using the Tony finger puppet. Say *Hello, I'm Tony the pony.*
- Tell Ss they're going to listen to a song. Ask them to guess what it's going to be about.

1a Hello



Listen and sing.

Послухай та заспівай.



4

- Play the song once and have Ss listen.
- Play the song a second time and have Ss wave hello and goodbye as they listen.
- Play the song again if necessary.
- When Ss feel comfortable, invite them to sing the song.

Transcript Track 3



Tony the pony

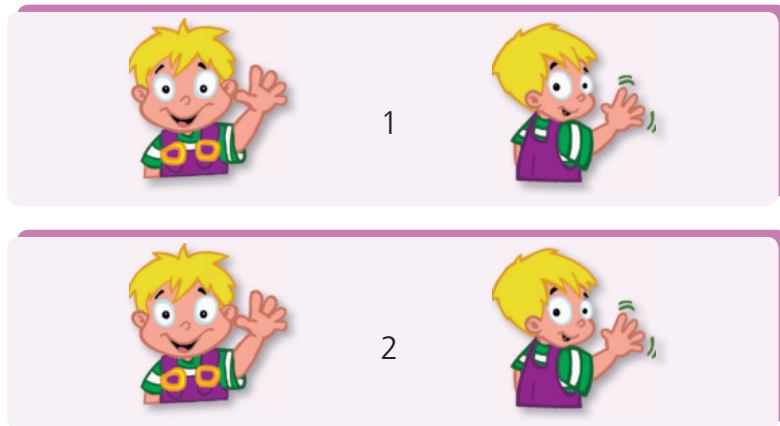
Hello! Hello! Hi!
I'm Tony the pony
Gallop, Gallop, Gallop
Around the tree.

Goodbye! Goodbye! Bye!
Bye, Tony the pony
Gallop, Gallop, Gallop
Around the tree.



- Explain to Ss that they will listen to the boy saying *Hello* and *Goodbye* and that they will have to point to the correct picture according to the greeting they hear each time and say it aloud.

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



- 3** Let's play!
Зіграймо!



- Play the CD and get Ss to do the activity.
- Play the CD again if necessary.
- Go around the class and check that all Ss are pointing to the correct picture.

Transcript Track 4



1 Goodbye

2 Hello



1 second picture 2 first picture



- Draw Ss' attention to the picture and ask them to guess what is happening. (The teacher and the Ss are playing a game.)
- Explain to Ss that they are going to play the same game.
- Instruct all Ss to stand up. Tell them that you are going to say the two greetings, *Hello*, *Goodbye*, aloud. When you say *Hello*, Ss have to move one step forward and when you say *Goodbye* they have to move one step backwards. Ss should wave *Hello* and *Goodbye* accordingly.

- Ss who don't perform correctly are out of the game.

OPTIONAL Name Clapping

- Have Ss sit in a circle. (If that is not possible, they may remain seated at their desks.)
- Sit with the Ss and start clapping your hands in a strong, even rhythm. Encourage Ss to clap with you.
- Once you have established the rhythm, say your name rhythmically, *I'm ...* Clap two more times and invite the S sitting to your right to say his/her name in the same way.
- Go on until all the Ss in the circle have introduced themselves.
- An alternative way to play the game is to have the rest of the Ss say, *Hello...* and the S's name right after he/she has introduced him/herself. For example:

John (clap, clap) *I'm John.*

Other Ss (clap, clap) *Hello, John!*

Kelly (clap, clap) *I'm Kelly.*

Workbook (OPTIONAL)

- Have Ss turn to the back of their Workbooks, find the appropriate stickers and stick them in the corresponding places in the picture.
- Explain to Ss that they are going to listen to the two greetings on the CD and they have to match the numbers with the corresponding pictures. Then, they colour in the ponies.

Transcript Track 5



1 Goodbye

2 Hello

Key 1 second picture 2 first picture

- Have Ss draw or stick a photo of themselves.
- Invite Ss (one by one) to the front of the class to present their drawing/picture and introduce themselves.

Note

Prepare Betty and Ron finger puppets (WB p. 103 or Teacher's Resource CD/CD-ROM) and bring an empty box for the next lesson.

Tell Ss to say *Hello* to their parents when they go home.

Aim To identify the main characters of the book.

To introduce oneself and inquire about one's name.

Vocabulary

Characters' names: Betty, Ron

Structures

I'm...

What's your name? My name's...

Revision

- Revise *Hello* and *Goodbye*. Walk into the classroom and greet Ss with *Hello*. Encourage Ss to say *Hello* back.
- Walk towards the door with your head turned to Ss and say *Goodbye*. Encourage Ss to wave goodbye back.
- Play a round of the game *Name clapping* (TB page 17).

