

## Introduction

Our aim is to make every lesson better. The Student's Book (SB) lessons provide a range of material that teachers can use according to their students' needs, time available and format of learning/teaching.

E-supplement and the Workbook (WB) provide review, support and practice for students outside the class. The TB gives suggestions for using the SB and WB. We very much hope you find them useful.

The rubrics in the TB correlate with the rubrics in the SB and WB. They are: Vocabulary, Grammar, Reading, Listening, Speaking, Writing. The TB includes step-by-step procedural notes for all the lessons including:

- Suggestions for semester 1 and 2 planning;
- Warm up activities for each lesson;
- Challenge + — suggestions for work with stronger students;
- Support + — suggestions for work with weaker students or some categories of SEN learners;
- Reflection & Assessment — suggestions for Ss' reflection on their learning in each lesson and formative assessment techniques;
- Suggestions for teaching online.

All lesson plans (LP) include answer keys and listening scripts.

## STARTER

### LESSON 1. Hello!

**Vocabulary:** Hello! Hi! What's your name? I'm ... . Where are you from? I'm from ... .

**Grammar:** Articles revision.

**Supplementary materials:** pictures with flags of Ukraine, Great Britain, Spain, Poland, the USA, China, India.

### LESSON PLAN

#### Warm up

Introduce the topic of the lesson. Play a game "Two truths and a lie" for Ss to learn more about their classmates. Write or dictate three sentences about yourself. Two statements should be true and one false, for example: *I am a vegetarian. I can ride a motorbike. My favourite food is sushi.* Ask Ss to discuss in pairs which statement they think is the lie. Ask each pair which statement they think is untrue and have them explain why. Tell your answer, and ask Ss to make three sentences about themselves. Give Ss time to do it. Check Ss' sentences. Ss take turns to read their sentences to the class. Other Ss have to guess which sentence is a lie.

**Ex. 1, p. 10.** Aim: to revise/present new ways of introducing oneself.

Ask Ss to look at the pictures of children on p. 10. (Ask if they see any old friends in the pictures.) Tell them that these children are the main characters in the book. (Ask what new children are there in the pictures.) Play the recording. Ask Ss to listen, follow, and notice new words. Play the recording the 2-nd time. Have Ss repeat phrases as they listen.

**Ex. 1, p. 10.** Aim: to practise new ways of introducing oneself.

Give Ss pictures with flags of Ukraine, Great Britain, Spain, Poland, the USA, China, India. Ask Ss to introduce themselves as children from other countries.

**Ex. 3, p. 10.** Aim: to practise new ways of introducing oneself and a phrase "Nice to meet you!". Divide Ss in pairs. Ask them to choose a picture of a flag and act out a conversation.

S1: Hello! What's your name?

S2: Hi! My name is ... .

S1: Where are you from?

S2: I am from ... .

S1: Where are you from?

S2: I'm from ... .

S1: Nice to meet you!

S2: Nice to meet you too!

Monitor Ss work walking around the classroom and help if necessary.

**Chant "Welcome to Ukraine!"** Aim: to practise intonation of a greeting.

Read the chant. Ss listen. Have Ss repeat the chant line by line. Ss repeat the chant as a group/ in small groups/individually.

*Welcome to Ukraine!*

*Welcome to Ukraine!*

*Nice to meet you!*

*Nice to meet you!*

*Welcome to Ukraine!*

**A role play "Welcome to Ukraine!"** Aim: to practise new ways of introducing oneself and a phrase "Welcome to Ukraine!".



## LESSON 2. ABC games

**Vocabulary:** How do you spell ... ?, first name, surname.

**Supplementary materials:** code cards, “Alphabet” flash cards, markers.

### LESSON PLAN

#### Warm up

Introduce the topic of the lesson.

**Ex. 2, p. 10.** Aim: to revise the alphabet.

Play the recording. Ask Ss to listen and follow in their books. Play the recording the 2-nd time. Have Ss repeat letters as they listen. Tell Ss that letters A, E, I, O, U are vowels (голосні). Other letters are consonants (приголосні). Ask Ss how many letters there are in the Ukrainian and in the English alphabet. Have Ss practise saying the alphabet in English in pairs. Ask Ss how quickly they can say the alphabet in English. Have an ABC competition.

