

Серія «Мій конспект»
Заснована 2008 року

І. В. Гандзя

Англійська мова

(за підручником О. Карп'юк)

4
клас

Харків
Видавнича група «Основа»
2015

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Видання «Мій конспект» розрахований на вчителя початкової школи, який викладає англійську мову в загальноосвітній школі за програмою 2012 року. Цей методичний посібник ставить на меті надати допомогу вчителю в підготовці до уроку.

Автор пропонує плани-конспекти всіх уроків англійської мови, розроблені на основі підручника О. Карп'юк «English 4» із використанням додаткових матеріалів.

С можливість створити власний конспект, використовуючи посібник: перфорація сторінок дозволяє оформлювати плани уроків на окремих аркушах та вписувати інформацію щодо до класу, в якому ці уроки проводяться.

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Календарно-тематичне планування до підручника англійської мови

4 клас "English" автор О. Карп'юк

№	Тема уроку (скоригована)	Мовленнєві функції	Експоненти функцій (засоби вираження)	Лексика	Аудіювання	Мовлення	Письмо	Читання	Домашнє завдання
Тематика ситуативного спілкування: «Я, моя сім'я та друзі», «Шкільне життя», Introduction "Personal Information" Тема 1: Unit 1 GETTING READY FOR SCHOOL (13 годин)									
	Давайте знайомитися!	Вітати: • привітатися; прощатися; • представити себе / друга / подругу / батьків; називати когось / щось; • запитувати / повідомляти про вік; • запитувати / повідомляти про місце проживання	Hello! Hi! Nice to meet you. Good morning. Do you remember me? What is your name?	The ABC, numbers 1–10, personal pronouns	Ex. 1, p. 4	Ex. 2, 3, 4, p. 4–5		Ex. 5, p. 5	Ex. 1, 4, p. 4–5
	Давайте рахувати!		What is your name? Who is this boy / girl? How old is he / she?	Numbers 1–100	Ex. 2, p. 6	Ex. 1, p. 6	Ex. 5–6, p. 7		Revise numbers Ex. 1–6, p. 6–7
	Давай знайомитися! Зейди ти родом?		What is your name? I'm ... I'm from ... Who is it? What is your e-mail?	Colours, sounds, letters	Ex. 1, p. 8		Ex. 4, p. 9	Ex. 3, 5, p. 9	Ex. 3, p. 8; Ex. 5, p. 9
	Здрастуй, школо!		The pencil case is on the shelf. What do you need ...? I need ...	Verbs, school things, Prepositions: on, in, under, near; prepositions of time	Ex. 1, p. 10	Ex. 2, 7, p. 10, 12	Ex. 2–6, p. 10–12	Ex. 5, p. 11	Read Ex. 5, p. 11; Ex. 7, p. 12
	Готуємося до школи		How are you? Are you ready for school?	Verbs of movement, school things	Ex. 1, p. 13	Ex. 2, p. 13	Ex. 2–5, p. 13–14		Ex. 1, 2, p. 13; Ex. 5, p. 14
	Йдемо до магазину		School Bazaar, Clothes for You	School things, food	Ex. 1, p. 15	Ex. 2, 4, p. 16–17	Ex. 3, p. 16	Ex. 3, p. 16	Ex. 1, p. 16; Ex. 3, p. 16
	Моя шкільна форма		What colour is your school uniform? Where are you from? Can you spell your name?	School things, food, colours	Ex. 1, p. 18	Ex. 2, 3, p. 18	Ex. 5, p. 19	Ex. 2, 3, p. 18	Ex. 3, p. 18
	Заняття розпочинаються		Are you going to study ...? Yes, I am. No, I am not.	School subjects, school activities	Ex. 1, p. 20	Ex. 2, 3, p. 20–21		Ex. 4, p. 22	Ex. 4, p. 22
	Мій улюблений предмет		I like Maths	School subjects	Ex. 1, p. 23	Ex. 3, 4, 5, p. 24	Ex. 6, p. 24	Ex. 2, p. 23	Ex. 2, p. 23
	Чим ти займаєшся у вівторок?		We do sums in Maths. We have a test on Maths	Prepositions	Ex. 1, p. 25	Ex. 2, 3, p. 25–26	Ex. 5, p. 26	Ex. 1, p. 25	Ex. 1, 2, p. 25
	Як вчаться мої однокласники в Англії		English primary school	Watch a cartoon, play chess, paint, play music, team	Ex. 1, p. 27	Ex. 4, p. 28	Ex. 3, p. 28	Ex. 1, p. 27	Ex. 1, p. 27; Ex. 5, p. 29
	Мій розпорядок дня. Годинник		What time is it? It's half past two	Time words	Ex. 2, p. 30	Ex. 1, 4, p. 30–31	Ex. 3, 5, p. 31		Ex. 2, p. 30; Ex. 4, p. 31
	Тепер ти можеш ...		Узагальнення вивченого лексико-граматичного матеріалу	Закріплення лексичних одиниць за темою	Ex. 1, p. 32	Ex. 3, p. 33	Ex. 4, p. 33	Ex. 2, p. 32	Read Ex. 2, p. 32

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Тематика ситуативного спілкування: «Відпочинок і дозвілля», «Свята і традиції» Тема 2: Unit 2 FREE TIME (10 годин)									
	Мої друзі та їхні захоплення	Вміти: • запитувати про предмети; повідомляти про щось; • виконувати / віддавати вказівки (команди); • описувати когось / щось; • запитувати про відчуття / самопочуття та відповідати на запитання; • робити пропозицію та реагувати на неї	What is your favourite toy / sport?	Sport activities	Ex. 1, p. 34	Ex. 4, 6, 7, p. 36–38	Ex. 5, p. 37	Ex. 3, p. 35	Read Ex. 3, p. 35
	Розпорядок дня. Годинник		What is your favourite part of the day? I like evening best	Morning, afternoon, evening	Ex. 2, p. 39	Ex. 3, p. 41	Ex. 5, p. 42	Ex. 6, p. 43	Ex. 6, p. 43; Ex. 5, p. 42
	У вільний час я люблю		I always / often / sometimes / never ...	Always, often, sometimes, never	Ex. 2, p. 44	Ex. 1, 3, p. 44–45	Ex. 4, p. 45	Ex. 3, p. 45	Read Ex. 3, p. 45
	Мої захоплення та захоплення моїх друзів		Are you good at ...?	Hobbies	Ex. 2, p. 46	Ex. 3, 4, p. 47–48	Ex. 5, p. 48	Ex. 2, p. 46	Read Ex. 2, p. 46
	У парку розваг		I'm riding a bike	A pirate, a ghost, to take a photo, a rollercoaster, a desert island	Ex. 1, 2, p. 49–50	Ex. 3, p. 51		Ex. 4, p. 51	Read Ex. 4, p. 51
	Я люблю відпочивати у парку		Is he riding a bike now?	Revise the words	Ex. 1, p. 52	Ex. 2, 3, p. 52–53		Ex. 4, p. 54	Read Ex. 1, p. 52
	Давай грати у комп'ютерні ігри		Do you like ...? Does she / he like ...? I like / don't like ... He / She likes / doesn't like ...	Revise the words	Ex. 1, p. 55	Ex. 2, p. 55	Ex. 3, p. 56	Ex. 4, p. 56	Read Ex. 1, p. 55; Ex. 2, p. 55
	Чим ти зараз займаєшся?	What is Bill doing? What are you doing?	Revise the words	Ex. 1, p. 57	Ex. 3, 4, p. 58–59		Ex. 5, p. 59	Ex. 1, p. 57; Ex. 5, p. 59	
	Мої улюблені фільми	What film can you see ...?	Revise the words	Ex. 1, p. 60	Ex. 2, 4, p. 61, 63	Ex. 3, p. 62		Ex. 1, p. 60; Ex. 3, p. 62	
	Тепер ти можеш ...	Revision	Revise the words	Ex. 1, p. 64	Ex. 3, p. 65	Ex. 3, p. 65	Ex. 3, p. 64	Read Ex. 2, p. 64	
Тематика ситуативного спілкування: «Свята та традиції» Тема 3: Unit 3 LET'S CELEBRATE (10 годин)									
	Готуємо разом	• Реагувати на репліки вчителя та однокласників; • визначати час / проміжки часу; • просити повторити інформацію; • висловлювати схвальну / нехвальну оцінку предметам, діям, ситуаціям тощо; • висловлювати прохання та реагувати на нього; • вміти: описувати предмети / людей; • давати елементарну характеристику комусь / чомусь; • визначати час / проміжки часу	What shall I do? Will you help?	Food, go shopping	Ex. 1, p. 66	Ex. 2, p. 66	Ex. 3, p. 67	Ex. 4, p. 68	Ex. 1, 2, p. 66; Ex. 4, p. 68
	У магазині		What day is it today? When is Sport? It is on Which lesson do you like?	A bar of ...; a bag of ...; a bottle of ...; food	Ex. 1, p. 69	Ex. 2, 3, 4, p. 69–70		Ex. 5, p. 71	Ex. 4, p. 70
	Готуємося до свята		How many ...? How much ...?	Food, fruit and vegetables	Ex. 1, 6 p. 72, 74	Ex. 3, p. 73		Ex. 2, p. 72	Read Ex. 2, p. 72
	У нас свято!		I don't like ... He doesn't like	Food	Ex. 1, p. 75	Ex. 2, p. 75	Ex. 4, 6, p. 76, 78	Ex. 5, p. 77	Ex. 1, p. 75
	У магазині іграшок		Can I have this postcard?	Toys	Ex. 1, 3, p. 79–80	Ex. 2, p. 79	Ex. 4, p. 81	Ex. 4, p. 81	Read Ex. 4, 5, p. 81