Warm up

- Take out the Betty finger puppet. Say *Hello, I'm Betty*, using the puppet. Repeat the same procedure with the Ron puppet.
- Using either the Betty or the Ron finger puppet, go to each S and say *Hello, I'm Betty / Ron. What's your name?* Invite Ss to introduce themselves to the Betty / Ron finger puppet.

Vocabulary

- Have Ss open their books to page 6.
- Point to Betty and Ron in the vocabulary section. Play the CD a few times and have Ss point to the pictures and repeat.
- Say the names of the characters again in random order and have Ss repeat and point to them in the presentation.

Transcript Track 6

Betty

Ron

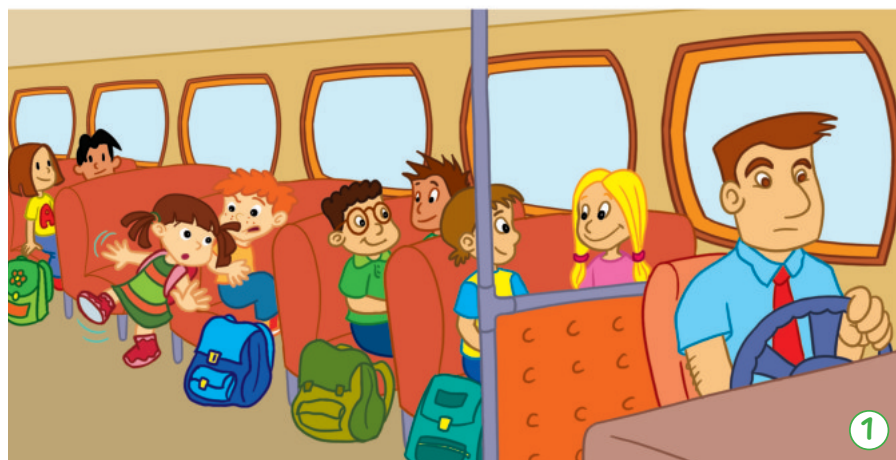
1

- Have Ss look at the presentation and ask them (in L1) to tell you what they think is happening. (Betty and Ron are on a school bus going to school. The bus starts moving before Betty sits down and she accidentally falls on Ron.)
- Play the CD and ask Ss to listen carefully and point to the character who's speaking each time.
- Play the CD again, pausing after each phrase for Ss to repeat.

1b

1

Listen, point and repeat.
Послухай, покажи та повтори.



6

Transcript Track 7

Betty Oops.
Ron Ouch!
Betty Sorry! ♪
Betty Hello! I'm Betty. What's your name?
Ron Hi Betty! My name's Ron.

- Model acting out the dialogue with one S. Choose two Ss to act it out for the class. Then, have Ss act out the dialogue in pairs.
- If you have time, line up several rows of two chairs each at the front of the class so as to resemble the inside of a school

bus. In turns, have pairs of Ss perform in front of the whole class. Some Ss can act as extras for the rest of the kids on the bus and the bus driver.

- Repeat the role play as many times as necessary to give all Ss a chance to perform.

2

- Explain to Ss that they will listen to Betty and Ron and they will have to point to the person that speaks each time.
- Play the CD and have Ss listen to the first part of the exchange (more than once if necessary). Ask Betty or Ron?

- 2** Listen, point and repeat.
Послухай, покажи та повтори.



1



2



- 3** Ask and answer.
Запитай та дай відповідь.



7

- Repeat the procedure for the second part of the exchange.
- Go around the class and check that all Ss are pointing to the correct picture.
- Play the CD again, pausing after each phrase for Ss to repeat.

Transcript Track 8



- 1** Hello! I'm Betty. What's your name?
2 Hi, Betty. My name's Ron.



1 first picture 2 second picture



- Direct Ss' attention to the two children in the picture, read the exchange and have Ss listen and repeat it. Have individual Ss model the exchange.

Exchange

- Girl** Hello! I'm Kim! What's your name?
Boy Hi, Kim! My name's Nick.

- Divide Ss into pairs. Ask Ss to practise greeting and introducing themselves to each other.

- When Ss are done introducing themselves to their partners, have them swap partners with another pair.
- Have some pairs of Ss perform for the whole class.

OPTIONAL

Hot Potato

- Have Ss stand in a circle. Stand in the circle with them.
- Throw a ball to a S across from you and ask him/her, *What's your name?*
- The S who catches the ball must answer, *My name's (Tom)*, throw the ball to another S and ask him/her, *What's your name?*
- Continue playing until all Ss have had a chance to introduce themselves at least once.
- If you haven't got a ball make one from a scrunched-up piece of paper.

Workbook (OPTIONAL)

- 1**
- Direct Ss' attention to the pictures and have them name the children (Betty and Ron).
 - Ask Ss what they think is happening in the first picture. (Betty and Ron are waving goodbye to each other.)
 - Do the same for the second picture. (Betty and Ron are greeting and introducing themselves to each other.)
 - Play the CD and have Ss listen to the first dialogue (more than once if necessary). Ask them to match number 1 to the correct picture. Repeat this procedure for the second dialogue.