**Alphabet games.** Aim: to practise spelling the alphabet letters.

- **Code crackers**

**Resources:** Code cards (2)

**Time:** 5 minutes

**Instructions:** Prepare 2 Code cards (Write the English alphabet on a piece of paper, then write it backwards underneath so A = Z and B = Y. Write a message below in the code. For example: SVOOL DLIOW = HELLO WORLD. Teams have to crack the code. (Game extension: Ss write a message for another team.)

Adopted from: <https://learnenglishkids.britishcouncil.org/games/secret-coder>

- **ABC live**

**Time:** 10 minutes

**Instructions:** A team of Ss makes a word with their bodies. The other team has to guess the word.

- **Alphabet Race**

**Resources:** Alphabet flash cards (2 sets)

**Time:** 10 minutes

**Instructions:** Two teams, each with a shuffled set of alphabet cards. Have the teams race to place their sets in correct alphabetical order.

- **Alphabet Hopscotch**

**Resources:** “alphabet” flash cards (large size)

**Time:** 5-7 minutes

**Instructions:** Arrange the alphabet cards in a hopscotch pattern on the classroom floor. Ss hop across the pattern, calling out the letters as they go. Award bonus points for speed and accuracy.

- **Johnny Jive**

**Resources:** “Alphabet” flash cards

**Time:** 10 minutes

**Instructions:** Two teams, each with two sets of alphabet cards located across the classroom. Show a flash card to the first student on each team. They must race to find any letter from that word, place it at the head of their team’s line, tag the next student, who finds the next letter, and so on. The first team to complete and say the word scores a point.

- **Alpha Skip**

**Resources:** whiteboard, markers

**Time:** 5 minutes

**Instructions:** Review the alphabet, possibly by doing the ABC song while writing the letters on the whiteboard. Erase a handful of letters, explaining to the students that instead of saying those letters, they must say ‘Boom’ or ‘Splat’ or ‘Oh yeah’ or whatever you decide to have them say

instead. Lead them in an alphabet chant, chastising them humorously if they forget to say the correct word of phrase instead of the erased letter.

- **Go Fish**

**Resources:** Alphabet flash cards

**Time:** 10-15 minutes

**Instructions:** Shuffle two sets of alphabet cards together & deal out 5 cards to each student, with the remaining cards going into a pile in the centre. Each student in turn asks any other student ‘Do you have [letter]?’ If the student asked has the card, it must be surrendered. If not, they tell the first student ‘No, I don’t’ & the first student must take a card from the central pile. Whenever a student collects two cards of the same letter they are named & placed face-up on the floor. The first student to place all of her/his cards down wins.

**Note:** It’s also possible to play the regular version of Go Fish, using a normal deck of playing cards. Insist the students ask & respond in English.

- **Can you spell your name and surname?** Aim: to practise spelling Ss’ names and surnames.

Write the questions “How do you spell your first name? How do you spell your surname?” on the board. Ss work in pairs spelling their names. Monitor Ss’ work walking around the classroom and help if necessary.

**Ex. 3, p. 10.** Aim: to revise numbers 1-10.

Play the recording. Choose a St and act out a dialogue. Ss work in pairs spelling their names. Monitor Ss’ work walking around the classroom and help if necessary.

**Reflection & Assessment**

Ask Ss what games they liked the best. Ask Ss what they can do after the lesson.

**Homework ideas**

WB: p. 4.

**Suggestions for teaching online**

Use classroom timer to pace activities <https://www.visnos.com/demos/classroom-timer>

Put these games in Google classroom for Ss to play in asynchronous mode.

**Difficulty level 1**

<https://www.education.com/game/alphabet-mud-puddles/>

<https://www.education.com/game/lowercase-cloud-catcher/>

**Difficulty level 2**

<https://www.tinytap.com/activities/g2pxc/play/the-alphabet-race>

<https://mnrussbaum.com/letters-online-game>

**Difficulty level 3**

<https://learnenglishkids.britishcouncil.org/games/wordshake>

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### LESSON 3. Days of the week. Classroom objects

**Functions:** identifying classroom objects.

**Vocabulary:** school bag, sharpener, book, ruler, pen, exercise book, pencil, pencil case, rubber, glue.

**Supplementary materials:** word search puzzle handout, a poster "Classroom".

#### LESSON PLAN

##### Warm up

Introduce the topic of the lesson.

**Ex. 5, p. 11.** Aim: to present and give Ss practice in using words related to classroom things.

Play the recording. Ss listen and point to words and pictures of school things. Ask Ss what colour the school things are. Ask a few Ss to tell you what they have got on their desks and what colour these things are. Ss work in pairs asking and answering questions about the school things on their desks. Monitor Ss' work walking around the classroom and help if necessary.