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	Коли у тебе день народження?		How many days / seasons / months / weeks are there?	Calendar words, ordinal numbers	Ex. 1, 2, p. 82	Ex. 3, p. 83	Ex. 5, p. 84	Ex. 3, p. 83	Read Ex. 5, p. 84
	День народження		What day is it today?	Calendar words, ordinal numbers, special occasions		Ex. 4, p. 87	Ex. 5, p. 87	Ex. 1, 2, 3, p. 85–86	Read Ex. 3, p. 86
	Свята		My favourite holiday is ...	Holidays, romantic, celebrate	Ex. 1, 3, p. 88, 89	Ex. 2, 5, p. 88, 90	Ex. 6, p. 90	Ex. 4, p. 89	Read Ex. 3, 4, p. 89; Ex. 7, p. 91
	Ніч перед Різдом		My favourite holiday is ...	Fireplace, list, hang, tradition	Ex. 1, p. 92	Ex. 2, 3, 4, p. 92–93	Ex. 3, p. 93	Ex. 2, p. 92	Read Ex. 2, p. 92
	Тепер ти можеш...		Revision	Revise the words		Ex. 1, p. 94	Ex. 4, p. 95	Ex. 5, 7, p. 96–97	Read Ex. 7, p. 97
Тематика ситуативного спілкування: «Природа і навколишнє середовище» Тема 4: Unit 4 THE WORLD OF NATURE (10 годин)									
	Яка сьогодні погода?	Вміти: • представляти співрозмовників / третіх осіб; запрошувати інформацію про співрозмовника / третю особу; • описувати когось / щось; • запитувати про відчуття / самопочуття та відповідати на запитання; • повідомляти про смаки, уподобання;	It's wet. My favourite season ...	Wet, foggy, frosty, leaves	Ex. 1, p. 98	Ex. 2, 4, p. 98–99		Ex. 3, 5, p. 98–99	Read Ex. 5, p. 99
	Пори року		It was warm. Describing the weather	Months, seasons	Ex. 1, p. 100	Ex. 2, 3, p. 101		Ex. 3, p. 101	Read Ex. 1, p. 100; Ex. 4, p. 102
	Ось і зима прийшла до нас		It was warm. Giving and following instructions. Describing the weather	Winter activities	Ex. 1, p. 103	Ex. 3, 4, p. 104		Ex. 1, 5, p. 103, 105	Read Ex. 2, p. 103; Ex. 4, p. 104
	Погода в Англії		Adjectives: comparatives	Weather words	Ex. 1, p. 106	Ex. 4, p. 108	Ex. 3, p. 107	Ex. 5, p. 108	Read Ex. 1, p. 106; Ex. 5 p. 108
	Наша домівка — планета Земля		Adjectives: comparatives and superlatives	Poles, the Earth, desert, tropical forest	Ex. 1, 2, p. 109	Ex. 3, p. 109–110	Ex. 4–6, p. 111		Read Ex. 2, 3, p. 109
	Планета Земля		Adjectives: comparatives and superlatives	North, top, bottom, ice, camel	Ex. 1, p. 112	Ex. 6, 7, p. 115	Ex. 3, 4, p. 113–114	Ex. 2, 4, p. 112, 114	Ex. 3, p. 113
	На фермі		The house was old. It is new now.	Farm animals	Ex. 1, p. 116	Ex. 2, 3, p. 116–117	Ex. 4, p. 117	Ex. 5, p. 118	Ex. 3, p. 117; Ex. 5, p. 118
	На фермі		Adjectives : comparatives and superlatives	Field, drive a car, fat / thin	Ex. 1, p. 119	Ex. 4, 6, p. 120, 121	Ex. 5, p. 121	Ex. 2, 5, p. 119–121	Ex. 2, p. 119
	Цікавий світ тварин		Wild animals and insects. Adjectives: comparatives and superlatives	Wh- questions	Ex. 1–2, p. 122	Ex. 6, p. 125	Ex. 4, 5, p. 124–125	Ex. 3, p. 123	Ex. 3, p. 123
	Тепер ти можеш...		Revision	Revision		Ex. 1, 2, p. 126	Ex. 4, p. 127	Ex. 3, p. 127	Ex. 5, p. 127