Transcript Track 9



- 1 Betty** Hello! I'm Betty. What's your name?
Ron My name is Ron.
2 Ron Goodbye, Betty.
Betty Bye, Ron.

- Key** 1 second picture 2 first picture
- Tell Ss to colour in the pictures.

Note

- Prepare five footprints cut out of card big enough to look like those made by a soldier for the next lesson.
- Bring five balloons for the next lesson.

Tell Ss to ask their mother/father *What's your name?* when they go home.

Aim To identify the numbers 1-5.

Vocabulary

one, two, three, four, five

Revision

- Play the presentation in the SB on page 6 (Track 7) and have Ss follow along.
- Have the Ss act out the story in pairs.

Warm up

- Hold up one balloon and say, *One*. Hold up two balloons and say, *Two*. Continue in the same manner until you have introduced the five numbers.
- Alternatively, hold up one of your hands and count from 1-5 using your fingers.
- Tell Ss to hold up their hands and do the same while repeating each number after you.
- Take out the number flashcards and stick them on the board in order. Encourage Ss to say each number aloud.

Vocabulary

- Have Ss open their books to page 8.
- Point out the numbers 1-5 in the vocabulary section.
- Play the CD a few times and have Ss point to the numbers and repeat.
- Say the numbers again in random order and have Ss repeat and point.

Transcript Track 10



one two three four five



Background note

Alice in Wonderland was written by Lewis Carroll. Alice's adventure begins when she follows a rabbit down a rabbit hole and goes on a magical journey. She encounters a number of interesting characters. Alice grows and shrinks to different sizes by eating strange cakes and drinking from little bottles. Alice ends up in the middle of a Duchess' court, where a pack of playing cards attack her, only to wake up and discover that she has dreamt up her entire adventure.

- Have Ss look at the presentation and ask them (in L1) if they recognise the fairy tale (*Alice in Wonderland*).
- Ask Ss what they think is happening in the story. (Alice is hiding behind a rose bush, counting the heart soldiers who are marching by. The dust that rises up makes her sneeze and it causes the soldiers to fall. Alice then gets caught by the Queen of Hearts.)
- Ask Ss to look at the heart soldiers in picture 1 and say the number they see (1). Do the same with the heart soldiers in picture 2 (1, 2, 3, 4, 5).
- Ask Ss to point to the appropriate picture as you play the CD.

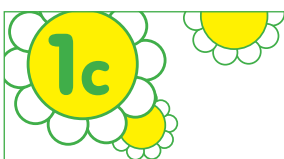
- Play the CD once more and pause after each phrase for Ss to repeat.

Transcript Track 11



Alice Wow! One... two, three, four, five... Achoo! Hello! I'm Alice.

- Model acting out Alice's monologue. Choose seven Ss to act it out for the class. Assign roles to each S (Alice, the 5 soldiers and the Queen).
- Repeat with another group of Ss.



1 2 3 4 5



1 Listen, point and repeat.
Послухай, покажи та повтори.



Alice in Wonderland



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



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



9



- Have Ss look at the picture and ask them (in L1) what's happening (the Queen is watering her roses, whose stems form the numbers 1-5).
- Explain to Ss that they are going to listen to a number chant.
- Play the CD once and have Ss listen.
- Play the CD again and ask Ss to point to the numbers as they hear them in the chant.
- Play the CD once more and encourage Ss to chant along while pointing to the corresponding numbers.

Transcript Track 13



one, two, three, four, five

OPTIONAL Number footprints

- Stick the five number footprints on the floor facing one direction, as if one of the Queen's soldiers has walked through the room and left a trail.
- Explain to Ss that they are to hop or jump along the soldier's trail in turns, while counting each step aloud. If they miss a footprint or their foot goes over the edge, they have to go back and start again.
- You can make this game more competitive by either timing the Ss using a stop watch or by making two trails of footprints so that two Ss compete at a time.

Workbook (OPTIONAL)

- Explain to Ss that they have to draw roses in the numbers according to each number, e.g. one rose in number 1, two roses in number 2 etc. Then, they colour in their roses.
- Make sure Ss have drawn the correct amount of roses.



- Have Ss look at the pictures. Count the flowers in each bunch/bush together with them, in chorus.
- Explain to Ss that they will listen to someone counting the flowers just as they've done, and that they will have to point to one of the two pictures.
- Play the CD and have Ss listen to the first string of numbers (more than once if necessary). Ask them to point to the correct picture and say the numbers aloud.

- Repeat the procedure for all dialogues.
- Go around the class and check that all Ss are pointing to the correct picture.

Transcript Track 12



1 1-2-3	2 1
3 1-2-3-4	4 1-2-3-4-5



1 first picture	2 second picture
3 first picture	4 second picture

Tell Ss to jump five times and count from one to five when they go home.