**Ex. 6, p. 11.** Aim: to revise classroom language expressions.

Play the recording. Ss listen and repeat. Ask Ss to follow your instructions. Divide Ss in groups of 5. S1 is a teacher. S2, 3, 4, 5 listen to and follow S1 instructions.

Support +: Ss play a game "Simon says" using Ex. 6.

**Ex. 7, p. 11.** Aim: to revise days of the week.

Play the recording. Ss listen. Play again. Ask Ss to join in.

Challenge +: Ss do "Days of the week" word search puzzle.

**Ex. 8, p. 11.** Aim: to present words related to people and objects in the classroom.

Ask Ss to look at the picture of the classroom. Ask Ss to read the words in the box. Ss do the activity. Play the recording. Ss check their answers. Explain any unknown words.

*Answers:*

1. table,
2. chair,
3. desks,
4. door,
5. teacher,
6. board,
7. laptops,
8. students,
9. bin,
10. floor,
11. walls.

Support +: Ask Ss to find words which mean more than one person or object. Ask how these words are similar.

**Ex. 9, p. 11.** Aim: give Ss practice in using words related to people and objects in the classroom.

Ask Ss to point at and name the objects in their classroom.

Support +: Ss label a poster "Classroom" using stickers.

##### Reflection & Assessment

Ask Ss what activities they liked the best. Ask Ss how they can use the words they revised and learned in real life.

##### Homework ideas

WB: p. 5.

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## UNIT 1. I, MY FAMILY AND MY FRIENDS

### LESSON 1. It's me

**Vocabulary:** beautiful, handsome, slim, thin, blond/dark/ginger hair, old, young, short, tall.

**Grammar:** to be.

**Pronunciation:** sounds [ɪ] and [i:].

**Supplementary materials:** puzzle handout, a KWL chart template.

### LESSON PLAN

#### Warm up

Draw Ss attention to *In this unit you will learn...* section (p. 12). Introduce the topic of the lesson. Divide Ss into pairs and tell them that they have one minute to talk about themselves. They can choose what they want to say (their name, where they live, their birthday, how old they are, what they like, their hobbies, and so on). When the time is up, their partner talks about himself or herself. After two minutes, switch up the pairs and start over.

#### Vocabulary

**Ex. 1, p. 12.** Aim: to present words related to appearance.

Play the recording. Ask Ss to repeat the words.

**Ex. 2, p. 13.** Aim: to practise Ss in using words related to appearance.

Ss individually complete the sentences with words from ex. 1.

Support +: Tell Ss that pictures have sentences numbers. Some words from Ex. 1 can be used more than once.

Answers:

1. beautiful, 2. tall, slim (in any order), 3. ginger, 4. dark, 5. old, thin (in any order), 6. tall, dark, 7. young.

#### Grammar

Aim: to present and give Ss practice in using the verb *to be*.

Draw Ss' attention to the first part of the table "*Verb "to be"*" (*affirmative*). Explain that the verb *to be* has different forms. Point out the short form of the verb *to be*. Tell that the full form is used in writing and the short form is used in speaking. Ask students to read examples in the table.

Draw Ss attention to the second part of the table "*Verb "to be"*" (*negative*). Explain that the verb *to be* is followed by *not*. Point out the short form. Ask students to read examples in the table.

Draw Ss attention to the third part of the table "*Verb "to be"*" (*interrogative*). Explain that the verb *to be* is used at the beginning of a question. Point out the short form. Ask students to read examples in the table. Point out the short answers.

Support +: Teach Ss a song *I am, you are, he is, she is, it is, we are, you are, they are* to the tune of a Ukrainian song "У лісі, лісі темному".

#### Pronunciation

**Ex. 4, p. 13.** Aim: to have Ss differentiate between the sounds [ɪ] and [i:].

Play the recording and tell Ss to listen for the difference. Ask Ss about the difference between the sounds [ɪ] and [i:]. Elicit the answer that [ɪ] is short and [i:] is long.

#### Listening and reading

**Ex. 5, p. 13.** Aim: to present the structures and functions of greeting, introducing, saying goodbye and sending greetings.

Draw Ss' attention to the speech bubbles. Play the recording and have Ss to follow. Explain any new words if necessary. Choose pairs of Ss to dramatize the dialogues.