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Тематика ситуативного спілкування: «Я, моя сім'я, друзі (місце проживання)», «Помешкання» Тема 5: Unit 5 MY CITY – MY HOME (10 годин)									
	Наша домівка	Вміти: • просити повторити інформацію; • висловлювати схвальну / несхвальну оцінку предметам, діям, ситуаціям тощо; • висловлювати прохання • та реагувати на нього; представляти співрозмовників / третіх осіб; • запрошувати інформацію про співрозмовника / третю особу; • описувати когось / щось; • запитувати про відчуття / самопочуття та відповідати на запитання; • повідомляти про смаки, уподобання; • виражати своє ставлення до когось / чогось	There is /are... In my bedroom....	Furniture	Ex. 1, p. 128	Ex. 2, p. 128	Ex. 5, p. 129	Ex. 2, 3, p. 128–129	Ex. 3, p. 129
	Англіїські домівки		Where do you live?	Upstairs, downstairs	Ex. 1, 2, p. 130	Ex. 3, p. 131		Ex. 2, 4, p. 130–131	Ex. 5 p. 11; Ex. 7, p. 12
	Подорож містом		Vicky lives at 10 Green Street	Kinds of houses	Ex. 1, 2, p. 132	Ex. 3, 5, p. 133		Ex. 2, p. 132	Ex. 2, p. 132
	Лондон — столиця Великої Британії		London is the capital	Bridge, city, town, underground	Ex. 1, p. 134		Ex. 3, p. 136	Ex. 2, 4, p. 134–136	Ex. 1, 2, p. 134
	Подорож містом		Is there a ... in your town?	Supermarket, gallery, circus, theatre	Ex. 1, p. 137	Ex. 2–4, p. 137–138		Ex. 2, p. 137–138	Ex. 2, p. 137
	Подорож містом		Where is ...? It is ...	Kinds of houses	Ex. 1, 2, p. 139–140	Ex. 4, 5, p. 141–142	Ex. 4, p. 141	Ex. 3, p. 140	Ex. 3, p. 140
	Вулиця, на якій я живу		Is there a school in your street?	Kinds of shops	Ex. 1, p. 143	Ex. 3, 4, p. 144–145		Ex. 3, p. 144–145	Ex. 3, p. 144–145
	Як зорієнтуватися у незнайомому місті		Excuse me, where is the cinema?	Giving and following instructions	Ex. 1, 2, p. 146–147	Ex. 2, 3, p. 146–147		Ex. 4, p. 148	Ex. 4, p. 148
	У подорож із картою		Wh- questions; Let's go to ...		Ex. 1, p. 149	Ex. 2, 3, p. 149–150	Ex. 4, p. 151		Ex. 1, p. 149; Ex. 3, p. 150
	Тепер ти можеш...		Wh- questions	Irregular verbs		Ex. 1–4, p. 152–155	Ex. 5, p. 155	Ex. 3, p. 154	Ex. 3, p. 154
Тематика ситуативного спілкування: «Подорож» Тема 6: Unit 6 ON THE MOVE (10 годин)									
	Люблю подорожувати	Вміти: • запитувати про відчуття / самопочуття та відповідати на запитання; • повідомляти про смаки, уподобання; • виражати своє ставлення до когось / чогось; • запрошувати на свято, в гості тощо; • робити пропозицію та реагувати на неї; • повідомляти про когось / щось; • називати дії; • описувати погоду; • розповідати про пори року; • запитувати про погоду; • давати характеристику порам року / погодним явищам	I like travelling.	Transport	Ex. 1, p. 156	Ex. 6, p. 159	Ex. 5, p. 158	Ex. 2, 3, p. 157–158	Ex. 2, p. 157; Ex. 7, p. 159
	На вокзалі		I like travelling.	Arrive, leave, platform, information desk	Ex. 1, p. 160	Ex. 2, 3, 5, 6, p. 160–162		Ex. 2, p. 160–161	Ex. 2, p. 160
	Люблю подорожувати			Ticket, passenger, suitcase	Ex. 1, 2, p. 163	Ex. 5, p. 165	Ex. 3, 4, p. 164–165	Ex. 2, p. 163	Ex. 2, p. 163
	На вокзалі		Did you buy the ...?	Luggage, ticket office, timetable board, bus station, airport	Ex. 1, 2, p. 166	Ex. 3, 4, p. 167–168	Ex. 5, p. 168		Ex. 4, p. 168
	Міські види транспорту		How can I get to the railway station?	Tram, underground, trolleybus	Ex. 1, p. 169	Ex. 2, 4, p. 169–170; Ex. 6, 7, p. 173	Ex. 3, p. 170	Ex. 2, p. 169	Ex. 5, p. 171
	В аеропорту			Journey, voyage, to board, beforehand	Ex. 1, p. 174	Ex. 3, p. 176		Ex. 1, p. 174	Ex. 1, p. 174
	Видатні місця Лондону		I have been to London. I have done many interesting things	A tour, a tourist, sight, sightseeing, royal	Ex. 1, p. 179	Ex. 5, p. 180		Ex. 1, 4, 5, p. 179, 180	Learn the irregular verbs; Ex. 3, p. 179
	Мої враження від подорожі		Have you ever been ...?	Irregular verbs	Ex. 1, p. 181	Ex. 4, 5, p. 183		Ex. 1, p. 181	Ex. 1, p. 181
			Have you visited the London Eye?	Irregular verbs	Ex. 1, p. 184	Ex. 1, 4, p. 184–185	Ex. 2, 3, p. 185	Ex. 1, p. 184	Ex. 1, p. 184
	Тепер ти можеш...		Revision	Revision		Ex. 2, 7–9, p. 186, 189	Ex. 6, p. 189	Ex. 3, 4, 5, p. 187–189	Ex. 5, p. 188–189

ДО уваги вчителів

У календарно-тематичному плані не зазначені:

- уроки узагальнення, повторення та систематизації лексико-граматичного матеріалу;
- розвиток компетенцій аудіювання, говоріння, письма, читання;
- розвиток мовленнєвих компетенцій;
- розвиток соціокультурних компетенцій;
- контроль говоріння, аудіювання, письма, читання наприкінці I та II семестрів;
- тематичні контрольні роботи та інші види контролю та самоконтролю учнів.

Дати проведення визначаються учителем в індивідуальному порядку та відповідно до календарних строків проведення поточного навчального року.

Нумерація уроків у зв'язку з цим відсутня, тільки зазначена кількість уроків за кожною темою, відповідно до кількості уроків у підручнику.

Introduction. PErsonal

Дата _____

Клас _____

Lesson 1. Дав айте Знай Омитис я!

мета:

- **навчальна:** презентувати лексичний матеріал за темою «Моя сім'я і друзі»; повторити букви і звуки англійського алфавіту, транскрипційні знаки, повторити мовні вирази знайомства та вітання; повторити раніше вивчені лексичні одиниці, граматичні структури, формувати уявлення про мову як засіб спілкування між людьми; ознайомитися з римами за темами «Знайомство», «Цифри», «Алфавіт»;
- **розвиваюча:** розвивати навички аудіювання та діалогічного мовлення; вміння вести бесіду, слухати співрозмовника, удосконалювати фонетику та артикуляцію звуків, навички письма латинськими буквами;
- **виховна:** викликати в дітей бажання вчитися; допомогти їм бути розкутими у спілкуванні при вивченні іноземної мови; виховувати дисципліну та звичку до систематичної розумової праці.

Обладнання: тематичний плакат «Алфавіт», «Моя сім'я».

Хід уроку

Warm-u P

1. Greet pupils as they arrive into the classroom and settle down. Say "Hello! Come in, please. Sit down, please. How are you? Welcome back!"
2. Say, "Hello, I'm (Miss / Mrs / Mr) ..." two or three times pointing at yourself and say your name.
3. Pair work: Pupils introduce themselves to their neighbours in the same way, "Hello, I'm Masha / Sasha / Max / Ivan. How are you? Welcome back!"

Ask pupils to make dialogues:

- Hello! I am ... What is your name?
- Hi! I am ...
- How are you?
- I'm fine, thank you. etc.

Let individual pupils go out of the classroom door and come back in again, saying, "Hello! I am ... What is your name? How are you? Welcome back!"

Ask pupils to come to the front of the classroom and act out a simple dialogue.

Pr EsEnt ation

4. Listen and chant the rhyme (p. 4, ex. 1).
Ask pupils to open the books and look at the pictures of the exercise. Ask questions about the children in the picture, e.g. "Do you remember these children? Do you remember their names?" Listen to the rhyme, pausing after each line of the rhyme for pupils to repeat.

After reading ask your pupils to answer the questions, "Are they happy? Are they nice?"

Divide the pupils in pairs.

Pupils practice acting out the rhyme in their own pairs using their own answers to the questions.

Monitor the activity, checking for correct pronunciation and grammar.

Ask some of the pairs to come to the front of the class and act out the rhyme using their own answers.

Praise their efforts: "Good! Well done!"

Pr act ic E

5. Listen and point to the right name (p. 4, ex. 2).
Tell pupils to look at the letters.

Read the letters. Pupils repeat.

Then stick the letters on the board and ask pupils to read them together.

Then ask, "Are these words the children's names? Do you remember Vicky/Bill/Taras? Why do we write the names with the capital letter?"

Pupils answer. If it is difficult, pupils can answer the native language.

Ask pupils to read and practice the names individually and chorally.

6. Spell the names (p. 4, ex. 3).

Tell pupils to look at the letters.

Read the letters together making names. Pupils repeat.

Ask pupils to read the names individually and chorally.

Then pay the pupils' attention at the Section 'Remember'.

Read the examples.

Ask any girl and any boy to go to the board. Say the patterns using the children's names.

The class listens and repeats.

Then write some pupils' names on the board and ask pupils to read the names individually and chorally.

7. Listen and complete (p. 5, ex. 4).

Ask pupils to listen and read the text using the words from the box and complete the gaps.

After that ask, "What's the girl's name? How old is she? What's her telephone number?"

Transfer*: In some lessons more 'open' and varied questions are suggested to be used for asking pupils about what they can see in the pictures on the page or what they have read or heard. It can often also be developed to ask pupils about themselves, their own situation and experience. Using pupils' personal information, this transfer makes the use of English obviously meaningful for them and is strongly recommended wherever possible.

Write the text of the dialogue with the same gaps on the board. Ask pupils to add the necessary words about Olena using the words from the box.

Then ask pupils to read the dialogue in pairs.

Transfer: Ask pupils to make their own dialogues using the information about themselves. Ask them to use the questions from the text.

8. Read and speak about the girl (p. 5, ex. 5).

Ask pupils to read the text about the boy in silence.

Ask a bright pupil to describe Bill.

Then ask pupils to read some information about Mary Brown in the box.

If it is difficult to your pupils to make a description of this girl, write the beginnings of the sentences on the board.

Pupils read them and complete with the necessary words from the box.

Ask two or three pupils to retell the story about Mary Brown.

Ending the Lesson

9. Say, "Close your books, please". Then say "Goodbye!" several times. Pupils repeat after you two or three times. Make sure that they understand you. Tell pupils to say "Goodbye!" to you.

Home work

Read (p. 4-5, ex. 1, 4).

