

INTRODUCTION

Learning to play and playing to learn is **Fairy English's** motto. Playing is a natural way for children to explore the world, learn new skills and study new languages. **Fairy English** makes children enjoy learning activities and develop their imagination. When children are eager and curious they are more likely to succeed in learning. **Play Acting** is a great activity children can do together during the lesson while acting out the exciting episodes they have just read in the book and watched on DVD. You will find out more on **Play Acting** in *Teacher's Notes*.

It's worth mentioning that this tutorial has been thoroughly examined by our most important experts – children and we are absolutely convinced that *play-based learning* is the best way to master the language.

This course is specially created for young learners of primary schools in Ukraine. Being the analog of world-famous publishing companies, though, Fairy English has some advantages for our Ukrainian students due to the fact that all the explanations of basic grammar rules and structures are done in their native language which considerably facilitates the whole process of comprehension and later on it will inevitably result in correct and fluent usage of this material in real-life situations. The immersion into the *linguistic environment* ensues while listening and reading exciting episodes voiced by the British native speaker and illustrated and animated by real professionals who have contributed greatly into creating engaging characters and colourful illustrations.

COMPONENTS

Fairy English develops all four skills: listening, speaking, reading and writing.

The beginner course consists of the **Student's Book** and the **Grammar** (for convenience they have been divided into two Parts each). These Teacher's Notes provide guidance on how to deal with the material which appears in the **Student's Book Part 1** and the **Grammar Part 1**.

These two tutorials must be accounted for as a set and therefore they should be used simultaneously.

STUDENT'S BOOK PART 1

LESSON STRUCTURE

Fairy English Part 1 comprises 6 Units and 18 lessons. Each lesson provides work for a minimum of three 45-minute lessons (including the Grammar book).

Each lesson has a precise and well-defined structure. **Presenting new vocabulary (exercise 1)** is done through visual animated prompts (DVD set) voiced by the British native speaker. At home, students are advised to use their CDs to reinforce their pronunciation and intonation.

Listening activity (exercise 2) — Each episode is preceded by a **Listening activity**. Students listen to the episode and perform one of the following tasks:

- Listen and tick the name you hear;
- Listen and write yes or no;
- Listen and answer;
- Listen and choose;
- Listen and write.

These recordings train students to understand natural speech in different real-life situations. At this stage, students are not supposed to comprehend every single word from the passage but to perceive the whole idea and to experience the English language spoken by the native speaker. The teacher can play the recordings several times until students grasp the idea and complete this activity correctly. Check the answers.

Reading (exercise 3). This activity contains episodes with conversational phrases from real-life situations (greetings, introducing yourself and other people, saying origin, describing people, their appearance, possessions, abilities etc.) and focuses on developing listening and reading skills. New words and phrases can be explained to students by drawing on the board, using pictures or miming. In case the word cannot be explained otherwise, it can be translated into Ukrainian (taking into account the initial level of the students and lack or absence of communication skills of the young learners as well as to avoid misunderstandings). Students listen and follow the lines, then repeat chorally or individually (the teacher always checks their pronunciation and intonation), then watch the animated cartoon of this episode on DVD. The teacher can pause and check the comprehension if necessary and always checks students' reading skills and new words in the next lesson.

If the episode of the lesson is a dialogue (not a narration) ask the students to act out this dialogue in pairs using **Play Acting**. How does it work? After the teacher makes sure that all students have complete comprehension of the episode the teacher can offer to act it out. For this purpose, students choose their roles (for example, Student 1 is Eli, the elf, Student 2 is Ella, the bee (for other students not to confuse the characters, each child gets a badge with a character's name on it). The rest of the students are supposed to be the audience. Cheer students up by applause. **Play Acting** might be assigned as homework so the students can prepare their roles beforehand.

The variety of activities and exercises which follow aim to reinforce the covered material of the lesson and recycle vocabulary and grammar structures presented in the episode. (Listen and say; read, circle and stick; look, answer and write; listen and colour; read and draw etc.)

Speaking: each lesson is comprised of **communicative tasks** (communicative situations with conversational speech patterns) where students can show off their knowledge acquired in the lesson.

Writing: this activity provides essential writing practice for students. At the end of each unit students are asked to write a **Project** where they are supposed to display their knowledge (vocabulary and grammar structures) learnt within the unit. According to the pattern text (which is used as a model) students write their own texts including their personal information in the space provided on the right side of the sheet as well as draw on top of the page. The teacher checks the projects and asks students to narrate their projects in class.

Revisions: every unit has its own revision section which helps the teacher check vocabulary and grammar structures presented in it.

Songs: each unit ends with a song where students can practice grammar patterns and vocabulary taught within the unit. First the teacher plays the song, students listen and follow the words. Then students read the song and the teacher explains the unknown words. Finally, the teacher plays the song again while students sing along chorally or individually. Offer your students to learn the song by heart.

The Teacher's notes also contain transcripts of the recorded material.

GRAMMAR PART 1

LESSON STRUCTURE

As mentioned above, **the Grammar** contains clear and comprehensible grammatical explanations in the Ukrainian language which enables students and their parents (in case of necessity) to revise the material once again at home. The grammar explanations in no way should be simply read by the teacher or students themselves in the lesson (this material is presented as a *reference for teachers and parents*). The teacher uses *play based techniques* to explain the necessary grammar material in the lesson. For example, the structure *there is/there are* can be explained as a train consisted of several carriages (each of which can be fixed on the board in a certain order):

There + is/are + предмет + місце знаходження.

For interrogative and negative forms simply replace or substitute the carriages on the board. Check students' understanding offering them to do it by themselves.

It must be emphasized that introduction of new grammar is preceded by revision of the already learnt material. This considerably facilitates the understanding of new structures or grammar rules by students.

Students' homework: the teacher writes the assigned homework on the board (having discussed it preliminary in class in detail) and makes sure that all the students copy it out in their notebooks. Always check homework before the presentation of a new lesson.

Abbreviations: T = teacher, Ss = students, HW = homework, SB = Student's book, Gr = Grammar, p. = page, ex. = exercise.

Unit 1

MEET MY FAMILY

Lesson 1. Hello!

(SB pp. 6–9; Gr pp. 6–7)

- Vocabulary:** greetings, introducing yourself and farewells.
- Grammar:** long and short forms **I am = I'm; my name is = my name's, what is = what's.**
- Communication:** introducing yourself, greetings (considering the time and the period of the day), welcome phrases and leave-taking.

1. T introduces new vocabulary using DVD animated resources. T plays **ex 1 p. 6 (SB)** pausing for Ss to repeat first chorally, then individually. It's desirable to explain the time limits for each greeting (e.g. Good morning – till 12 p.m.; Good afternoon 12 p.m. – 6 p.m.; Good evening from 6 p.m.). T can elicit from Ss greetings, miming different actions (waking up and stretching out – Good morning, going to bed and yawning – Good night, writing different time periods on the board: 3 o'clock – Good afternoon, 7 o'clock – Good evening etc.) Encourage Ss to mime to each other the different actions and to guess the greeting.

I strongly recommend to keep records of new words and add them to Ss' vocabulary lists. This way Ss will be able to revise the words which might be forgotten and their parents will be aware of the amount of lexical units their children have studied. Words must be checked in the next lesson.

Follow this activity with **ex. 4 p. 8 (SB)** Look, stick and write.

T explains grammar – long and short forms **I am = I'm, name is = name's, what is = what's.** It can be done placing the words on the board and substituting the missing letter with the apostrophe. Encourage Ss to say some magic words while doing that, it will make the whole process amusing and waggish.

Ss repeat chorally, then individually and copy it out in their notebooks.

Then Ss are asked to do **ex. 4 p. 7 (Gr)** or any **exercise from pp. 6–7 (Gr)**. T can give the remaining exercises which Ss haven't

done in class as HW (**ex. 1 p. 6 and ex. 3 p. 7 (Gr)**). Attention: **ex. 2 p. 6 (Gr)** can be assigned as HW only after covering the appropriate lexical material (the phrase **How are you?** which is given in the episode of this lesson).

T introduces and explains the main phrases from the episode (**ex. 3 p. 7 SB**):

What's your name?

My name's...

I'm...

How are you?

I'm fine, thank you

Ss repeat chorally, then individually and add the new words to their vocabulary lists.

Ex. 2 p. 6 (SB) – T plays the recordings several times until Ss grasp the idea and complete this activity correctly.

Ex. 3 p. 7 (SB) – Ss listen, follow the lines, fill in their names and then repeat chorally or individually (T checks their pronunciation and intonation), then watch the animated cartoon of this episode on DVD. T pauses and checks the comprehension. T always checks Ss' reading skills in the next lesson.

Follow with **Play Acting Activity** (see Teacher's Notes). Choose two main characters Eli and Ella and ask Ss to perform their roles in front of the class. Other Ss cheer them up with applauses. Change the actors.

The remaining **exercises from pp. 8–9 (SB)** can be done in random order at T's discretion.

Speaking ex. 9 p. 9 (SB) is done as a summary of the lesson. T asks Ss to work in pairs and act out the dialogue using learnt phrases and grammar.