1

Let's play

Aim To revise and consolidate the numbers 1-5, the characters' names and the greetings with a board game.

Revision

Count the claps!

- Explain to Ss that you are going to clap your hands up to five times.
- Ss have to repeat the action (clap their hands as many times as you did) and then say the corresponding number, e.g. if you clap your hands twice they have to say, *Two*.

Warm up

- Play the number chant from SB page 9 (Track 13) and invite Ss to chant along, using their fingers to count at the same time.



- Have Ss look at the board game.
- Divide Ss into pairs. Ss can use their rubber as a dice (write the number 1 on one side and number 2 on the other) and two scrunched-up pieces of paper as pawns.
- Model how the game is played. A S throws the rubber to see how many spaces to move forward: one space for 1 and two spaces for 2.
- The S whose pawn lands on a space says what the picture in the space shows. If he/she answers correctly, he/she stays on the space. If his/her answer is wrong, he/she moves back one square.
- Ss take turns throwing the rubber and playing. The S to reach the end of the slide first is the winner.



One
Hello/Hi! I'm Tony.
Four
(I'm) Ron.
Two
One
(I'm) Betty.
Three
Five
Goodbye/Bye.



10

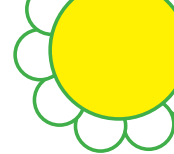
OPTIONAL 1 Number race

- Divide Ss into two teams.
- Have one S from each team come to the front of the class, facing the board. Give each S a marker.
- Tell the two Ss that you will call out three numbers and that they will have to write them, in numerical form, on the board as fast as they can.
- Call out three numbers (1-5) for Ss to write on the board.

- The S who finishes first and has all the numbers correct, wins one point for his/her team.
- Repeat the procedure until all Ss in each team have had a turn.

OPTIONAL 2 Who are you?

- Ask each S to pretend to be someone else (cartoon character, actor, actress, singer etc).



- Divide Ss into pairs.
- Ss practise the following dialogue:
SA: Hello.
SB: Hi.
SA: What's your name?
SB: I'm (his/her imaginary name, e.g. Donald Duck). What's your name?
SA: I'm (his/her imaginary name e.g. Madonna).
SB: Goodbye Madonna.
SA: Goodbye Donald Duck.
- Ss move around the classroom and practise the dialogue with other Ss.
- At the end, ask Ss which famous people they met.

Workbook (OPTIONAL)

- Draw Ss' attention to the picture and ask them to colour the objects in the picture the same colour as the objects at the top of the page.
- Then they count how many times they see each item and say the number.
- You can use L1 to name the items (bags, apples, cats, dogs).

Key bags: 5
apples: 4
cats: 3
dogs: 2

Note

- Make photocopies of the finger puppets cut-outs for the Ss who don't have the Workbook. These cut-outs are on the Teacher's Resource CD/CD-ROM.
- Tell Ss to bring a pair of scissors and sticky tape/glue to the next lesson.

Aim To make character finger puppets.
To revise and consolidate vocabulary
and structures learnt in previous
lessons.

Materials
scissors, sticky tape/glue

Revision

- Revise the numbers 1-5 by playing the chant in SB page 9 (Track 13).
- Encourage Ss to chant along.

Warm up

- Revise the greetings *Hello* and *Goodbye*. Encourage Ss to say the greetings while you do the corresponding actions, for example acting as if you are entering the classroom for *Hello* and acting as if you're exiting for *Goodbye*.



- Direct Ss' attention to the pictures on the page and ask them what the boy is doing. (He's making finger puppets of the book's characters.)
- Ask Ss to tell you what characters he has already made in picture 2 (Ron and Betty).
- Make sure Ss understand that they will make finger puppets of the book's characters too.
- Make photocopies of the cut-outs for the Ss who don't have the Workbook. Instruct the Ss who have the Workbook to go to p. 35 and cut out the page. Then, ask Ss to cut out each character and glue/tape the two ends together.
- Go round the class and help Ss if necessary.



- Direct Ss' attention to the picture in activity 2. Ask Ss what is happening. (The girl and the boy are using the finger puppets to introduce Betty and Ron to each other.)
- Put on different voices, read out the exchange and invite Ss to repeat.

Project

1



Make finger puppets.
Зроби пальчикові ляльки.



Act out.
Розіграй сценку.



11

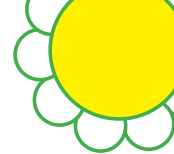
Exchange

Girl Hello! I'm Betty. What's your name?

Boy Hi, Betty! My name's Ron.

whole class.