Further practice

Use Workbook tasks at the lesson or at home.

* Transfer: Pupils, in pairs or groups, ask and answer about their personal information.

Lesson 2. Дав айте рахувати!

Дата _____

Клас _____

мета:

- **навчальна:** повторити лексичний матеріал за темою «Моя сім'я і друзі»; повторити правопис простих та складних числівників, повторити вивчені раніше лексико-граматичні структури, формувати уявлення про мову як засіб спілкування між людьми; формувати уявлення про мову як засіб спілкування між людьми; повторити та ознайомитися з римами за темами «Знайомство», «Цифри», «Алфавіт»;
- **розвиваюча:** розвивати навички аудіювання та діалогічного мовлення; вміння вести бесіду, слухати співрозмовника, удосконалювати фонетику та артикуляцію звуків, навички письма латинськими буквами;
- **виховна:** викликати в дітей бажання вчитися; допомогти їм бути розкутими у спілкуванні при вивченні іноземної мови; виховувати дисципліну, звичку до систематичної розумової праці.

Обладнання: тематичний плакат «Цифри».

Хід уроку

Warm-up

1. As pupils come into the class, smile and say “Hello”. Encourage pupils to say “Hello” back to you.
2. Say to pupils “It’s a new year. Welcome back”. Begin the class with some common greetings. Ask and answer the questions “How are you?” and “What’s your name?” with new children. Pupils then ask and answer the questions in pairs or small groups.
3. *Game “Happy!”*
Say “I’m happy” and give a big smile. Then say “Now look” and pretend to wipe your smile off your face with your hand and throw it to the children. Encourage them to pretend to “catch” the smile and put it on their faces. Say “Now you’re ...” and get the children to call out “Happy!” Repeat several times.

Pr EsEnt ation

4. Listen and sing the song (p. 6, ex. 1).
Ask pupils to count from 1 to 10 in a chain. Then ask them to count faster and faster.
Ask pupils to count from 10 to 1. Ask them to count faster and faster.
Read the rhyme. Translate it into the native language if it is necessary.
Repeat chorally and individually.
Tell pupils that they are going to learn the rhyme.
Read the words of the rhyme, pausing after each phrase.
Pupils repeat the phrases chorally and individually performing the actions.
Say the line and tell pupils to repeat after you again and again.
Read the rhyme chorally.

Optional activity

Before starting to play a class or team game, the following procedures are recommended:

Name teams. Divide the class into teams. Give each team an English name. e.g. “The Tigers” or “The Lions”. Vary the team names lesson by lesson to practice new words. Write team names on the board for scoring during games. Choose players. Use a ‘choosing rhyme’ such as the following:

Eeny, Meeny, Miney, Mo,
Choose a person; off we GO!

The pupil chosen is the one you are pointing at on the word GO!
Always get pupils to chant with you.

Game "Name labels"

Pupils have one sheet of paper each. Get them to fold it in half down the centre and draw a base line to write on, near the bottom of one side. Pupils must write their names on the sheets of paper. Write the pupils' names on the board. Read the names on the board one by one. Pupils find their names and copy them onto their paper and place the name label on their desk.

Go round helping and praising them by saying 'Good!' or 'Well done!'.

5. Read the numbers (p. 6, ex. 2).

Pupils look at the boxes and read the words.

Write the numbers in the first column and the words in the second one.

Ask pupils to match them together.

6. Listen and repeat (p. 6, ex. 3).

Revise the numbers 20, 30, 40, and so on to one hundred.

Ask pupils to read the numbers.

Stick the cards with the numbers on the board and ask pupils to write the words under every card. If pupils are not strong, they can use the text book.

Practic E

7. Listen and read these numbers (p. 7, ex. 4).

Pupils read the numbers.

Pay their attention to spelling of such numbers as 40, 50, 80 and 90.

Then ask pupils to look at the Section 'Remember'. Explain how to write the numbers. You can do it using the native language.

8. Say the numbers (p. 7, ex. 5).

Pupils look at the numbers and say them.

Ask pupils to name only numbers in red or blue.

If you have enough time, you can play a game. Point at numbers of different colours and ask pupils to name them. Who can do it without mistakes is the winner.

9. Listen and point to the numbers you hear (p. 7, ex. 6).

Pupils listen to the numbers and point to the right one.

Ask one pupil to write the correct number on the board to check the answer.

Ending th E l Esson

10. *Game "Picture flashcards"*

Hold up action flashcards one at a time and ask several questions about each one, e.g., "Can you count/swim/dance/fly?" Pupils reply, "Yes, I can. / No, I can't." Revise the action words using the flashcards or photos if you have any. Repeat chorally and individually.

11. Say, "Close your books, please". Then say "Goodbye!" several times. Pupils repeat after two or three times. Make sure that they understand you. Tell pupils to say "Goodbye!" to you.

Home work

Revise numbers (p. 6–7, ex. 1–6).

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 3. Дав ай Знай Омитис я! ЗвїДКи ти рОДОм?

Дата _____

Клас _____

мета:

- **навчальна:** повторити та активізувати лексичні одиниці, граматичні структури, практикувати мовні засоби за темою «Я, моя сім'я та друзі»; вдосконалювати компетенції читання, аудіювання й усного монологічного мовлення;
- **розвиваюча:** розвивати навички аудіювання, спонтанні відповіді на запитання та швидку реакцію; уважно стежити за презентованою інформацією; ефективно співпрацювати під час парної та групової роботи;
- **виховна:** виховувати уміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі.

Обладнання: карта України, таблиця "The Verb to Be", тематичні картки.

Хід уроку

Warm-up

1. Game "Follow the leader"

Get the children to stand in a line behind you.

Say e.g. "Walk. Now jump! ..." Move round the classroom and the children follow imitating everything you do.

Game "Point to ...!"

Stick a set of flashcards on the walls round the classroom. Hold up each one and get the children to say the names as you do this. Give instructions e.g. "Point to the spider! Point to the butterfly!" Children listen, look round the classroom and point to the correct flashcard as fast as they can.

Pr EsEnt ation

2. Match and act out (p. 8, ex. 1).

Revise and drill the words "e-mail" and "surname". Explain or translate into the native language.

Read the sentences in every column.

Pupils listen and read.

Ask pupils to answer your questions, "Where are you from? What's your surname?" Pupils answer your questions.

Ask pupils to read the sentences and match the questions and the answers.

Pr act ic E

3. Ask and answers in pairs (p. 8, ex. 2).

Pupils read and practice the questions and their own answers in pairs.

One or two pairs act out the dialogues in front of the classroom.

Draw pupils' attention to the verb "to be" in questions using the table "The Verb to Be".

Act out the dialogues again.

Repeat with several different pupils, but this time let pupils choose partners to act them out with.

Optional activity

Game "What's missing?"

Stick a set of flashcards on the blackboard. This time you can use school flashcards. Hold up each one and get the children to say the names as you do this. Then say 'Close your eyes' and demonstrate meaning. When children have their eyes closed, quickly remove one of the flashcards from the

blackboard. Children open their eyes and call out the name of the missing flashcard.

Reading and Writing

4. Read and say about the presents from Ukraine (p. 8, ex. 3).

Stick the flashcards of Easter eggs and Christmas Vertep photos on the board. Ask pupils to repeat the words after you.

Read the text. Pupils listen and repeat.

Ask pupils to read the sentences and match them with the pictures in the textbooks.

Pupils take turns to play the guessing game in pairs using Yes/No questions and short answers. Also they can use the questions which are written on the board. "Is the boy's name Taras? Is he from Ukraine? Is his favourite sport tennis?" Draw pupils' attention to the verb 'to be' in short answers using the table "The Verb to Be". Go round helping.

Ask pupils to read the text after you again. Repeat chorally and individually.

Ask pupils to read the text.

Monitor the activity and help where necessary.

Transfer: Ask questions about the boys, "What is Taras's favourite colour? What language does he like? Can you see Taras or Bill in the picture?" etc.

Optional activity

Game "Silent dictation"

Hold up a number flashcard. Pupils write down the word in their exercise books or on sheets of paper. Ask two or three pupils to write the words on the board.

5. Say if the sentences are true or false (p. 9, ex. 4).

Ask pupils to read the sentences and say if they are true or not.

Monitor the activity and help where necessary.

Optional activity

Game "Let's write!"