MEET MY FAMILY

Lesson 2. *This is my ice cream!*

(SB pp. 10–13; Gr pp. 8–9)

Vocabulary: objects, animals and colours.**Grammar:** demonstrative pronouns **this is, that is (that's)**.**Communication:** identifying the nearby and distant objects/animals. Inquiring about their colour.

T introduces new vocabulary using DVD animated resources. T plays **ex. 1 p. 10 (SB)** pausing for Ss to repeat first chorally, then individually. (All new words are added to Ss' vocabulary lists and checked in the next lesson). This lesson has a number of words, so T can introduce the words partially, first – objects and animals and later on – colours.

T explains grammar – **demonstrative pronouns this is, that is and its short form that's**. It can be done placing some objects or toys **near** or **far from** Ss and in this way T explains the difference between **this is** and **that is**. Ask Ss to hide some objects near or far from themselves and let the others find them and identify these objects using **this is** or **that's**.

Then Ss are asked to **do ex. 4 p. 12 (SB)** Read, circle and stick.

T introduces the main phrases from the episode (**ex. 3 p. 11 SB**):

What's this?**What's that?**

The phrase **I like** should be explained superficially without introducing the Present Simple Tense, just explaining the meaning and giving examples.

Ss repeat chorally, then individually and add the new words to their vocabulary lists.

Ex. 2 p. 10 (SB) – T plays the recordings several times until Ss grasp the idea and complete this activity correctly.

Ex. 3 p. 11 (SB) – Ss listen, follow the lines and repeat chorally or individually (T checks their pronunciation and intonation), then watch the animated cartoon of this episode on DVD. T pauses and checks the comprehension. T always checks Ss' reading skills in the next lesson.

Follow with **Play Acting Activity** (see Teacher's Notes). Choose two Ss to act out the dialogue from the episode (**ex. 3 p. 11**). Draw the necessary nearby or distant objects on the board for Ss to remember the consequence of the dialogue. Ask one S to show a card with the relevant colour (if necessary) to complete the dialogue. For example: for the first phrases.

What's this? – This is my red bike. T draws a bike close to the speaker and S shows the card with the red colour on it.

What's that? – That's my dog, Molly. T draws a dog quite far from the speaker etc.

Ex. 5 p. 12 (SB) and **ex. 6 p. 13 (SB)** can be done in class or assigned as HW at T's discretion. **Ex. 7 p. 13 Listen and colour** must be done in class (T checks the comprehension of the covered material).

All the transcripts are attached in the end of the book.

Speaking: ex. 8 p. 13 (SB) is done as a summary of the lesson. T asks Ss to work in pairs and act out the dialogue using learnt phrases and grammar.

Suggested dialogue for **ex. 8 p. 13**:

S1: Hi, my name's Ann. What's your name?

S2: Hi! I'm Helen. What's this, Ann?

S1: This is my car.

S2: What colour is it?

S1: It's yellow. And what's that, Helen?

S2: Oh, that's my ball.

S1: What colour is it?

S2: It's green. Goodbye, Ann!

S1: Bye, Helen!

Ex. from pp. 8–9 (Grammar) can be assigned as homework or can be done at the lesson at T's discretion.

MEET MY FAMILY

Lesson 3. My family and I

(SB pp. 14–17; Gr pp. 10–11)

Vocabulary: family members, friends.**Grammar:** Personal pronouns. Gender.**Communication:** introducing friends and family members.

T introduces new vocabulary using DVD animated resources. T plays **ex. 1 p. 14 (SB)** pausing for Ss to repeat first chorally, then individually. (All new words are added to Ss' vocabulary lists and checked in the next lesson).

T explains grammar – **Personal pronouns**. It can be done by substituting some nouns with the corresponding pronouns (for example, T points at himself (or herself) and says **I**, points at the girl and says **she**, points at a group of Ss and says **they**, points at the boy and says **he** etc.) T writes personal pronouns on the board, Ss repeat chorally, then individually and copy them out into their notebooks. Then T explains the **Gender**. Use the game for remembering gender in general and pronouns he, she, it and they in particular. Choose any pictures with a female person, a male person, a picture with an animal, an object or a plant and some pictures with plural nouns. Mix all the pictures and let Ss pick up the picture and say: he, she, it or they. To make a game nimbler, let Ss stand in a queue, come up to the desk, pick up a picture, name the pronoun and quickly run to the end of the queue.

Ask Ss to do **ex. 1 p. 11 (Gr)** or **ex. 7 p. 17 (SB)** at T's discretion. It's better to do **ex. 6 p. 17 (SB)** and **ex. 2 p. 11 (Gr)** after Ss have learnt the words and know their meanings, so start with substituting the pictures with the corresponding pronouns.

T introduces the main phrases from the episode **ex. 3 p. 15 (SB)**:

Who's this?**Who's that?**

as well as phrases:

Meet my friend/mother/father**Nice to meet you.**

Ss repeat chorally, then individually, then add them to their vocabulary lists. Ask Ss to act out the dialogues using the phrases **Who's this?** and **Who's that?** placing an object close to or far from each other.

Ex. 2 p. 14 (SB) – T plays the recordings several times until Ss grasp the idea and complete this activity correctly.

Ex. 3 p. 15 (SB) – Ss listen, follow the lines and repeat chorally or individually (T checks their pronunciation and intonation), then watch the animated cartoon of this episode on DVD. T pauses and checks the comprehension. T always checks Ss' reading skills in the next lesson.

Follow with **Play Acting Activity** (see Teacher's Notes). Choose two Ss for the roles of Eli and Emma. Let other Ss draw the members of Eli's family and write their names in the pictures (it should be done beforehand). Let Emma ask pointing to different family members and Eli must introduce them. Change the actors.

All the rest of the exercises from **pp. 16–17 (SB)** can be done in random order at T's discretion.

Speaking: ex. 8 p. 17 (SB) must be done as a summary of the lesson. T asks Ss to speak about their families looking at their family trees. Ss are also encouraged to work in pairs asking questions about other Ss' families. Ask them to work in pairs and act out the dialogue using learnt phrases and grammar.

Ex. 2, 3 p. 11 (Gr) can be done at home or in class at T's discretion.

MEET MY FAMILY

Lesson 4. We are happy

(SB pp. 18–21; Gr pp. 12–13)

Vocabulary: adjectives describing people, inquiring about origin.

Grammar: verb **to be** in an affirmative form.

Communication: describing people using adjectives, inquiring about people's origin and stating yours.

T introduces new vocabulary using DVD animated resources. T plays **ex. 1 p. 18 (SB)** pausing for Ss to repeat first chorally, then individually. (All new words are added to Ss' vocabulary lists and checked in the next lesson).

T explains grammar – the verb **to be** in an affirmative form. Explanation should be commenced with the peculiarity of this verb in the Ukrainian language (stating that it can disappear in Ukrainian but it must be necessarily used in English). T writes on the board all personal pronouns on the left and their corresponding forms of the verb **to be (am, is, are)** on the right. T explains short forms and writes them on the board. Ss repeat chorally, then individually, then copy it out into their notebooks. Diversify activities with a ball game. T throws the ball at Ss and says the personal pronoun. Ss catch the ball and say the corresponding verb form. Do it in random order.

Then Ss do **ex. 6 p. 20 (SB)** and **ex. 1, 2, 3 p. 13 (Grammar)** (T can assign some of them as HW).

T introduces the main phrases from the episode **ex. 3 p. 19 (SB)**:

Look at this picture

In this picture

Ss repeat chorally, then individually, and add them to their vocabulary lists. **Ex. 2 p. 18 (SB)** – T plays the recordings several times until Ss grasp the idea and complete this activity correctly.

Ex. 3 p. 19 (SB) Ss listen, follow the lines and repeat chorally or individually (T checks their pronunciation and intonation). Then watch the animated cartoon of this episode on DVD. T pauses and

checks the comprehension. T always checks Ss' reading skills in the next lesson.

Follow with **Play Acting Activity** (see Teacher's Notes). Ss' books closed. T shows illustrations from the episode (**ex. 3 p. 19**) and Ss in random order describe these pictures on Eli's behalf. If not all the Ss had a chance to do that T returns to the beginning of the episode.

T introduces the following phrase and names of the countries:

I am from Ukraine

England

Spain

Italy

France

Africa

the USA

Ss repeat chorally, then individually, then add them to their vocabulary lists. Play a ball game: name a country and ask Ss to state their origin. Complicate the game, pointing at other Ss and asking them to say their origin, for example:

Pointing at a girl and saying France – She is from France.

Pointing at a boy and saying Italy – He is from Italy.

Pointing at a group of children and saying England – They are from England etc.

Ss do **ex. 5 p. 20 (SB)**. T plays the recording, then asks Ss to introduce themselves saying their names and stating the origin.

The remaining **exercises from pp. 20–21 (SB)** can be done in random order at T's discretion, except for **ex. 7 p. 21 (SB)** – T plays the recording and checks Ss' comprehension.

Speaking: ex. 10 p. 21 (SB) must be done as a summary of the lesson. Ask Ss to work in pairs and act out the dialogue using learnt phrases and grammar.

Revision 1 page 22 (SB) is done in the lesson to check Ss' comprehension of the material taught within Unit 1.