- Model the exchange using your own pair of finger puppets. Then, model only half of the exchange: *Hello, I'm Betty. What's your name?* Encourage Ss to answer *Hi, Betty! My name's Ron*, while wearing their Ron finger puppet.
- Divide Ss into pairs and have them act out the exchange with their partner, using all three finger puppets.
- Have some pairs of Ss perform for the



OPTIONAL

Hot potato

- Have Ss stand in a circle. Stand in the circle with them.
- Throw a ball to a S across from you and ask him/her, *What's your name?*
- The S who catches the ball must answer, *My name's (John)*, and throw the ball to another S and ask him/her, *What's your name?*
- Continue playing until all Ss have had a chance to introduce themselves at least once.
- If you haven't got a ball, make one out of a crumpled-up piece of paper.

Workbook (OPTIONAL)

- 1 • Ss colour in the two characters.
 - Divide Ss into two groups (boys and girls).
 - Pretend to be Betty and say, *Hello. I'm Betty. What's your name?*
 - Encourage the girls' group to repeat after you.
 - Pretend to be Ron and say, *Hi, Betty. My name's Ron. Goodbye.*
 - Encourage the boys' group to repeat after you.
 - Pretend to be Betty again and say, *Goodbye, Ron.*
 - Get the girls' group to repeat.
 - After you do this a couple of times, you can divide Ss into pairs (a girl and a boy) to practise the dialogue.
 - Monitor the pairs while they're practising.

Note

props for acting out the story (squirrel ears from brown construction paper, 5 light juggling balls for the acorns, a construction paper tree taped to a chair)

Aim To listen and read for pleasure.
To revise and consolidate vocabulary
and structures learnt in previous lessons.

Materials

- props for acting out the story (squirrel ears from brown construction paper, 5 light juggling balls for the acorns, a construction paper tree taped to a chair)
- flashcards of numbers 1-5
- Blu tack or tape

Revision

- Play the song *Tony the pony* in the SB on p.4 (Track 3).
- Encourage Ss to sing.

Warm up

- Play the game *Number clapping*.
- Have Ss sit in a circle. (If that is not possible, they may remain seated at their desks.)
- Sit with the Ss and start clapping in a strong, even rhythm. Encourage Ss to clap with you.
- Once you have established the rhythm, say the numbers 1-5, one by one, rhythmically. Then say *One, one*. Clap two more times and invite the S sitting to your right to say *Two, two*, clap twice and invite the S next to him/her to continue with the next number in the same way.
- Go on until all of the Ss in the circle have said a number, continuing the rhythm all through numbers 1-5. Then start again.
- You can make the game more challenging by having Ss clap and repeat more than one number a turn. For example,
One, two (clap clap)
two, three (clap clap)
three, four (clap clap)

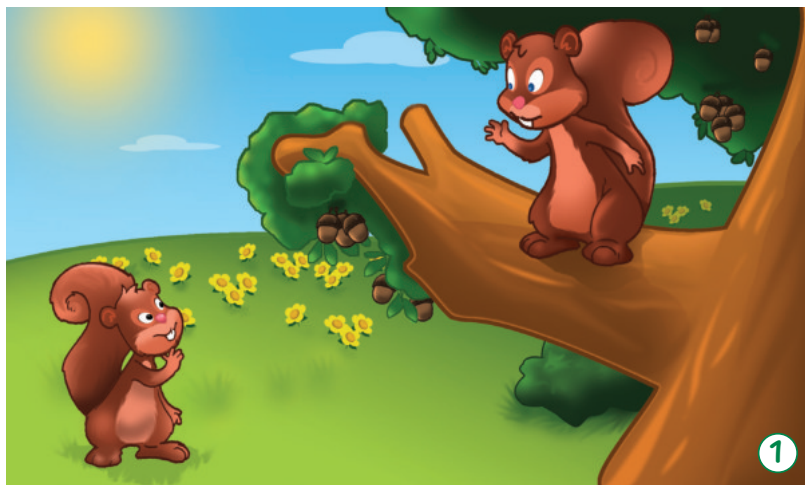


Before reading

- Tell Ss they will listen and read a story with the title *Pip and Skip*. Point to the first frame and invite them to guess who Pip and Skip are (the two squirrels).



Listen, point and repeat.
Послухай, покажи та повтори.



12

- Encourage Ss to predict what happens in the story..

While reading

- Play the CD and point to each frame in your book or on the board. Encourage Ss to point to each frame in their books.
- Play the CD again and ask Ss to point to each speech bubble and follow along.

Transcript Track 14



Pip: Hello! I'm Pip. What's your name?

Skip: Hi, Pip! My name's Skip. 🎵

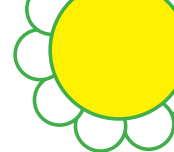
Skip: One, two... 🎵

Pip: ...three, four... 🎵

Pip: Five. Ouch!

Skip: Oops. Sorry!