Write several letters of the alphabet on the board. Pupils come and write a word beginning with each letter (e.g., stick or draw a picture of a classroom under the letter "c", they write the word "classroom" on the board). They can write a word combination.

Ending the Lesson

6. Do the project and play the game (p. 9, ex. 5).

Explain to pupils that they are going to describe their classmates.

Give a sheet of paper to every pupil.

Read the task. Then read the pattern.

Translate to be sure that everybody understands the task.

If you have no time, ask pupils to do this task at home (to save the time at the lesson).

Home work

Read p. 8, ex. 3; p. 9, ex. 5.

Further practice

Use Workbook tasks at the lesson or at home.

Unit 1. Getting Ready For school

Дата _____

Клас _____

Lesson 1. Здравстуй, школо!

мета:

- **навчальна:** ознайомити з новими лексичними одиницями за темою «Шкільне життя», навчити користуватися граматичною опорною таблицею «Дієслово to be», удосконалювати навички вимови англійських звуків за допомогою тренувальних вправ та складання тематичних діалогів;
- **розвиваюча:** розвивати мовленнєві компетенції, спонтанні відповіді на запитання та швидку реакцію; розвивати комунікативні здібності учнів, розвивати навички аудіювання та діалогічного мовлення; толерантного ставлення до однокласників;
- **виховна:** викликати в дітей бажання вчитися; вивчати іноземну мову; виховувати дисципліну, повагу до однокласників, звичку до систематичної розумової праці.

Обладнання: карта Європи, таблиця «Дієслово to be», картки за темою «Шкільне життя».

Хід уроку

Warm-up

1. Game "What's missing?"

Stick a set of flashcards on the blackboard. Hold up each one and get the children say the names of them as you do this. Then say 'Close your eyes'. When children have their eyes closed, quickly remove one of the flashcards from the blackboard. Children open their eyes and call out the name of the missing flashcard.

Presentation

2. Listen and repeat (p. 10, ex. 1).

Pre-reading: Ask pupils to look at the pictures in the book.

Say the words. Repeat each new word two or three times. Ask pupils to write these words down into their vocabularies.

Do choral and individual repetition.

Ask pupils to read the words after you again.

While-reading: Monitor the activity and help where necessary. Use board sketches, miming and gestures to make sure the pupils understand the meanings of the new words.

Pupils take turns to read out the words. Help with pronunciation. If you like, you can make sentences with these words.

Post-reading: Ask further questions "Do you have scissors in your pencil case? What colour are your markers and crayons? How many crayons are there in your pencil case?"

Practice

3. Listen and say (p. 10, ex. 2).

Ask pupils to look at the picture.

Ask if pupils like going shopping? Do they go alone or with adults? What do they usually buy?

Read the dialogue while pupils listen and read silently.

Explain any words that pupils ask for.

When pupils are familiar with the text, ask pairs of pupils to act out the dialogue. Encourage them to act with real emotions "I need..."

4. Ask and answer (p. 11, ex. 3).

Ask pupils to look at the pictures.

Ask, "What things are there? What things do you have in your bag?"

Ask two bright pupils to read and answer the question.
Ask pupils to read the sentences aloud, in turn.
Make dialogues with these questions using the table.
Pupils practice dialogues in pairs using the pictures.

5. Look and say (p. 11, ex. 4).

Draw clock faces on the board. Review the hours, e.g. it is six o'clock/nine o'clock, etc. Dictate times: one o'clock, six o'clock, etc. pupils draw these on the board. Then draw clocks showing the half hour.

Say: It's half past six. Get pupils to repeat it and practice using different phrases: It's four o'clock, It's half past five, etc.

Ask pupils to look at the clocks in the books. Ask pupils to read the time. Pupils read the time. Do choral and individual repetition.

Pair work: Pupils draw clocks showing different times on pieces of paper. They ask their partners: What time is it? It's half past eleven, etc.

Reading and Writing

6. Listen and read (p. 11, ex. 5).

Look at the picture.

Pre-reading: Ask pupils what kind of the text it is. If they don't know help them and explain that it is a letter.

Read the text. Pupils listen and read. Do choral and individual repetition.

Post-reading: Ask some questions "What is the teacher's name? Is she a new teacher? What is the number of the classroom? When is school over? When does school start?"

7. Choose and say (p. 12, ex. 6).

Tell pupils to choose the correct endings of the sentences.

Pupils read and choose the right variant using the text.

Answers: 1) b; 2) c; 3) a; 4) c.

8. Listen and say the rhyme (p. 12, ex. 7).

Tell pupils to look at the picture on p. 12, ex. 7.

Ask what they see.

Revise the action words using the flashcards: "to hold up", "to turn around", "to take" and "to touch" or do these actions.

Lead-in: Learn the word "use".

Read the rhyme. Translate it into their native language.

Repeat chorally and individually.

Tell pupils that they are going to learn the rhyme.

Read the words of the rhyme, pausing after each phrase. Pupils repeat the phrases chorally and individually performing the actions. They can use the school objects which they have on their desks.

Read the rhyme chorally.

Ending the Lesson

Game "Picture flashcards"

Hold up action flashcards one at a time and ask several questions about each one, e.g., "Can you hold up your pen/book/pencil? Can you swim/dance/fly?" Pupils reply, "Yes, I can. / No, I can't." Revise the action words using the flashcards or photos if you have any. Repeat chorally and individually.

Home work

Read p. 11, ex. 5; p. 12, ex. 7.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 2. **гОтуєм Ос я ДО шКОли**

Дата _____

Клас _____

мета:

- **навчальна:** повторити та активізувати лексичні одиниці, граматичні структури, практикувати мовні засоби за темою «Я, моя сім'я та друзі», «Шкільне життя»; вдосконалювати компетенції читання, аудіювання й усного монологічного мовлення;
- **розвиваюча:** розвивати навички аудіювання, спонтанні відповіді на запитання та швидку реакцію; уважно стежити за презентованою інформацією; ефективно співпрацювати під час парної та групової роботи;
- **виховна:** виховувати уміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі.

Обладнання: тематичні картки.

Хід уроку

Warm-up P

1. *Game "I can see ...!"*

Play with the whole class and/or children play in pairs. Pupil A holds up a book with one of the picture cards behind it. Pupil A says 'Look!' and gradually moves the card up. As soon as Pupil B recognizes the picture, they say e.g. 'I can see the ... bag!' After three turns, the children change roles.

Pr EsEnt ation

2. Listen and read. (p. 13, ex. 1).

Read the words.

Pronounce every word clearly. Ask pupils to say the letters of the words.

Do choral and individual repetition. Follow the same procedure three or four times.

Read the word combinations/sentences with these words.

If it is necessary, translate them into the native language.

Optional activities

Game "Jump"

Ask children to stand at their desks.

Hold up a flashcard from the vocabulary set and say a word.

If the word is the same as the flashcard, they jump. If it isn't, they keep still.

Alternatively, ask pupils to put their hands up if the word you say and the flashcard are the same.

Pr act ic E

3. Listen and say (p. 13, ex. 2).

Pre-reading: Teach the new phrase "So what?" Check that pupils understand the meaning of it.

Pupils read the story alone or work together in pairs.

Revise the questions "How are you?" and "Are you ready for school?"

Drill each of the questions once or twice also.

While-reading: Do choral and individual repetition. Follow the same procedure three or four times.

Pupils read the dialogue again.

Then let pupils do the activity in pairs. Go around the class helping where necessary.

Post-reading: Act out the dialogue.

Reading and Writing

4. Say if it is true or false (p. 14, ex. 3).
Ask pupils to read the sentences and answer them 'True' or 'False'.
Pupils read and answer.
Answers: 1. True; 2. False; 3. True; 4. False; 5. True.
5. Talk with your friend (p. 14, ex. 4).
Pair work: Ask pupils to make dialogues using a new construction "I feel ..." and "I've got ...". Translate them into the native language.
Ask pupils to use the smiles from the exercise.
Pupils practice acting out the dialogues in their pairs. They use the construction "I feel ..." and "I've got ..."
Monitor the activity, checking up correct pronunciation.
Ask a couple of pairs to come to the board to act out the dialogues.
Praise their efforts, "Good! Well done!"

Optional activity

Game «Musical cards»

Play with the whole class. Children stand or sit in a circle. Give out the picture cards from one set to different children in the circle. Play any music and children pass the cards clockwise round the circle. Pause the music. Children with the picture cards hold them up and name what's on their card in turn.