Project 1 page 23 (SB) – a creative task which Ss are supposed to do at home as their HW, reading the prompt about Eli, drawing and writing the similar text about themselves. This activity combines

both oral and written skills as Ss will be asked to tell the class about themselves.

Every Unit finishes with **the song** which includes grammar and vocabulary covered within the Unit.

T explains SS the phrase

And so is my cat

It is added to Ss' vocabulary lists and checked in the next lesson. After that Ss read the song pointing to the objects they hear (**SB p. 24**). Then T plays the song on DVD and Ss sing along. Ask Ss to learn this song by heart.

UNIT 2

HOME SWEET HOME

Lesson 1. My house

(SB pp. 26–29; Gr pp. 14–17)

Vocabulary: inside the house/flat, prepositions **on, in, under**; inquiring about location.

Grammar: the verb **to be** in interrogative and negative forms.

Communication: describing your house/flat. Asking and answering about location.

T introduces new vocabulary using DVD animated resources. T plays **ex. 1 p. 26 (SB)** pausing for Ss to repeat first chorally, then individually. (All new words are added to their vocabulary lists and checked in the next lesson).

T explains grammar — **interrogative and negative forms of the verb to be**. It can be done by placing the cards with words on the board (affirmative sentence) and replacing the verb **to be** to the first place (for interrogative sentence) or inserting the word **not** after the verb **to be** (in negative sentences). Let some Ss go to the board and do it themselves explaining their actions for better understanding. Show Ss how to form short forms **isn't, aren't** and remind them to say some magic words while doing that. Note that there is no short form for **am not**.

T writes on the board, Ss repeat and copy into their notebooks:

I am — Am I? — I am not

He is — Is he? — He isn't

She is — Is she? — She isn't

It is — Is it? — It isn't

You are — Are you? — You aren't

We are — Are we? — We aren't

They are — Are they? — They aren't

Also explain to Ss short positive and negative answers (note that we always substitute nouns with relevant pronouns). T writes

examples on the board, Ss repeat chorally and copy them out into their notebooks:

Is **Sam** happy? Yes, **he** is. No, **he** isn't.

Are **Max and Lily** in the kitchen? Yes, **they** are. No, **they** aren't.

Are **you** from England? Yes, **I** am. No, **I** am not.

Ss start doing **ex. 1 p. 15 (Gr)** in class and finish doing it at home. Check the exercise in case Ss didn't understand the rule, then explain it once again.

T introduces the main phrases from the episode **ex. 3 p. 27 (SB)**:

Let's play

Let's play hide-and-peek

Where is/Where are...?

In the tree

Now

Clean

Ss repeat chorally, then individually and add the words to their vocabulary lists.

Ex. 2 p. 26 (SB) – T plays the recordings several times until Ss grasp the idea and complete this activity correctly.

Ex. 3 p. 27 (SB) - Ss listen, follow the lines, then repeat chorally or individually (T checks their pronunciation and intonation), then watch the animated cartoon of this episode on DVD. T pauses and checks the comprehension. T always checks Ss' reading skills in the next lesson.

Follow with **Play Acting Activity** (see Teacher's Notes). Prepare the cards with different locations on them (bathroom, kitchen, bedroom, hall, tree etc.) beforehand. Ss' books closed. Ask one S to ask questions about location and the other ones are supposed to answer. For example: T shows the card **In the bathroom** and specify the character – Eli. S1 asks: Is Eli in the bathroom? S2 looks at the illustrations on p. 27 and replies: No, he isn't. He's in the tree. Proceed the activity with the following two pictures (Emma; Tom and Sam).

The remaining **exercises from pp. 28–29 (SB)** can be done in random order at T's discretion.

Exercises from pp. 16–17 (Gr) can be done at home or in class at T's discretion.

HOME, SWEET HOME

Lesson 2. *What a mess!*

(SB pp. 30–33; Gr pp. 18–21)

Vocabulary: furniture and household items

Grammar: Indefinite and definite articles **a/an, the**

Communication: describing dwellings.

T introduces new vocabulary using DVD animated resources. T plays **exercise 1 p. 30 (SB)** pausing for Ss to repeat first chorally, then individually. (All new words are added to Ss' vocabulary lists and checked in the next lesson).

T explains grammar: introduces the term **Article**, and specifies its absence in the Ukrainian language. T explains that there are two types of articles and clarifies their difference: (article **a/an** in ancient times meant **one**, so it can be only used before the singular nouns (**a** – comes before consonants, **an** – comes before vowel sounds **a, i, o, u, e**). Give examples and write them on the board. Ss repeat first chorally, then individually. Explain the article **the**, stating that it can be used both with singular and plural nouns when we speak about something specific or already mentioned. Write examples on the board. Ss repeat chorally and individually, explaining usage of the articles.

For example: T places the picture of a bath on the board, says and writes, underlining the article **a**:

This is **a** bath.

We use the indefinite article **a** because the word **bath** is a singular noun and we are mentioning it for the first time. Ask Ss to give their own examples throwing a ball at them and eliciting their examples.

Then T places a picture of an orange on the board, says and writes underlining the article **an**:

This is **an** orange.

Specify the difference between **a/an** (we use **an** when the next word begins with a vowel sound and **a** when the next word begins

with a consonant sound). Write vowels **a, i, o, u, e** on the board and ask Ss to remember them.

Then T writes the next sentence, underlining the article **the**:

The bath is pink.

T explains the usage of the article **the**, as we have already mentioned the word **bath** and we speak about the specific bath. Ask Ss to give their examples.

Note that we always use **the** before the location and never use articles before proper names. Write an example on the board. Ss read chorally, then individually:

X Eli is in **the** garden.

Commence practical activities with **ex. 5 p. 32 (SB)** and assign **ex. 1 p. 19 (Gr)** as HW. Check Ss' comprehension by doing **ex. 2 p. 19 (Gr)**, asking Ss to fill in the articles and explain their usage. Explain the rules again if necessary.

T introduces the main phrases from the episode **ex. 3 p. 31 (SB)**:

What a mess!

Help me

Put the vase/cup...

Ss add the words to their vocabulary lists and T checks the words in the next lesson.

Ex. 2 p. 30 (SB) – T plays the recordings several times until Ss grasp the idea and complete this activity correctly.

Ex. 3 p. 31 (SB) – Ss listen, follow the lines and repeat chorally or individually (T checks their pronunciation and intonation), then watch the animated cartoon of this episode on DVD. T pauses and checks the comprehension. T always checks Ss' reading skills in the next lesson.

Follow with **Play Acting Activity** (see Teacher's Notes). Choose two characters Eli and Sam. Pause the episode on DVD for the appropriate illustration. For example, the vase is under the table, the second – the vase is on the table, the third – the cup is on the swing, the fourth – the cup is in the cupboard etc. Ask Ss to act out the dialogue using the proposed illustrations.

Ex. 6 p. 33 (SB) is suggested for class work. T plays the CD recording while Ss listen carefully and draw the lines. Check Ss' comprehension.

Ex. 3, 4, 5 p. 20–21 (Gr), ex. 4 p. 32 (SB) and **ex. 7 p. 33 (SB)** can be done in random order at T's discretion.

Speaking: ex. 8 p. 33 (SB) must be done as a summary of the lesson. Ask Ss to describe their dwellings. Ask them to work in pairs and act out the dialogue using learnt phrases and grammar.

HOME SWEET HOME

Lesson 3. My toys

(SB pp. 34–37; Gr pp. 22–23)

- Vocabulary:** toys; numbers 1–10
- Grammar:** regular plurals (ending *s/es*)
- Communication:** giving information about toys and their quantity.

T introduces new vocabulary using DVD animated resources. T plays **ex. 1 p. 34 (SB)** pausing for Ss to repeat first chorally, then individually. (All new words are added to Ss' vocabulary lists and checked in the next lesson).

T introduces grammar commencing with explanations of number (singular and plural). T draws and writes on the board:

One swing – two swings (underlining the ending *s*)

Ss repeat chorally, then individually. Draw Ss' attention to pronunciation.

Ask Ss to play a ball game: you throw a ball at Ss and say the word in singular, Ss catch the ball and say this word in plural.

Then T emphasizes that there are some words which end in **s, ss, sh, ch, x** and focuses Ss' attention on their pronunciation.

T writes examples on the board, underlining the last letters:

A box – two boxes
 A match – two matches
 A glass – two glasses
 A bus – two buses
 A bush – two bushes

Ss repeat chorally, then individually, then do **ex. 1 p. 22 (Gr)**.

Ex. 5 p. 36 (SB) is assigned as HW.

T introduces the main phrases from the episode **ex. 3 p. 35 (SB)**:

With
Let's see
Magic wand

Stop
Let's go
There

As well as phrases:

Phone number
What's your phone number?
Fox

Ss repeat chorally, then individually, then add new words and phrases to their vocabulary lists. T checks the words in the next lesson.

Ex. 2 p. 34 (SB) – T plays the recordings several times until Ss grasp the idea and complete this activity correctly.