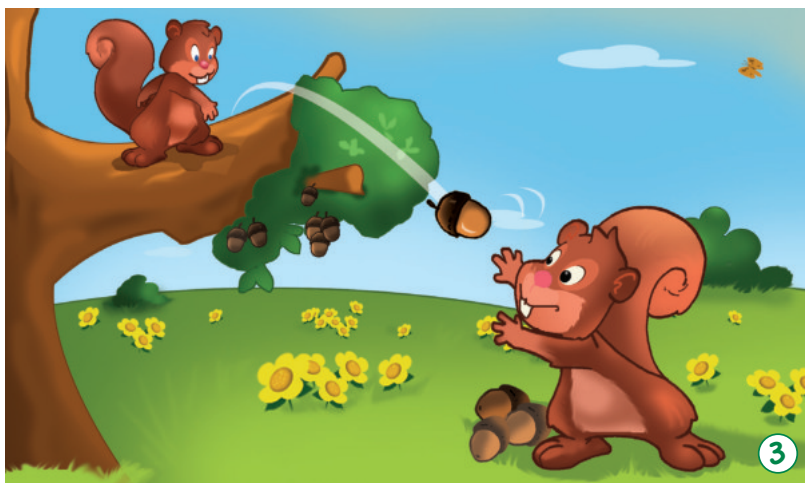
- Talk about what happens in each frame.



Pip & Skip

Story time

1



VALUE
Мораль

Be careful when you play.
Будь осторожным, коли граєшся.

13

- Frame 1:** Pip and Skip meet and greet each other in the forest.
- Frame 2:** Skip starts throwing acorns off the tree to Pip, who's under the tree catching the acorns and putting them in a pile. Skip is counting the acorns as he's throwing them to Pip. Skip has thrown two acorns to Pip.
- Frame 3:** Frame 3: Skip keeps throwing acorns to Pip. He's thrown three and he's throwing the fourth. Now Pip is counting.

- Frame 4:** Skip has thrown four acorns and he's throwing the fifth one, when it accidentally hits Pip on the head. Pip is dizzy after the acorn lands on his head. Skip apologises for hitting Pip.
- Play the CD again and invite Ss to shadow read (read along with the CD).
 - Then, play it again, pausing after each line. Have Ss repeat (chorally - in groups - individually).

After reading

- Divide Ss into pairs and have them act out the story.
- Have some pairs perform for the whole class. You may also give them props (refer to the materials section).

Post-story activity

Value

- Draw Ss' attention to the *Value* and read it aloud.
- Explain it and discuss it with Ss using L1.
- Ask Ss some further questions related to the story. For example, *Do you like playing catch? Do we have to be careful when we are playing? Why?* etc.

OPTIONAL

Missing numbers

- Stick the number flashcards on the board with tape.
- Have Ss say the numbers on the flashcards in the order they appear on the board.
- Ask them to close their eyes, while you remove one of the numbers.
- When Ss re-open their eyes, they have to figure out which number is missing.
- After you have done that a couple of times, start taking out two or three numbers at a time.

Workbook (OPTIONAL)

- 1**
- Look at the example as a class.
 - Have Ss count the acorns in each pile and match each pile of acorns to the correct number.
 - While Ss are working, go around and help them with any problems.
 - Have Ss check their answers in pairs first, then as a class.
- 2**
- Explain to Ss that they can choose one of the three faces and colour it to show how much they liked the story.

Aim To provide Ss with cross-curricular information.



- Draw Ss' attention to the picture and ask them what they see. (Two boys and two flags.)
- Ask Ss if they recognise these flags and to which countries they belong. (The first flag belongs to Ukraine and the second flag to the UK.)
- Ask Ss, in L1, what colours each flag is. (The Ukrainian flag is blue and yellow and the British flag is red, blue and white.)
- Explain to Ss that they are going to listen to the CD and they have to repeat and point to the correct picture.

Transcript Track 15



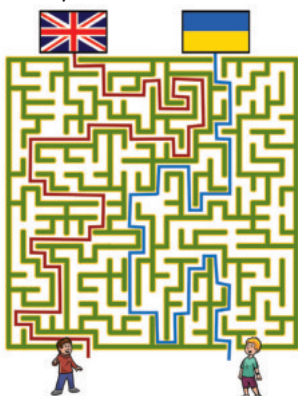
Boy 1 Hello! I'm Vlad. I'm from Ukraine.

Boy 2 Hello! I'm Tom. I'm from the UK.

- Ask Ss, in L1, for the names of the two boys. (The first boy is Vlad and the second boy is Tom.)
- Ask Ss, in L1, where the boys are from. (The first boy is from Ukraine and the second one is from the UK.)

Workbook (OPTIONAL)

- 1 • Draw Ss' attention to the picture and explain to them that this is a maze.
- Explain to Ss that they have to find and draw the route each boy has to follow in order to get their flags.
- When Ss have finished, they have to point to each boy and say the name of their country according to their flag.
- Make sure Ss have drawn each route correctly.



smart world 1



1 Listen, point and repeat.
Послухай, покажи та повтори.



14

OPTIONAL Who are you?