Everyone claps and says e.g. "Fantastic!"

6. Listen and say the rhyme (p. 14, ex. 5).
Tell pupils to look at the picture on p. 14, ex. 5. Ask what they see.
Lead-in: Revise the school objects using the flashcards: "a bag", "a marker", "glue", "a ruler", "scissors" and "a crayon".
Read the rhyme. Translate it into the native language. Ask some questions about the colour of crayons.
Do choral and individual repetition.
Tell pupils that they are going to learn this rhyme.
Read the words of the rhyme, pausing after each phrase. Pupils repeat the phrases chorally and individually pointing to the school objects.
Say the line and tell pupils to repeat after you again and again.
Read the rhyme chorally.
Monitor the activity and help where necessary. Use board sketches, miming and gestures to make sure the pupils understand the meaning of the colours.

Optional activity

Game "Can I have...?"

Pupils play in pairs. They each choose three cards from a set of picture cards and hold them in a way so their partner can't see the pictures. Pupil A asks e.g. "Can I have the red crayon, please?" If Pupil B doesn't have the card of the crayon, they say "No, sorry". If they do have the card of the crayon, they say "Here you are!" and give it to Pupil A, who says "Thank you". Pupil B then has the next turn asking a question. The game ends when the pupils have discovered all each other's cards.

Ending the Lesson

Home work

Read p. 13, ex. 1, 2; p. 14, ex. 5.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 3. йДем О ДО маг а Зин у

Дата _____

Клас _____

мета:

- **навчальна:** ознайомити та закріпити вживання лексичних структур у діалогічному мовленні, формувати лексичні навички й навички вимови, вдосконалювати компетенції читання, ознайомити з рекламою, як засобом отримання необхідної інформації, усного мовлення, формування навичок вживання нових лексичних одиниць у мові;
- **розвиваюча:** розвивати усні комунікативні уміння з опорою на наочність, узагальнити та систематизувати лексичні одиниці за темою «Я, моя сім'я та друзі», розвивати інтелектуальні та пізнавальні здібності, різні типи пам'яті — слухову, зорову, оперативну;
- **виховна:** виховувати зацікавленість у розширенні своїх знань, толерантне ставлення до співрозмовника, загальну культуру учнів.

Обладнання: таблиця "Present Simple" і «Структури to be going to».

Хід уроку

Warm-up

1. Game "Happy sets"

Children play in groups of four. The aim of the game is to collect a set of four cards which are the same. Pupil A shuffles and deals four sets of cards which are the same. Pupils take turns to say "Can I have a ..., please?" to any member of the group who respond either "Here you are" or "No, sorry" depending on whether or not they have the card asked for. The pupil asked then has the next turn. As soon as any pupil has a set of four cards, they name the set e.g. "I've got the bags!" and put it on the table. The pupil with most sets at the end of the game is the winner.

Pr EsEnt ation

2. Read and match (p. 15, ex. 1).

Ask pupils to look at the pictures.

Explain that they are some adverts.

Read all adverts and translate into the native language.

Give necessary extra information about every advert if pupils don't understand them.

Revise how to pronounce telephone numbers in English.

After reading the advert read the headings. Explain why it's necessary to write every word in the headings from the capital letters.

Ask pupils to match the headings and adverts.

Monitor the activity, checking up correct pronunciation.

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

Pr act ic E

3. Listen and say (p. 16, ex. 2).

Lead-in: Mime actions of preparing to do various things, e.g. write on the board, sit down, open the window. Say: "I am going to write on the board, sit down, open the window, etc." Then mime the same actions again, followed by some new ones, and ask: "What am I going to do...?" Help pupils with answers. Write on the board: I am going to open the window, etc.

Ask pupils to read the story.

Pupils read the story along.

Then let pupils do the activity in pairs. Go around the class helping where necessary.

Act out the dialogue.

Then ask pupils to look at the table and read the sentences.

Translate them into the native language.

Reading and Writing

4. Complete with the words from the boxes (p. 16, ex. 3).

Tell pupils that they are going to read about someone's plans.

They have to choose the words from the box to complete the text.

Pupils read the text using the necessary words.

Monitor their activity.

Answers: 1. a pen; 2. books; 3. am going; 4. an eraser; 5. copybooks;

6. a pencil box; 7. a ruler/glue; 8. am going; 9. a sandwich/fruit/ cake;

10. a drink; 11. am going; 12. ask pupils to use the number four; 13. is going.

Pair work: Pupils write out the correct sentences.

Optional activity

Game "First one to touch ...!"

Play with the whole class with you giving instructions and/or children play in groups of four. Children lay out their set of cards face up on their desks. Child A says e.g. "First one to touch the ... pencil-box!" Demonstrate that the children should touch the correct card as fast as they can and say "Me!" After three turns another child has a turn at being the leader.

5. Talk with your friend (p. 14, ex. 4).

Pair work: Ask pupils to make dialogues using "I am going ..."

Ask pupils to use the words from the boxes to make sentences.

You may write the table to help pupils to make sentences.

I am going to buy	chocolate
	a drink
	a nice hat, etc.

Then ask pupils to practice acting out the dialogues in pairs.

Monitor the activity, checking up correct pronunciation.

Ask a couple of pairs to come to the board to act out the dialogues.

Praise their efforts, "Good! Well done!"

Ending the Lesson

Game "What am I going to do?"

One pupil mimes preparations for an activity, e.g. putting on a nice hat, and asks: "What am I going to do?"

The rest must guess: "You're going to wear the hat." etc. Make sure that pupils mime only the preparations, not the actions themselves.

Home work

Read p. 16, ex. 1; p. 16, ex. 3.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 4. м Оя ш Кільна ф Орма

Дата _____

Клас _____

мета:

- **навчальна:** вивчити нові лексичні одиниці, закріпити вживання лексичних структур у діалогічному мовленні, формувати лексичні навички й навички вимови, вдосконалювати компетенції читання, аудіювання, усного мовлення, формування навичок вживання нових лексичних одиниць;
- **розвиваюча:** розвивати усні комунікативні уміння з опорою на наочність, узагальнити та систематизувати лексичні одиниці за темами «Я, моя сім'я та друзі», «Шкільне життя», розвивати інтелектуальні та пізнавальні здібності, різні типи пам'яті — слухову, зорову, оперативну;
- **виховна:** виховувати зацікавленість у розширенні своїх знань, толерантне ставлення до співрозмовника, загальну культуру учнів.

Обладнання: таблиця "Present Simple".

Хід уроку

Warm-up

1. Game "Team spelling"

Stick flashcards on the board. Divide the class into two teams. One member from each team comes to the front of the class. Each pupil says a word for the other to write on the board. Correctly spelt words win a point for the team.

Pr EsEnt ation

2. Listen and repeat (p. 18, ex. 1).

Pre-reading: Ask pupils to look at the pictures.

Say the words. Drill each new word two or three times. Ask pupils to write these words down into their vocabularies.

Do choral and individual repetition.

Ask pupils to read the words after you again.

While-reading: Monitor the activity and help where necessary. Use board sketches, miming and gestures to make sure the pupils understand the meaning of the new words.

Pupils take turns to read out the words. Help with pronunciation. If you like, make sentences with these words.

Post-reading: Ask further questions "Do you have a uniform? What colour is it? How many pockets are there on your clothes?"

Pr act ic E

3. Listen and read (p. 18, ex. 2).

Ask pupils to look at the picture. Ask "Who can you see on the picture?"

Pre-reading: Revise the words: a shirt, a tie, a school jacket, a badge, a pocket. Point to a picture of the boy. Drill the words two or three times.

Pupils read the information about Mile Stones and match clothes with the appropriate picture.

Post-reading: Ask pupils to say what colour the shirt is.

Point out the forms of the words go/have got and goes/has got. Use the table "Present Simple".

Do choral and individual repetition.

Monitor the activity and help where necessary.

Pupils listen to the text and read in silence.

Pupils listen and repeat, first together and then individually.

Then read the text in a chain.

4. Answer the questions (p. 18, ex. 3).
 Ask pupils to read the questions to the text and answer them.
 Pupils read the questions and find necessary information from the text.
 Repeat the questions again and pupils answer them.
 Pupils read and practice the questions and answers in pairs. One or two pairs act them out.
5. Work in pairs (p. 19, ex. 4).
 Ask pupils to look at the classmates.
 Explain that they are going to speak about their classmate and describe him/her using only the questions without saying his/her name.
 Tell one pupil to go to the middle of the classroom and choose the classmate.
 Ask pupils to read the questions and the pupil in the middle of the classroom tries to answer them.
 Other pupils try to guess their classmate. Do the same procedure two or three times.