Ex. 3 p. 35 (SB) – Ss listen, follow the lines and repeat chorally or individually (T checks their pronunciation and intonation), then watch the animated cartoon of this episode on DVD. T pauses and checks the comprehension. T always checks Ss' reading skills in the next lesson.

Follow with **Play Acting Activity** (see Teacher's Notes). Ask Ss to prepare magic wands beforehand. As an old trunk, you can use a box or a paper bag. Ask Ss to bring their toys and put them in the bag (an old trunk). Ss come over to the trunk in turn taking out their toys waving the magic wand and saying their toys in plural.

Ex. 4 p. 36 (SB) is suggested for class work. T plays the CD recording, Ss repeat chorally or individually and do exercise 4.

Ex. 6 p. 36 (SB) is done in class. Play the recording, Ss listen and tick the boxes. Check Ss' answers.

Assign **ex. 7 p. 37 (SB)** as HW.

Ex. 2 p. 23 (Gr) can be divided into two parts: Ss commence doing it in class and finish it at home.

Speaking: ex. 8 p. 37 (SB) must be done as a summary of the lesson. Ask Ss to speak about their toys. Ask them to work in pairs and act out the dialogue using learnt phrases and grammar.

Revision 2 page 38 (SB) is done in the lesson to check Ss' comprehension of the material taught within Unit 2.

Project 2 page 39 (SB) – a creative task which Ss are supposed to do at home as their HW, reading the prompt about Eli's house, drawing and writing the similar text about themselves. This activity

combines both oral and written skills as the Ss will be asked to tell the class about their dwellings and furniture.

The song p. 40 (SB) –

T explains Ss the phrases:

Can I take it?

Ask my friend

The phrases are added to Ss' vocabulary lists and checked in the next lesson.

After that Ss read the song and point to the objects they hear and identify their location (**SB p. 40**). Then T plays the song on DVD and Ss sing along. Ask Ss to learn this song by heart.

UNIT 3

ANIMALS

Lesson 1. In the jungle

(SB pp. 42–45; Gr pp. 24–27)

Vocabulary: animals; numbers 11–20

Grammar: **there is/are** in an affirmative form

Communication: giving information about animals, their location and quantity.

T introduces new vocabulary using DVD animated resources. T plays **ex. 1 p. 42 (SB)** pausing for Ss to repeat first chorally, then individually. (All new words are added to Ss' vocabulary lists and checked in the next lesson).

T introduces grammar construction **there is/are** commencing with its purpose. We use this construction when we need to say that something or somebody is located somewhere. Give examples of this construction in Ukrainian, for example:

На столі – морозиво. На пальмі – банани. У класі – діти etc.

Ask Ss to give their own examples stating that the sentences must be commenced with the location.

After Ss show their complete comprehension of the construction usage, ask them to imagine this construction as a train consisting of 4 carriages (prepare the carriages with words beforehand) and pin them up on the board in the following order:

There + is/are + предмет + місце

Then explain the terms «предмет» та «місце», asking Ss to identify them in some Ukrainian sentences, for example:

У джунглях – два бегемоти (предмет – два бегемоти, місце – у джунглях) тощо.

Ask some Ss to make up Ukrainian sentences while others have to state the «object» and «its location».

After that T writes the Ukrainian sentence on the board, Ss copy it into their notebooks and circle the «object» and the «location».

Then T elicits from Ss the right word order and writes it on the board:

There + are + two hippos + in the jungle.

Note: Ss are supposed to revise the **verb to be** (am, is, are) and **plurals**. For this purpose, ask Ss to do **ex. 1, 2 p. 25 (Gr)**.

Proceed with **ex. 3, 4 p. 26 (Gr)**. These exercises must be done partially (T divides them and Ss start doing them in class and finish at home).

Ex. 4, 5 p. 27 (Gr) can be done in class or assigned as HW at T's discretion. T introduces the main phrases from the episode **ex. 3 p. 43 (SB)**:

In the (palm) tree (emphasize the preposition **in**)

Clean

Poor

Ss add them to their vocabulary lists. T checks the words in the next lesson.

Ex. 2 p. 42 (SB) – T plays the recordings several times until Ss grasp the idea and complete this activity correctly.

Ex. 3 p. 43 (SB) – Ss listen, follow the lines and repeat chorally or individually (T checks their pronunciation and intonation), then watch the animated cartoon of this episode on DVD. T pauses and checks the comprehension. T always checks Ss' reading skills in the next lesson.

As this episode is performed as a narration, not a dialogue, ask Ss to look at the illustrations on **p. 43 (SB)** and describe the pictures (T can also pause the episode on DVD with appropriate illustration).

Ex. 4 p. 44 (SB) is suggested for class work. T plays the CD recording, Ss repeat chorally, then individually, then do exercise 4.

Ex. 6 p. 44–45 (SB) is done in class. T plays the recording, Ss listen and write the number, then make up sentences. Check Ss' answers.

Assign **ex. 7, 8 p. 45 (SB)** as HW.

Speaking: ex. 9 p. 45 (SB) must be done as a summary of the lesson. Ask Ss to speak about animals they can see in the jungle and their location. Ask them to draw their own pictures and describe them.

UNIT 3

ANIMALS

Lesson 2. At the circus

(SB pp. 46–49; Gr pp. 28–31)

Vocabulary: animals and their location.

Grammar: **there is/are** in interrogative and negative forms.

Communication: talking about various animals and their location.

T introduces new vocabulary using DVD animated resources. T plays **ex. 1 p. 46 (SB)** pausing for Ss to repeat first chorally, then individually. (All new words are added to Ss' vocabulary lists and checked in the next lesson).

T introduces grammar: construction **there is/are in interrogative and negative forms**. T uses the same cards with words as in the previous lesson and places them on the board in an affirmative form. Then T shows the Ss how to form an interrogative form simply changing the order of the cards on the board. For example:

There + are + two hippos + in the jungle.

Are + there + two hippos + in the jungle?

Ss repeat chorally, then individually.

For a negative form insert **NOT** after **ARE**:

There + are + **NOT** + two hippos + in the jungle.

Ss repeat chorally, then individually.

Elicit the short forms: **isn't, aren't**. Individual Ss repeat the same sentence with a short form.

Ss copy everything out in their notebooks.

Drill Ss. Let some Ss make some affirmative sentences and the others form their interrogative and negative forms.

Explain to Ss how to form short positive and negative answers. Write examples on the board (emphasizing the replacing of nouns with the appropriate personal pronouns).

Proceed with **ex. 1 p. 29 (Gr)** and **ex. 3 p. 31 (Gr)**. T can divide these exercises and ask Ss to finish the other half at home. Check and correct if necessary.

T introduces the main phrases from the episode **ex. 3 p. 47 (SB)**:

At the circus

a lot of animals

in the ring (specify the usage of the preposition in)

Ss add the new words to their vocabulary lists. T checks the words in the next lesson.

Ex. 2 p. 46 (SB) – T plays the recordings several times until Ss grasp the idea and complete this activity correctly.

Ex. 3 p. 47 (SB) – Ss listen, follow the lines and repeat chorally or individually (T checks their pronunciation and intonation), then watch the animated cartoon of this episode on DVD. T pauses and checks the comprehension. T always checks Ss' reading skills in the next lesson.

Follow with **Play Acting Activity** (divide the class into two teams. Tracing the episode ask one team to ask questions and the other one to answer. The team which gives more correct answers wins).

Ex. 4 p. 48 (SB) is suggested for class work. T plays the CD recording, Ss repeat chorally, then individually, then do the exercise 4.

Ex. 5 p. 48 (SB) is done in class. Play the recording, Ss listen, put a tick or a cross and stick. Check Ss' answers.

Ex. 6 p. 49 (SB) can be done at home or in the lesson at T's discretion.

Speaking: ex. 7 p. 49 (SB) must be done as a summary of the lesson. Ask Ss to speak about the animals they can see at the circus. Ask them to draw their own pictures and describe them.

Revision 3 page 50 (SB) is done at the lesson to check Ss' comprehension of the material taught within Unit 3.

Project 3 page 51 (SB) – a creative task which Ss are supposed to do at home as their HW. They fill in the missing words, then look at the picture and describe it in class.

The song p. 52 (SB) –

T explains the new phrases to Ss:

It's lots of fun

Everyone

Eating bananas

Looking at me

The phrases are added to Ss' vocabulary lists and checked in the next lesson.

After that, Ss read the song pointing to the animals they hear and identifying their location (**SB p. 52**). Then T plays the song on DVD and Ss sing along. Ask Ss to learn this song by heart.

UNIT 4

CLOTHES

Lesson 1. *On the beach*

(SB pp. 54–57; Gr pp. 32–35)

Vocabulary: clothes

Grammar: Possessive case

Communication: clothes, inquiring about possession.

T introduces new vocabulary using DVD animated resources. T plays **ex. 1 p. 54 (SB)** pausing for Ss to repeat first chorally, then individually. (All new words are added to Ss' vocabulary lists and checked in the next lesson).

T introduces grammar: **Possessive case**. T explains that some things can belong to other people and to show their possession we first name the owner, add 's to the owner and only then name the owner's possession. To give an example, take something from a S, a book, a cap etc. Then say: This is Peter's cap. Ss repeat chorally, then individually. Write the sentence on the board, Ss copy the sentence in their notebooks, marking 's with a different colour. Then ask Ss to give their own examples. T helps Ss with unknown words in case of necessity (an eraser, a copybook, a ruler etc). These words must be added to Ss' vocabulary lists and checked in the next lesson.