- Have Ss sit in a circle. Go up to a S, wave and say, 'Hello. I'm...' + your name.
- Invite that S to go around and introduce himself/herself to one of the seated Ss.
- Every time someone introduces himself/herself to a seated S, that S should get up and in turn introduce himself/herself to another seated S and so on

Note

- Bring five coloured number cards (1-5) - a set for every five Ss - and blu-tack or sticky tape for the next lesson (see activity 2, Smart time 1).
- Tell Ss that they can take their class projects home to show to their family and then bring them back since they may be used in other class activities.
- It's a good idea to reserve a place in the classroom (a box or a bag for each S stored in a cupboard), in which Ss can store these projects so that they may be re-used in other activities/games.

Maths

smart time 1

1 Look, point and say.
Подивись, покажи та скажи.



a	4	1	2	4	5	3	2	4	1
b	1	5	3	1	2	1	2	4	2
c	1	3	1	4	5	3	2	1	3
d	2	5	4	5	3	1	1	5	5
e	1	4	2	4	3	4	5	3	4

2 Let's play!
Зіграймо!



15

Aim To provide Ss with cross-curricular information about maths.
To revise numbers 1-5.



- Ask Ss to look at the numbers in row a.
- Explain to Ss that they should point to each number and say it aloud.
- Repeat the procedure for the rest of the numbers in rows b-e.



- Draw Ss' attention to the photo and ask

Ss what they think is happening. (The teacher and the students are playing a game with numbers.)

- Explain to Ss that they are going to play the same game.
- Divide Ss into groups of five.
- Stick the five coloured number cards with sticky tape or blu-tack on the floor for each group.
- Tell Ss to stand up and have each one stand on a number.
- Explain to Ss that you are going to play music and that while the music is playing, they should jump on different numbers in their groups. When you

stop the music, all Ss stop on a number. Then, call out a number, e.g. *Two*. The Ss who are standing on number two should call it out.

- The last S to call out the number is out of the game. The Ss who don't perform correctly are also out of the game.
- The group that is left with the most Ss wins.

OPTIONAL

- Divide Ss into pairs and tell them that they have to take turns writing one of the numbers 1-5 on a piece of paper while the other S has to say what it is.

Workbook (OPTIONAL)

- Ask five Ss to read the numbers in each row a-e.
- Explain to Ss that they are going to listen to five numbers on the CD, one for each row. They have to circle this number as many times as they see it in each row.
- Play the CD and ask Ss to look at the example.
- Play the CD more than once if necessary and get Ss to do the activity. Pause after each number so Ss have the time to look and circle the numbers.

Transcript Track 16



a. Two b. One c. Three
d. Five e. Four



a. 2: 2 times b. 1: 3 times
c. 3: 3 times d. 5: 4 times
e. 4: 4 times

- Draw Ss' attention to the pictures and ask them, in L1, what they see. (Planes with numbers 1-5 on them. Each pair has got from one to five different shapes according to its number.)
- Ss look at each plane and say the number on it. Ask Ss to look at the shapes on each plane, count them and say the number aloud, too. Then, they trace the route to find the matching plane to make a pair. They trace the number, too and they colour in the planes.
- Point out that they have to colour in each pair of planes the same colour.

Aim To revise and consolidate vocabulary and structures learnt in previous lessons.

Revision

Hello Tony!

- Get Ss to stand up and form a circle, holding hands.
- Stand outside the circle with the flashcard of Tony the pony or the corresponding finger puppet.
- Explain to Ss that they are going to play some music. (You can play the song from 1a *Tony the pony*, if you like.) When you stop the music, the Ss must stop moving and sit down.
- The S who is nearest to Tony the pony has to stand up, greet the other Ss and say his/her name, *Hello. I'm... Goodbye*. As soon as the S introduces himself/herself, he/she sits down again.
- Continue the game in the same manner until all Ss have had a turn.