Reading and Writing

6. Look and describe the uniform (p. 19, ex. 5).
 Ask pupils to look at the children on the picture.
 Explain that they are going to describe the children's uniforms using the tables.
 Write the tables on the board.

Table 1

He	is wearing	a white shirt.
		a skirt.
She		a blouse.
		a jacket.

Table 2

His school jacket	has got	a badge.
Her school uniform	hasn't got	a ribbon.
		a pocket.

Table 3

His school uniform is	blue.
	red.
Her school uniform is	brown.
	green.

If the class is strong, make sentences with them one by one.
 If you have enough time, write the descriptions in the pupils' copybooks.

7. Design the uniform for your school. Describe it (p. 19, ex. 6).
 Give pupils pieces of paper and ask them to design the uniform for their school.
 Stick the pictures on the board and ask pupils to describe their variants of the uniforms.

Ending the Lesson

Home work

Read p. 18, ex. 3.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 5. Заняття розпочинається

Дата _____

Клас _____

мета:

- **навчальна:** презентувати новий лексичний матеріал за темою «Шкільне життя», практикувати мовні засоби за темою «Шкільне життя», формування навичок вживання нових лексичних одиниць, вдосконалювати компетенції читання, аудіювання й усного монологічного мовлення, збільшення обсягу знань про соціокультурну специфіку мови країни, що вивчається, вдосконалення умінь будувати своє мовне висловлювання, мовну поведінку адекватно цій специфіці;
- **розвиваюча:** уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні, розвивати різні типи пам'яті, учити працювати у парі, логічно висловлювати думку;
- **виховна:** виховувати уміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі.

Обладнання: картки за темою «Шкільне життя».

Хід уроку

Warm-up

1. Game "Associations"

Say the name of any school subject. Pupils in pairs then work together, trying to think of and write down as many words as possible they associate with that subject within a two-minute period, e.g. English – school objects, books, CDs, textbooks, etc.

Art – water, hands, paint, paper, etc.

Presentation

2. Listen and say (p. 20, ex. 1).

Read the dialogue. Pupils listen and read too.

Ask questions about the characters on the page, "Who's this? Where are the girls going? Are they going to school/home?" Then ask about the characters' clothing, "What colour is Vicky's uniform? What colour are the girls' bags?"

Revise the words: favourite, German and French.

Drill them. If pupils don't understand the meaning of the word, translate them into the native language.

Read the dialogue again.

Pupils read and practise their part in the story for a few minutes. Go round helping.

One or two pairs read or act out the dialogue.

Repeat with a different pupil, but this time let pupils choose partners to act them out with.

Repeat with several different pupils.

Ask boys to read in soft voices like girls do it.

Practice

3. Ask and answer (p. 20, ex. 2).

Ask pupils to look at the patterns of the dialogue.

Ask pupils to finish their answers using the tables on the board.

Are	you	going to study	Sport?
			Maths?
			Ukrainian?
			French?

I	am going to study	English	this year.
		Art	
		German	
		Music	
		Computer Sciences	

Pair work: Pupils read the dialogue using the words from the table. Then they take turns to ask and answer in the same way, using the pattern and the table again.

Pupils act out the dialogue in pairs using the school subjects.

One or two pairs act out the dialogue, and so on.

Repeat with several different pupils.

Revise the construction to be going to do something using the table 'Remember'.

Read the sentences, if it is necessary, translate them and explain difficult things.

Use the Grammar Table.

Reading and Writing

4. Choose and say (p. 21, ex. 3).

Pair work: Ask pupils to read the sentences and find correct statements.

Pupils read and choose the correct words. Go round helping weaker pupils especially to read and work out meaning for themselves.

Ask pupils to read the correct sentences.

5. Listen and read (p. 22, ex. 4).

Read the words.

Pronounce every word clearly. Ask pupils to say the letters of the words.

Do choral and individual repetition. Follow the same procedure three or four times.

Read the word combinations/sentences with these words.

If it is necessary, translate them into the native language.

Ask pupils to read individually.

6. Look at your timetable for today and say (p. 22, ex. 5).

Ask pupils to look at the pictures and name the subjects: Sport, Music, Art and Reading.

Tell pupils to take their daybooks and open them.

Ask any pupil to read a timetable for today in Ukrainian.

Then ask a bright pupil to translate every subject into English.

Ask another pupil to write the subjects on the board.

Then read the questions one by one and ask pupils to give the answers to them using the information on the board.

Ending the Lesson

Home work

Read p. 22, ex. 4.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 6. мій улюблений предмет

Дата _____

Клас _____

мета:

- **навчальна:** презентувати новий граматичний матеріал та закріпити лексичний матеріал за темою «Шкільне життя», практикувати мовні засоби за підтемою «Шкільні предмети», формування навичок вживання нових лексичних одиниць, вдосконалювати компетенції читання, аудіювання й усного монологічного мовлення;
- **розвиваюча:** уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні, розвивати різні типи пам'яті — слухову, зорову, увагу, уяву, учити працювати у парі, логічно висловлювати думку;
- **виховна:** виховувати вміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі.

Обладнання: картки за темою «Шкільні предмети», плакат "Present Simple. Negative".

Хід уроку

Warm-up

1. Game "Robot game"

Tell the class that you are a robot and you will do whatever they tell you. Pupils give you commands, e.g., "sit down", "touch your head".

2. Game "Disappearing cards"

Stick six flashcards "the days of the week" or "school subjects" on the board. Do choral repetition of the words. Then remove one of the flashcards in the sequence. Pupils chant the whole sequence of six words, including the missing one. Repeat, removing another flashcard. Continue till there are no flashcards on the board and pupils are saying the whole sequence from memory. You can also play the game by writing words on the board, then rubbing them out one at a time.

Pr EsEnt ation

3. Listen, then say if the sentences are true or false (p. 23, ex. 1).

Pair work: Ask pupils to read the sentences and find correct statements.

Pupils read and explain the sentences if they are true or false. Go round helping weaker pupils especially to read and work out meaning for themselves.

Ask pupils to read the true statements. Ask pupils to match the true statements with the pictures.

Pupils may be asked to describe the pictures using the sentences from the exercise.

Answers: 1. True; 2. False; 3. False; 4. True; 5. True.

4. Read and match (p. 23, ex. 2).

Ask pupils to look at the speech bubbles.

Then ask pupils to read the speech bubbles and match them with the correct variants.

Pupils may also be asked to write sentences in their exercise books and on the board.

Answers:

1. I like Maths. – b;
2. I like English. – c;
3. I like Computer Studies. – e;
4. I like Art. – a;
5. I like Science. – d.

Practic E

5. Ask and answer (p. 24, ex. 3).

Pair work: Pupils find the information about their classmates' favourite subjects and activities at the subjects. Ask pupils to use the pattern and the words from the box. Pupils in pairs take turns to ask and answer questions about their favourite subjects.

Pupils act out the dialogue in pairs using the school subjects and activities. One or two pairs act out the dialogue, and so on.

Repeat with several different pupils.

Pay attention at short answers "Yes, I do." and "No, I don't." Use the table "Present Simple. Negative".

Optional activity

"Miming Game"

Tell pupils to mime the actions they do at English lessons for the other pupils to guess. If the task is rather difficult and you want to save the lesson time, stick some flashcards on the board for help.

6. Work in pairs. Have the interview (p. 24, ex. 4).

Explain to pupils that they are going to answer the questions.

Ask pupils to read the questions in silence.

Ask a bright pupil the first question from the list.

A pupil answers. If it is difficult to answer, help him/her.

Ask the second question. Do the same procedure. Ask some other pupils.

Do choral and individual repetition.

Pair work: Pupils read and answer the questions.

Monitor the activity and help where necessary.

Reading and Writing

7. Tell your classmates what you usually do (p. 24, ex. 5).

Explain to pupils that they are going to tell what they usually do before/in/after classes using the table.

I	usually	read	before classes.
		write	in classes.
		sing	
		go home	after classes.
		meet my friends	

8. Write about your favourite day (p. 24, ex. 6).

If you have enough time, ask pupils to write about their favourite day. Ask them to complete the sentences.