Grammar is proceeded by **ex. 2 p. 34 (Gr)**.

Ex. 1 p. 33 (Gr), **ex. 3 p. 35 (Grammar)** and **ex. 6 p. 57 (SB)** can be done in class or assigned as HW at T's discretion. T can also divide them in parts and do one half in class and assign the other half as HW.

T introduces the main phrases from the episode **ex. 3 p. 55 (SB)**:

It's sunny

Today

Here they are!

Whose

The new words are added to Ss' vocabulary lists and checked in the next lesson.

Ex. 2 p. 54 (SB) – T plays the recordings several times until Ss grasp the idea and complete this activity correctly.

Ex. 3 p. 55 (SB) – Ss listen, follow the lines and repeat chorally or individually (T checks their pronunciation and intonation), then watch the animated cartoon of this episode on DVD. T pauses and checks the comprehension. T always checks Ss' reading skills in the next lesson.

Follow with **Play Acting Activity** – choose one S and ask him to close his eyes while the rest of the Ss put their belongings into the bag. Then S opens his eyes, takes things from the bag and inquires about its owner. Ss give short positive or negative answers. For example:

Is this Tom's? – Yes, it is.

Is this Ann's? – No, it isn't.

Ex. 4 p. 56 (SB) is suggested for class work. T plays the CD recording, Ss repeat chorally, then individually, then do exercise 4.

Ex. 7 p. 57 (SB) is done in class. Play the recording, Ss listen and write Eli's or Lily's. Check Ss' answers.

Assign **ex. 5 p. 56 (SB)** as homework.

UNIT 4

CLOTHES

Lesson 2. *The pirates' ship*

(SB pp. 58–61; Gr pp. 36–39)

Vocabulary: clothes and footwear

Grammar: Possessive adjectives

Communication: clothes, inquiring about possession.

T introduces new vocabulary using DVD animated resources. T plays **ex. 1 p. 58 (SB)** pausing for Ss to repeat first chorally, then individually. (All new words are added to Ss' vocabulary lists and checked in the next lesson).

T introduces grammar: **Possessive adjectives**. T commences explanations with Ukrainian equivalents (мій, його, її, твій, ваш, наш, їх) and makes sure that Ss use correct forms in the Ukrainian language. Revise personal pronouns playing a ball game (T throws a ball at Ss saying a Ukrainian personal pronoun, Ss catch the ball and say it in English). Then write the personal pronouns on the board with their corresponding form of possessive adjectives like this:

I – my

He – his

She – her

It – its

You – your

We – our

They – their

Ss repeat chorally, then individually and copy them out into their notebooks.

Explain the difference between **his**, **her** and **its** pointing out that forms **his** or **her** refer only to **people** while **its** refers to **animals**. Give examples and write them on the board:

This is my **mother** and this is **her** dress. (mother – **she**, that's why we use **her**)

This is my **brother** and this is **his** ball. (brother – **he**, that's why we use **his**)

This is my **cat** and this is **its** toy. (the cat – **it**, that's why we use **its**)

Ss repeat chorally, then individually and copy them out into their notebooks.

Note: Ss revise personal pronouns and gender for better understanding of the new material (**ex. 1, 2 pp. 37 (Gr)**)

Assign **ex. 5, 6 p. 60 (SB)** as HW.

T introduces the main phrases from the episode **ex. 3 p. 59 (SB)**:

We need

Too old

Take us back!

The new words are added to Ss' vocabulary lists and checked in the next lesson.

Ex. 2 p. 58 (SB) – T plays the recording several times until Ss grasp the idea and complete this activity correctly.

Ex. 3 p. 59 (SB) – Ss listen, follow the lines and repeat chorally or individually (T checks their pronunciation and intonation), then watch the animated cartoon of this episode on DVD. T pauses and checks the comprehension. T always checks Ss' reading skills in the next lesson.

Follow with **Play Acting Activity** – let Ss play the roles of pirates, an elf and a grasshopper. Specify and prepare the necessary clothes beforehand.

Ex. 4 p. 60 (SB) is suggested for class work. T plays the CD recording, Ss repeat chorally, then individually, then Ss do exercise 4.

Ex. 7 p. 61 (SB) is done in class. Ss fill in the correct possessive pronouns explaining their choice.

Ex. 8 p. 61 (SB) is done in class. Play the recording, Ss listen and write **his**, **her** or **their**. Check Ss' answers.

Ex. 3–6 pp. 37–39 (Gr) can be done in class or at home at T's discretion.

CLOTHES

Lesson 3. *The island*

(SB pp. 62–65; Gr pp. 40–43)

- Vocabulary:** adjectives describing size
- Grammar:** Possessive adjectives and Possessive pronouns.
- Communication:** identifying possessions, description of items using adjectives.

T introduces new vocabulary using DVD animated resources. T plays **ex. 1 p. 62 (SB)** pausing for Ss to repeat first chorally, then individually. (All new words are added to Ss' vocabulary lists and checked in the next lesson).

T introduces grammar: Possessive adjectives and Possessive pronouns. T commences explanations with revision of possessive adjectives. Then states that there are two ways to show possession. At this stage do not introduce the notion possessive pronouns, just mention that there are two forms (залежна та незалежна). Write them on the board, Ss repeat chorally and individually, then copy them out into their copybooks.

My – mine
His – his
Her – hers
Its –
Your – yours
Our – ours
Their – theirs

T points out to Ss that the Possessive adjectives (залежна форма) come before a noun whereas the Possessive pronouns (незалежна форма) don't have a noun after them.

Write the following sentences on the board:

This is **her** dress. This dress is **hers**.

Ss repeat chorally, then individually. Underline the noun dress and point out its position in the sentence.

Help Ss with remembering Possessive pronouns by adding **s** to the Possessive adjectives. Note that **my** is changed into **mine** and **its** has only one form of Possessive adjective.

Reinforce the material by playing a ball game (throw a ball at Ss saying a possessive adjective, Ss catch the ball and say its corresponding Possessive pronoun).

Proceed explanations with **ex. 1, 2 pp. 41 (Gr)**

Assign **ex. 3, 4 p. 42 (Gr)** as HW.

Ex. 5, 6 p. 43 (SB) can be done in class or assigned as HW.

T introduces the main phrases from the episode **ex. 3 p. 63 (SB)**:

Let's go there

Here we are

everything

The new words are added to Ss' vocabulary lists and checked in the next lesson.

Ex. 2 p. 62 (SB) – T plays the recordings several times until Ss grasp the idea and complete this activity correctly.

Ex. 3 p. 63 (SB) – Ss listen, follow the lines and repeat chorally or individually (T checks their pronunciation and intonation), then watch the animated cartoon of this episode on DVD. T pauses and checks the comprehension. T always checks Ss' reading skills in the next lesson.

Follow with **Play Acting Activity** (see Teacher's Notes). Choose three main characters (Eli, Robbie and Emma), prepare a map beforehand and act out the dialogue (Help Ss by pausing the corresponding DVD illustration if necessary).

Ex. 4 p. 64 (SB) is suggested for class work. T plays the CD recording, Ss repeat chorally, then individually, then do exercise 4.

Ex. 8 p. 65 (SB) is done in class. Ss listen to recording and fill in **mine, his, hers, ours** or **theirs**. T checks Ss' comprehension.

Ex. 5, 6, 7 pp. 64–65 (SB) can be done in class or at home at T's discretion.

Speaking: ex. 9 p. 65 (SB) must be done as a summary of the lesson. You may diversify this activity. Ss write the items of clothes on their papers. S at the board is asked to guess whose items they are. For example, S1 at the board picks up a paper with **a skirt** written on it.

S2 asks: Whose it is?

S1 Is this Ann's skirt?

S2 No, it isn't.
S1 Is this Kate's skirt?
S2 Yes, it is. Change Ss.

Revision 4 page 66 (SB) is done at the lesson to check Ss' comprehension of the material taught within Unit 4.

Project 4 page 67 (SB) – a creative task which Ss are supposed to do at home as their HW. They draw and describe their friend as in the model. Then T asks Ss to tell the class about their friend.

The song p. 68 (SB) – T explains Ss the new phrases:

All these clothes

Rich

Wearing her T-shirt

Lovely

Necklace

Does she need all that? The phrases are added to Ss' vocabulary lists and checked in the next lesson.

After that Ss read the song pointing to the items of clothes they hear (**SB p. 68**). Then T plays the song on DVD and Ss sing along. Ask Ss to learn this song by heart.

UNIT 5

MY APPEARANCE

Lesson 1. He's got beautiful wings

(SB pp. 70–73; Gr pp. 44–47)

Vocabulary: appearance

Grammar: **have got** in an affirmative form

Communication: inquiring and describing appearance.

T introduces new vocabulary using DVD animated resources. T plays **ex. 1 p. 70 (SB)** pausing for Ss to repeat first chorally, then individually. (All new words are added to Ss' vocabulary lists and checked in the next lesson).