Warm up

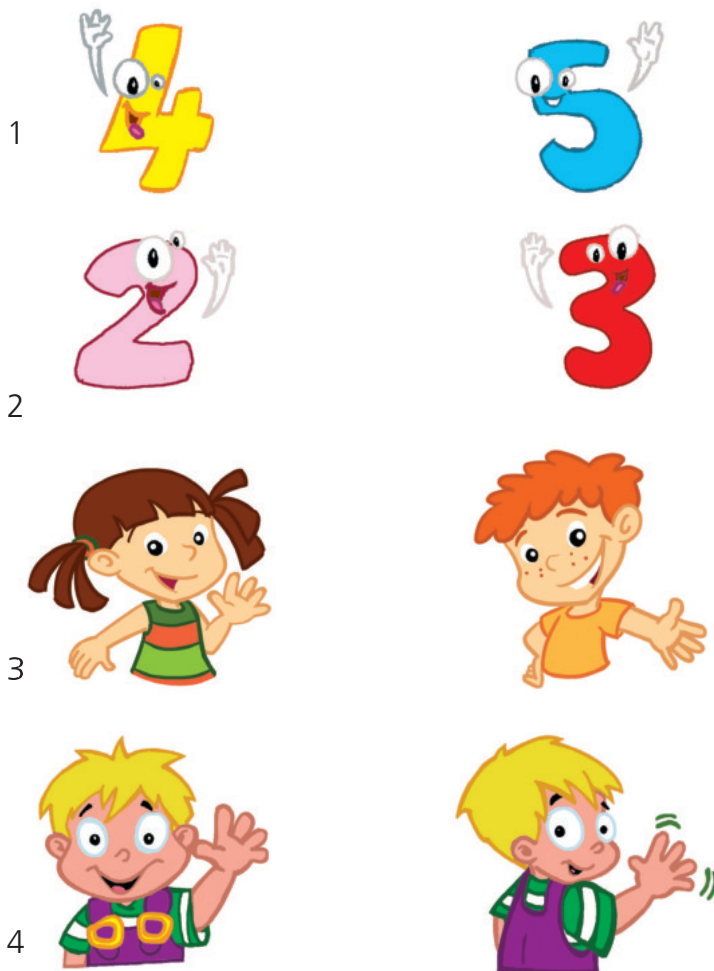
- Revise the numbers 1-5 using the number flashcards.
- Stick the number flashcards on the board with Blu-tack. Have Ss say the numbers on the flashcards in the order they appear on the board.
- Ask them to close their eyes, while you remove one of the numbers.
- When Ss re-open their eyes, they have to figure out which number is missing.
- After you have done that a couple of times, start taking out two or three numbers at a time.



- Have Ss open their books to page 16. Hold up your book and point to the number 4. Ask Ss, *What number is this?*
- Repeat the procedure with the rest of the numbers on the page. Then point to the pictures of Betty and Ron and ask Ss *What's his/her name?*
- Read the instructions and make sure Ss understand that they will listen to each sentence and point to the picture that matches the description.
- Play the first sentence a couple of times (more if necessary) and ask Ss to point to the correct picture. Go around the class and check that all Ss are pointing to the correct picture.



- 1** Listen, point and repeat.
Послухай, покажи та повтори.



16

- Repeat the procedure for the rest of the sentences.
- Play the CD again, pausing after each phrase for Ss to repeat.

Transcript Track 17



- 1** Hello! I'm four!
2 Hi! I'm three.
3 Hello! I'm Betty. What's your name?
4 Goodbye!



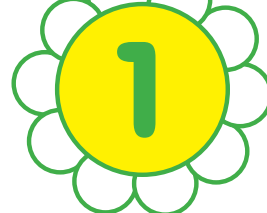
1. first picture 2. second picture
3. first picture 4. second picture

OPTIONAL Bingo!

- Ask Ss to draw a 1x3 grid and draw up to five circles in each box on a piece of paper.



- Explain to Ss that you are going to call out numbers in random order. Ss have to count the circles and if the number you call out is the same as the number of circles they have in a box, they cross out that particular box. The first S to get all his numbers called out and shout "Bingo!", wins.



Now I can

Aim To check Ss' progress and understanding of the new language items.

Explain to Ss that they are going to say and point to the corresponding pictures of the words they have learnt in this module.



- Holding up the SB point to each of the numbers and encourage Ss to say the words aloud.
- Have Ss point to the corresponding pictures as they say each word.
- Do this with all of the words.



- Direct Ss' attention to the picture of Tony (picture 1) and ask them what they think he's saying. Elicit Ss' answers. Then read sentence 1 aloud and have Ss repeat it and point to the picture.
- Do this with the rest of the sentences.

Sentences

1. Hello. I'm Tony the pony.
2. What's your name? My name is Ron.
3. Goodbye.

Note

Make coloured card squares (red, blue, yellow, green) and bring them to class for the next lesson (see Optional 2, 2a). Bring Blu-tack or sticky tape, too.

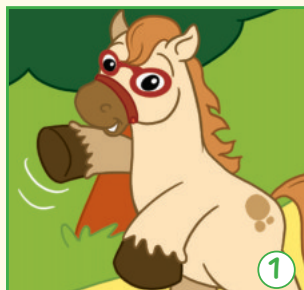
Now I can

1

1 Say and point.
Скажи та покажи.



2 Say and point.
Скажи та покажи.



17

Workbook (OPTIONAL)

- Hold up your book and point to the black dots spread across the page. Explain to Ss that these spaces with dots form a picture when coloured.
 - Demonstrate by colouring the number 5 (only the spaces with black dots) for the Ss. Then, point to the number formed and ask Ss what number it is.
 - Ask Ss to take out some coloured pencils and have them colour only the shapes that have a black dot in them.
- After the Ss have finished colouring the spaces with dots and have revealed all the numbers, check their work by having them point to the numbers and say them aloud.