T introduces grammar: **have got** / **has got** commencing with explanations of the situation when someone possesses something. Give examples in Ukrainian, for example:

Я маю світле волосся або Він має гарний автомобіль тощо.

Ask Ss to make up their own examples in Ukrainian.

Write the Ukrainian sentence on the board:

Елі має зелені очі.

Then place the cards with the following word order on the board:

Власник + have got/has got + предмет

Explain to Ss that the owner is someone who possesses something and the object is something which belongs to the owner. Ask Ss to identify the owner and the object. Ss underline the owner with green colour and the object with blue colour. Drill Ss with other examples.

Explain the difference between **have got** and **has got**. Play the ball game to reinforce the material. T throws the ball at Ss saying the owners (a pirate, I, a cat, my brothers...) and Ss catch the ball and choose **have got** or **has got**.

Then T asks Ss to copy the scheme out in their notebooks and write down the example:

Власник + have got / has got + предмет
He + has got + green eyes.
I + have got + dark hair.

Ss read chorally, then individually.

T explains short forms and writes them on the board. Ss copy them in their notebooks, then repeat chorally and individually:

I have got = I've got
He has got = He's got
She has got = She's got
It has got = It's got
You have got = You've got
We have got = We've got
They have got = They've got

Draw Ss' attention to pronunciation of the short forms.

Point out the peculiarity of this construction in Ukrainian. Two Ukrainian sentences **Він має машину** та **У нього є машина** are translated into English identically: He has got a car.

Ask Ss to give similar examples.

Ask Ss to revise gender and do **ex. 1 p. 46 (Gr)**. Then Ss do **ex. 2 p. 46 (Gr)**.

Ex. 3, 4 p. 47 (Gr) can be done in class or can be assigned as HW.

T introduces the new words and phrases from the episode **ex. 3 p. 71 (SB)**:

Let's draw

Let's see

here

As well as the phrase:

What's Elvira Like?

Ss repeat chorally and individually, then add new words to their vocabulary lists. T checks the words in the next lesson.

Ex. 2 p. 70 (SB) – T plays the recording several times until Ss grasp the idea and complete this activity correctly.

Ex. 3 p. 71 (SB) – Ss listen, follow the lines and repeat chorally or individually (T checks their pronunciation and intonation), then watch the animated cartoon of this episode on DVD. T pauses and checks the comprehension. T always checks Ss' reading skills in the next lesson.

Follow with **Play Acting Activity** (ask Ss to draw faces, present their illustrations in front of the class and then describe them)

Ex. 4 p. 72 (SB) is suggested for class work. T plays the CD recording, Ss repeat chorally, then individually, then do exercise 4.

Ex. 5, 6 pp. 72, 73 (SB) can be done in class or assigned as HW at T's discretion.

Ex. 7 p. 73 (SB) is done in class. Ss listen to the recordings and draw. T checks Ss' comprehension.

Speaking: ex. 8 p. 73 (SB) must be done as a summary of the lesson. Ask Ss to describe someone in class and let the others guess. The winner gets the point.

MY APPEARANCE

Lesson 2. In the museum

(SB pp. 74–77; Gr pp. 48–51)

- Vocabulary:** describing people and their appearance;
describing animals
- Grammar:** **have got** in interrogative and negative forms.
- Communication:** talking about people's appearance and animals' description.

T introduces new vocabulary using DVD animated resources. T plays **ex. 1 p. 74 (SB)** pausing for Ss to repeat first chorally, then individually. (All new words are added to Ss' vocabulary lists and checked in the next lesson).

T introduces grammar: **have got in interrogative and negative forms**. T uses the same cards with words as in the previous lesson and places them on the board in an affirmative form.

Власник + **have/has** + got + предмет
 He + **has** + got + green eyes.
 We + **have** + got + a nice house.

Ss repeat first chorally, then individually and copy it out into their notebooks. (T emphasizes the difference between **have** and **has**).

Then T shows Ss how to form an interrogative form simply by moving **have** or **has** to the first place. For example:

Has + Eli + got + green eyes?
Have + we + got + a nice house?

Ss repeat first chorally, then individually and copy it out into their notebooks.

For a negative form insert **NOT** after **have/has**:

Eli + **has** + **NOT** + got + green eyes.
 We + **have** + **NOT** + got + a nice house.

Ss read chorally, then individually.

Explain the short forms: **haven't/hasn't** and let Ss copy them out into their notebooks. Individually Ss repeat the same sentences with a short form.

Drill Ss. Make up some affirmative sentences and ask them to form their interrogative and negative forms.

Explain to Ss how to form short positive and negative answers.

Proceed with **ex. 1 p. 49 (Gr)** and **ex. 4 p. 51 (Gr)**. T can divide these exercises and ask Ss to finish the other half at home. Check and correct if necessary. **Ex. 2, 3 pp. 50, 51 (Gr)** can be done in class or assigned as HW at T's discretion.

Ex. 2 p. 74 (SB) – T plays the recording several times until Ss grasp the idea and complete this activity correctly.

Ex. 3 p. 75 (SB) – Ss listen, follow the lines and repeat chorally or individually (T checks their pronunciation and intonation), then watch the animated cartoon of this episode on DVD. T pauses and checks the comprehension. T always checks Ss' reading skills in the next lesson.

Follow with **Play Acting Activity** (choose one S as a museum guide and let all the other Ss ask him questions about dinosaurs). Ask Ss to draw their own dinosaurs and describe them in class.

Ex. 4 p. 76 (SB) is suggested for class work. T plays the CD recording, Ss repeat chorally, then individually, then Ss do exercise 4.

Ex. 7 p. 77 (SB) is done in class. Play the recording, Ss listen, put a tick or a cross. Check Ss' answers.

Ex. 5, 6 pp. 76–77 (SB) can be done at home or in the lesson at T's discretion.

Speaking: ex. 8 p. 77 (SB) must be done as a summary of the lesson. Ask Ss to speak about the animals they have seen at the zoo. Tell Ss they are going to have a quiz show (one participant describes the animal, the other one must guess).

Revision 5 page 78 (SB) is done in the lesson to check Ss' comprehension of the material taught within Unit 5.

Project 5 page 79 (SB) – a creative task which Ss are supposed to do at home as their HW. They draw their own elf, write its description at home and tell the class about their elves in the lesson.

The song p. 80 (SB) – T explains Ss new phrases:

Of course

It is fair

How many

Don't come close!

It can bite you.

The phrases are added to Ss' vocabulary lists and checked in the next lesson.

After that Ss read **the song (SB p. 80)**. Then T plays the song on DVD and Ss sing along. Ask Ss to learn this song by heart.

WEATHER AND OUTDOOR ACTIVITIES

Lesson 1. Now we can swim

(SB pp. 82–85; Gr pp. 52–55)

Vocabulary: abilities, outdoor activities

Grammar: the modal verb **can** in affirmative, interrogative and negative forms.

Communication: inquiring and speaking about abilities.

T introduces new vocabulary using DVD animated resources. T plays **ex. 1 p. 82 (SB)** pausing for Ss to repeat first chorally, then individually. (All new words are added to Ss' vocabulary lists and checked in the next lesson).

T introduces the modal verb **can** commencing with explanations of a situation when someone can or is able to do something. T offers to play a Boast Game in Ukrainian. Each S catches the ball and says what he or she can do. After T makes sure all Ss have complete comprehension, they are offered to have a ride in a hot air balloon.

Each balloon has a title on it, and that is the way we form an affirmative form:

T places 3 cards – 3 hot air balloons on the board in the following order:

Особа + can + дія. Then writes down an example:

She + can + dance.

Ss copy it out into their notebooks, then repeat chorally and individually.

In order to make a question T changes the order of the balloons on the board:

Can + особа + дія?

Can + she + dance?

Ss copy it out into their notebooks, then repeat chorally and individually.

For a negative form T inserts **NOT** after **can**

Особа + **can** + **not** + дія

She + **can** + **not** + dance.

T explains the short form **can't** (ask Ss to say magic words to make the letters disappear)

Can + **not** = **can't**

Ss copy it out into their notebooks, repeat chorally, then individually.

Now ask Ss to say the same sentences they did at the beginning of the lesson in English. T helps with unknown words, they are added to Ss' vocabulary lists and checked in the next lesson.

Ss do **ex. 1 p. 54 (Gr)**. T can divide this exercise into two parts and ask Ss to finish it at home.

T explains short positive and negative answers.

Ss do **ex. 2 p. 55 (Gr)** as revision of the gender and **ex. 3 p. 55 (Gr)**.

Ex. 4 p. 55 (Gr) is assigned as HW.

T introduces the new words and phrases from the episode **ex. 3 p. 83 (SB)**:

Magic

Let's fly to

What's the matter?

Because

There is no water

That's why

Can you help?

As well as the phrase:

What can you do?

Ss add these words and phrases to their vocabulary lists. T checks the words in the next lesson.

Ex. 2 p. 82 (SB) – T plays the recording several times until Ss grasp the idea and complete this activity correctly.

Ex. 3 p. 83 (SB) – Ss listen, follow the lines and repeat chorally or individually (T checks their pronunciation and intonation), then watch the animated cartoon of this episode on DVD. T pauses and checks the comprehension. T always checks Ss' reading skills in the next lesson.

Follow with **Play Acting Activity** (see Teacher's Notes). Act out different actions and let Ss guess and name them. Use only the verbs Ss have learnt at the lesson. Ask some Ss to act out similar actions and let the others guess. Pause the DVD for the appropriate illustration and ask Ss to tell the class what robots can or can't do.

Ex. 4, 5 pp. 84 can be done partially in class and the rest can be assigned as HW. **Ex. 6 p. 85 (SB)** is suggested for class work.

Ex. 7 pp. 85 (SB) is done in class. Ss listen to the recording, put a tick and speak about abilities. T checks Ss' comprehension.

Speaking: ex. 8 p. 85 (SB) must be done as a summary of the lesson. Ask Ss to ask questions and answer about their abilities.

WEATHER AND OUTDOOR ACTIVITIES

Lesson 2. *Having fun in the sun*

(SB pp. 86–89; Gr pp. 56–59)

Vocabulary: summer outdoor activities**Grammar:** the **Present Continuous Tense**
in an affirmative form**Communication:** talking about summer outdoor activities.

T introduces new vocabulary using DVD animated resources. T plays **ex. 1 p. 86 (SB)** pausing for Ss to repeat first chorally, then individually. (All new words are added to Ss' vocabulary lists and checked in the next lesson).

T introduces grammar: the **Present Continuous Tense in an affirmative form**. T explains if we want to say that something is happening now, at the moment of speaking we use the Present Continuous Tense. Ask Ss to look out of the window and describe what is happening there now (in Ukrainian). For example: The boy is running. The bird is flying. The man is driving the car. It's raining etc. Then explain that all these sentences must be said in English in the Present Continuous Tense. To explain the order of the words T introduces the terms the **Subject** and the **Predicate** of the sentence (it depends on the level of Ss being taught – if it's new material T should pay more attention to this grammar topic (offer Ss some Ukrainian sentences and ask them to define the subject and the predicate – make sure that all Ss have complete comprehension), if Ss have covered this material in their Ukrainian lessons it's better to revise once more.

Then T places cards on the board in the following word order:

Subject + **am/is/are** + Predicate + **ing**.

(to make the explanations more interesting, prepare the cards in some unusual ways, for example in a form of a trunk with treasures but instead of treasures every trunk will have an appropriate word/words).

Ss copy the scheme into their notebooks.

Then T writes the Ukrainian sentence on the board: Мама готує. (Ss define the subject and the predicate underlining them with one and two lines correspondingly). Then T writes on the board:

Mother + **is** + cook + **ing**. (elicit from Ss verb forms **am, is, are** and emphasize the pronunciation of **-ing**). Write down two more examples with different verb forms (underlining the subject and the predicate of the sentences):

Я читаю.

I + **am** + read + **ing**.

Ми стрибаємо.

We + **are** + jump + **ing**.

Ss repeat chorally, then individually, then copy the sentences into their notebooks.

T starts grammar drills with revision exercises (the **gender** and the **verb to be**) – **ex. 1, 2 pp. 57 (Gr)**, then proceed with **ex. 3 p. 58 (Gr)**. **Ex. 4, 5, 6 pp. 58 – 59 (Gr)** can be done in class or assigned as HW at T's discretion.

Play an acting game: using the verbs from lesson 2 one S acts out an action and the other Ss guess and make up sentences. For example: S shows the verb SWIM by pretending he is swimming in the sea and Ss say: He is swimming etc. Divide the class into teams. The team with more points wins.

Ex. 2 p. 86 (SB). T introduces the main phrases from the episode **ex. 3 p. 87 (SB)**:

On our holidays

In Jamaica

Have fun

Play volleyball

With

Café

Ss add the new words and phrases to their vocabulary lists. T checks the words in the next lesson.

Ex. 2 p. 86 – T plays the recording several times until Ss grasp the idea and complete this activity correctly.

Ex. 3 p. 87 (SB) – Ss listen, follow the lines and repeat chorally or individually (T checks their pronunciation and intonation), then

watch the animated cartoon of this episode on DVD. T pauses and checks the comprehension. T always checks Ss' reading skills in the next lesson.

Follow with **Play Acting Activity**. Let children choose main characters (Ella, Emma, Eli, Tim and Sam) and ask them to show silently the action they are doing in this episode. For example, one S plays the role of Emma and shows the way she swims in the sea etc. The remaining Ss watch and make comments what is happening in this episode.

Ex. 4 p. 88 (SB) is suggested for class work. T plays the CD recording, Ss repeat chorally, then individually, then do exercise 4.

Ex. 5 p. 88 (SB) is done in class. Play the recording, Ss listen, put a tick and say what they are doing.

Ex. 6, 7 p. 89 (SB) can be done at home or in the lesson at T's discretion.

Speaking: ex. 8 p. 89 (SB) must be done as a summary of the lesson. Ask Ss to imagine they are at the seaside and let them describe what their family members are doing at the moment using the words they have learnt within the lesson.

WEATHER AND OUTDOOR ACTIVITIES

Lesson 3. *What's the weather like?*

(SB pp. 90–93; Gr pp. 60–63)

Vocabulary: weather conditions

Grammar: the **Present Continuous Tense** in interrogative and negative forms

Communication: talking about weather conditions, inquiring about current actions

T introduces new vocabulary using DVD animated resources. T plays **ex. 1 p. 90 (SB)** pausing for Ss to repeat first chorally, then individually. (All new words are added to Ss' vocabulary lists and checked in the next lesson).

T introduces grammar: the **Present Continuous Tense in interrogative and negative forms**.

T commences explanations with revision of the affirmative form, placing the cards on the boards:

Mother **is** cooking

I **am** reading

We **are** jumping

Ss read chorally, then individually.

Revise the formation of interrogative and negative forms of the verb **to be**.

Then explain interrogative form simply by replacing the verb **to be** on the board:

Is mother cooking?

Am I reading?

Are we jumping?

Ss read chorally, then individually, then copy it out into their notebooks.

T writes the negative form on the board and emphasizes short forms **isn't, aren't**.

Mother **isn't** cooking.

I **am not** reading.
We **aren't** jumping.

Ss read chorally, then individually. Ss copy it out into their notebooks.

Play a game: Ss write a sentence on small pieces of paper using the Present Continuous. For example:

I am cooking.

Then Ss in turn come to the board. Other Ss ask questions:

Are you swimming? –

No, I am not.

Are you cooking? –

Yes, I am.

Divide the class into teams and the team with more correct answers wins.

Ask Ss to cover all the verbs they have studied within Lessons 1 and 2.

T explains short positive and negative answers and adding the ending **-ing**.

T starts grammar drills with **ex. 1, 2, 3 pp. 61–62 (Gr)**. **Ex 4, 5, 6 (Gr) pp. 62–63** can be done in class or assigned as HW at T's discretion.

Ex. 2 p. 90 (SB). T introduces the new words and phrases from the episode **ex. 3 p. 91 (SB)**:

Wear

Look at the sky!

Sorry!

Ss add the new words to their vocabulary lists. T checks the words in the next lesson.

Then T plays the recordings several times until Ss grasp the idea and complete this activity correctly.

Ex. 3 p. 91 (SB) – Ss listen, follow the lines and repeat chorally or individually (T checks their pronunciation and intonation), then watch the animated cartoon of this episode on DVD. T pauses and checks the comprehension. T always checks Ss' reading skills in the next lesson.

Follow with **Play Acting Activity**. Let children play out the dialogue in the episode of Lesson 3. Ask them to draw pictures with different weather conditions beforehand and show the corresponding picture during the acting to describe the weather conditions at this moment. T can help Ss in acting by pausing the DVD with the appropriate illustration on.

Ex. 4 p. 92 (SB) is suggested for class work. T plays the CD recording, Ss repeat chorally, then individually, then do exercise 4.

Ex. 5, 6 p. 92 (SB) are done in class. Ss look at the picture, describe it and then answer the questions.

Ex. 8 p. 93 (SB) is done in class. Ss listen to the recording and write. T pauses and checks for the correct comprehension.

Ex. 7, 9 p. 93 (SB) can be done at home or in the lesson at T's discretion.

Speaking: ex. 10 (ex 8 in the book is a printing mistake) **p. 93 (SB)** must be done as a summary of the lesson. Choose two Ss to act out the dialogue. Give both of them the phones and ask one of them to play a role of the aunt from Italy and let the other one play a role of a nephew or a niece. Ask them to greet each other, speak about the weather in Ukraine and Italy and say goodbye.

WEATHER AND OUTDOOR ACTIVITIES

Lesson 4. *At the North Pole*

(SB pp. 94–97; Gr pp. 64–67)

- Vocabulary:** winter outdoor activities
- Grammar:** the **Present Continuous Tense Indicators**
- Communication:** talking about weather and winter outdoor activities

T introduces new vocabulary using DVD animated resources. T plays **ex. 1 p. 94 (SB)** pausing for Ss to repeat first chorally, then individually. (All new words are added to Ss' vocabulary lists and checked in the next lesson).

T introduces grammar: the **Present Continuous Tense Indicators**. T explains that there are some words which are usually used in the Present Continuous Tense. They are: now, at the moment = at present, still, today, look.

Ss repeat then copy them out into their notebooks.

Explain the peculiarity of the word **still** and its place in the sentence. Write the sentence on the blackboard:

I am **still** skateboarding.

Underline am and circle the word **still**.

Ss read the sentence chorally, then individually and copy it out in their notebooks. Ask Ss to look at the picture on **p. 64 (Gr)** – the whale with splashes and remember the Tense Indicators.

Proceed with **ex. 1 p. 65 (Gr)**, **ex. 3 p. 66 (Gr)** and **ex. 5 p. 67 (Gr)**.

Ex. 2 p. 65 (Gr), **4 p. 66 (Gr)** and **6 p. 67 (Gr)** can be assigned as HW at T's discretion. Pay special attention to **ex. 2 p. 65 (Gr)**. Explain in detail how to do this exercise, start doing it in class asking Ss to write the **verb to be forms** and the **ending –ing** in a different colour. Check and correct if necessary.

Ex. 2 p. 94 (SB) – T introduces the main phrases from the episode **ex. 3 p. 95 (SB)**:

At the North Pole
Sledge down the hill

Ss add new words to their vocabulary lists. T checks the words in the next lesson.

Then T plays the recordings several times until Ss grasp the idea and complete this activity correctly.

Ex. 3 p. 95 (SB) – Ss listen, follow the lines and repeat chorally or individually (T checks their pronunciation and intonation), then watch the animated cartoon of this episode on DVD. T pauses and checks the comprehension. T always checks Ss' reading skills in the next lesson.

Follow with **Play Acting Activity** (let Ss choose their roles from the episode, act them out silently and other Ss must guess and say who they are and what they are doing at the moment).

Ex. 4, 5 p. 96 (SB) can be done in class or assigned as homework at T's discretion.

Ex. 6, 7 p. 97 (SB) is suggested for class work. T plays the CD recording, Ss repeat chorally, then individually, then do **ex. 6** and put a tick or a cross in **ex. 7**. Check Ss' comprehension.

Speaking: ex. 8 p. 97 (SB) must be done as a summary of the lesson. Ask Ss to imagine they are at the North Pole now. Speak about the weather conditions there and say what they are doing at the moment.

Revision 6 page 98 (SB) is done in the lesson to check Ss' comprehension of the material taught within Unit 6.

Project 6 page 99 (SB) – a creative task which Ss are supposed to do at home as their HW. They read the model text about Eli, draw and write down their own text about the weather conditions and different outdoor activities. Ask Ss to share it with the class.

Ex. 1, 2 pp. 100–101 (SB) can be done at home or in class at T's discretion.

The song p. 102 (SB) – T explains Ss new phrases:

A lot of activities to do
In the sun
We're going away
From the city full of dust
At last

The phrases are added to Ss' vocabulary lists and checked in the next lesson.

After that Ss read the **song (SB p. 102)**. Then T plays the song on DVD and Ss sing along. Ask Ss to learn this song by heart.

At the end of the SB there is a **Vocabulary list (pp. 103–107)**. The words are separated according to the lessons, translated into Ukrainian and voiced by the native speaker to reinforce pronunciation by Ss.

TRANSCRIPTS

Unit 1. Lesson 2. Ex. 7 p. 13. **Listen and colour.**

Look! This is my cat!
What colour is it?
Oh, it's black. That is my kite. It's pink.
And what's that?
That is my umbrella.
What colour is it?
It's yellow.
And what colour is your ice cream?
Oh, my ice cream is green. I like ice cream.

Unit 1. Lesson 4. Exercise 7 p. 21. **Listen and match**

Look at my sister, Lily in this picture. She is beautiful. And who's that? That is my grandfather, Ted. He is very old. And this is my brother, Max. Max is very clever. And look at Eli! He is very funny in this picture.

Unit 2. Lesson 2. Exercise 6 p. 33. **Listen and draw a line**

Put the cup in the cupboard. Put the swing in the garden. Put the umbrella in the hall. Put the bed in the bedroom. Put the vase on the table. Put the cupboard in the kitchen. Put the dog under the tree.

Unit 2. Lesson 3. Exercise 6 p. 36 **Listen and tick the box**

This is my room. It's beautiful. And that is my trunk. How many toys? Oh, look! Two planes, one balloon, three teddy bears and six dolls. Oh, sorry! Not six, five dolls! And what's that? Oh, that? That is my phone, it's very old.

Unit 3. Lesson 1. Exercise 6 p. 44.

Listen, write the number and make up the sentence

There are many animals in the jungle. Look! There is one lion, five hippos and two zebras. And what's that? Where? Under the bush! Oh, that's a tiger and it's very angry. And how many parrots? Oh, there are eleven parrots in the palm tree. And look! There are fifteen monkeys. They are happy!

Unit 3. Lesson 2. Exercise 5 p. 48.

Listen, put a tick or a cross and stick

What animals are there in the ring? Is there a crocodile? No, there isn't a crocodile but there is a monkey. Look! It's in the cage. And is there a zebra? No, there isn't a zebra but there is a horse! And there are three fat hippos, too. And what's there? Is there a seal? No, there isn't a seal, there is a lion!

Unit 4. Lesson 1. Exercise 7 p. 57.

Listen and write Eli's or Lily's

Eli, what a mess! Look! Whose pyjamas are they?
Oh, mum! They are Lily's pyjamas!
Ok, and whose T-shirt is this?
This is my T-shirt! And this is my shirt, too!
And whose shorts are they? Are they Lily's shorts?
No, they aren't. They are my shorts. But look! This is Lily's dress and that is Lily's skirt, too.
And a cap, Eli!? Whose cap is this?
Oh, mum! This is my cap and that doll is Lily's!

Unit 4. Lesson 2. Exercise 8 p. 61.

Listen and write his, her or their

This is Eli and that is Emma. Look! Whose shoes are they? They are Emma's shoes. And whose trousers are they? Oh, the trousers? They are Eli's trousers. Is this Emma's hat? No, it isn't Emma's, it's Eli's hat. And that skirt? Is that Emma's skirt? Of course! It's her favourite skirt. Look at that phone! Is it Eli's phone? No, it isn't. It's Emma's phone, too. And that is Eli's bus. And the swing? Whose swing is this? Oh, this is Emma and Eli's swing. It's their swing.

Unit 4. Lesson 3. Exercise 8 p. 65.

Listen and write mine, his, hers, ours or theirs

I'm Eli and that's my map. This is my friend, Ella. She is very beautiful. That is her dress. They are Tim and Sam. They are twins and that is their house. We are on the island. It's big. This is our island. And that is an angry pirate. And who's that? Oh, that's his parrot, Polly.

Unit 5. Lesson 1. Exercise 7 p. 73.

Listen and draw.

Let's draw Popo, the clown. He's got red hair, two green eyes, a big yellow nose and blue lips. He's got a big mouth and small pink ears. Popo is very funny.

Unit 5. Lesson 2. Exercise 7 p. 77.

Listen and put a tick or a cross

Has a dinosaur got two heads?
No, it hasn't but it has two short arms.
Has it got a red body?
No, it hasn't. It's got a blue body.
Has it got a long tail?
Yes, it has. It's got a long blue tail.
And what about its teeth and claws? Are they sharp?
Oh, it has got very sharp teeth and claws.

Unit 6. Lesson 1. Exercise 7 p. 85.

Listen, put a tick or a cross, then say

Eli, can you ride a bike?
No, I can't but I can dance and fly.
Can you ride a bike, Emma?
Oh, yes, I can ride a bike and I can fly. But I can't dance.
Can Sam and Tim fly, too?
No, they can't but they can dance and they can ride a bike.
And you, Ella? Can you ride a bike?
Yes, I can ride a bike but I can't dance.
Can you fly, Ella?
Oh, yes! Look! I've got beautiful wings and I can fly.

Unit 6. Lesson 2. Exercise 5 p. 88.

Listen, put a tick and say what they are doing

Look at this picture! We're on the beach now. Ella is playing basketball and Tim is eating ice cream. Look at Sam! He is drinking lemonade. And where is Emma?

Is she on the beach, too? Oh, here she is! She is sailing! Can you see Eli? Oh, he is swimming in the sea.

Unit 6. Lesson 3. Exercise 8 p. 93.

Listen and write

What's the weather like? It's sunny. What's Emma doing? She is sunbathing.

What's the weather like? It's cold. What's Eli doing? He's drawing.

What's the weather like? It's windy. What's Tim doing? He is flying his kite.

What's the weather like? It's snowing. What's Ella doing? She is playing the piano.

Unit 6. Lesson 4. Exercise 7 p. 97.

Listen and put a tick or a cross. Correct where necessary

It's snowing today and it's very cold. My friends and I are at the North Pole. Look! A polar bear is skiing! Two penguins are playing snowballs. What's that? Oh, that's a seal! It's snowboarding! And what are the children doing? Oh, they are sledging down the hill. Look at Emma and Ella! What are they doing? They are making a snowman. And look at Eli! He is skating. Everyone is having fun at the North Pole!