Ending the Lesson

Game "Bingo!"

Pupils make a grid of six squares. They write a number in each square. Call out numbers at random: if pupils have the number you call out on their grid, they tick it, or cross it off, or cover it with a small piece of paper. The first pupil to tick / cross / cover all six numbers on their grid calls out "Bingo!" and is the winner. This can also be played with words, e.g., school subjects, days of the week, animals, foods, toys, etc.

Home work

Read p. 23, ex. 2.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 7. чим ти Займа єшс я у вівтОрОК?

Дата _____

Клас _____

мета:

- **навчальна:** презентувати новий граматичний матеріал та закріпити лексичний матеріал за темою «Шкільне життя», практикувати мовні засоби за підтемою «Шкільні предмети», формування навичок вживання нових лексичних одиниць, вдосконалювати компетенції читання, аудіювання й усного монологічного мовлення;
- **розвиваюча:** уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні, розвивати різні типи пам'яті — слухову, зорову, увагу, уяву, учити працювати у парі, логічно висловлювати думку;
- **виховна:** виховувати уміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі.

Обладнання: картки за темою «Шкільні предмети», плакат «Дієслово to be», плакат "Present Simple. Negative".

Хід уроку

Warm-up

1. Game "Disappearing cards"

Stick five flashcards "the days of the week" on the board. Do choral repetition of the words. Then remove one of the flashcards in the sequence. Pupils chant the whole sequence of five words, including the missing one. Repeat the words, removing another flashcard. Continue till there are no flashcards on the board and pupils are saying the whole sequence from memory. You can also play the game by writing five words on the board, then rubbing them out one at a time.

Pr EsEnt ation

2. Listen and read (p. 25, ex. 1).

Ask pupils to read the word. Pupils listen and read in silence. Compare it with the Ukrainian word. Say that there are international words in every language.

Pronounce the word clearly again. Ask pupils to say the letters of the word.

Do choral and individual repetition. Follow the same procedure three or four times.

Read the word combinations/sentences with this word.

Pr act ic E

3. Listen and say (p. 25, ex. 2).

Lead-in: Teach the new phrase "I don't know. Why?" Check that pupils understand the meaning of it.

Pupils read the story alone or work together in pairs.

Transfer: Revise the question "What are you going to do on Thursday/Friday/Monday?"

Drill the question once or twice. Do choral and individual repetition. Follow the same procedure three or four times.

Pupils read the dialogue again.

Then let pupils do the activity in pairs. Go around the class helping where necessary.

Act out the dialogue.

Pay pupils' attention to the Section 'Remember'.

Explain that there are some prepositions of time in English. They are 'at', 'in' and 'on'.

Read the sentences with the preposition 'at' and translate them into the native language.

Do the same procedure with the two others. Explain that pupils must remember the words with prepositions of time by heart.

4. Ask and answer in pairs (p. 26, ex. 3).

Explain to pupils that they are going to answer the questions about Vicky and Bill using the information from the dialogue.

Ask pupils to read the questions in silence. Ask a bright pupil the first question from the list. A pupil answers. If it is difficult to answer, help him/her.

Ask the second question. Do the same procedure. Ask some other pupils. Do choral and individual repetition.

Pair work: Pupils read and answer the questions.

Monitor the activity and help where necessary.

Answers: 1. She is going to have a test on Thursday. 2. Yes, he is. 3. He is going to help her on Thursday. 4. They are going to meet at 2 o'clock.

Ask pupils to give full answers. If it is difficult for them, pupils can give short ones.

Reading and Writing

5. Talk to your classmate (p. 26, ex. 4).

Ask pupils to look at the patterns of the dialogue.

Ask pupils to finish the answers using the tables on the board.

What are you going to do	on	Monday?
	in	the morning?
	at	5 o'clock?

I am going to	rest.	And you?
	read a book.	
	ride a bike.	

Well, I am going to	play computer games.
	help my mum.
	do my homework.

Pair work: Pupils read the dialogue using the words from the table. Then they take turns to ask and answer in the same way, using the pattern and the table again.

Pupils act out the dialogue in pairs using their own answers. Go around the class helping with the pronunciation.

One or two pairs act out the dialogue, and so on.

Revise the prepositions of time using the Section 'Remember'.

6. Fill in 'at', 'on', 'in', 'after' or 'before' (p. 26, ex. 5).

Tell pupils to open their exercise books. Read the task of the exercise. Explain that they can use every preposition only once.

Pupils read the sentences and fill in the gaps using the prepositions of time. Then they write the sentences down.

Answers: 1. at; 2. in; 3. after; 4. on; 5. before.

Ending the Lesson

7. Write the words from any sentence of the exercise 5 on the board in jumbled order. Pupils write the words in the correct order in their exercise books.

Home work

Read p. 25, ex. 1, 2.

Further practice

Use Workbook tasks at the lesson or at home

Lesson 8. ЯК вчать ся м Ої Одн Оліт Ки в а н г л і ї

Дата _____

Клас _____

мета:

- **навчальна:** презентувати новий лексико-граматичний матеріал та закріпити лексичний матеріал за темою «Шкільне життя», практикувати мовні засоби за підтемою «Шкільні предмети», працювати із словником; формування навичок вживання нових лексичних одиниць, вдосконалювати компетенції читання, аудіювання й усного монологічного мовлення;
- **розвиваюча:** уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні, розвивати різні типи пам'яті — слухову, зорову, увагу, уяву, учити працювати у парі, логічно висловлювати думку;
- **виховна:** виховувати уміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі.

Обладнання: картки за темою «Шкільні предмети», плакат "Present Simple".

Хід уроку

Warm-up

1. Game "Jump"

Ask children to stand at their desks.

Hold up a flashcard from the vocabulary set and say a word.

If the word is the same as the flashcard, they jump. If it isn't, they keep still.

Alternatively, ask pupils to put their hands up if the word you say and the flashcard are the same.

Pr EsEnt ation

2. Listen and read (p. 27, ex. 1).

Ask pupils to look at the picture. Ask some questions about it: "What can you see? Where are the children? How old are they? Are they big or small? What are they doing? What are they wearing?" etc.

Ask pupils to read the words after the text. Pupils listen and read in silence.

Pronounce the words clearly again.

Do choral and individual repetition. Follow the same procedure three or four times.

Ask pupils to read the text in silence after you. You can translate difficult sentences into the native language.

Then pupils read the text themselves.

Ask pupils to name pets in class.

Pr act ic E

3. Choose and say (p. 28, ex. 2).

Pair work: Ask pupils to read the sentences and find correct statements.

Pupils read and choose the correct words. Go round helping weaker pupils especially to read and work out meaning for themselves.

Post-reading: Ask pupils to read the correct sentences.

Answers: 1. b; 2. a; 3. b; 4. b.

Monitor the activity and help where necessary.

rE ading and Writing

4. Copy and complete (p. 28, ex. 3).

Pupils open their copybooks and copy the sentences finishing them.

Tell pupils they can use the information from the text. Ask some pupils to write the sentences down on the board.

Monitor the activity and help where necessary.

Answers:

1. 5 to 11.
2. at nine.
3. half past eleven or at one o'clock.
4. on the carpet on the floor.
5. to play outdoors during breaks.

5. Read and name (p. 28, ex. 4).

Ask pupils to read the explanations of some words and guess them.

If it is difficult for them, write the key words of the board or stick the flashcards to help pupils to understand the meaning of the words.

Pupils read the descriptions and guess the meaning of the words.

Answers:

- a) a uniform;
- b) Tuesday;
- c) Saturday and Sunday;
- d) PT;
- e) Wednesday;
- f) Art.

Revise "Present Simple positive and negative" using the Section 'Remember'.

Read the sentences individually. Pay pupils' attention to the third person singular.

Monitor the activity and help where necessary.

6. Listen and read (p. 29, ex. 5).

Tell pupils they are going to read the verbs in the Infinitive and the third person singular. Pay pupils' attention to the pronunciation of the third person singular.

Pupils listen and read. Then ask pupils to compare the sounds /s/, /z/ and /iz/, when they must pronounce them.

Ending the Lesson

7. Interview your friend. Talk about his/her school (p. 29, ex. 6).

Pair work: Pupils read the questions to each other and answer them.

Then they take turns to ask and answer in the same way, using their own answers.

Pupils act out the dialogue in pairs using their own answers. Go around the class helping with the pronunciation.

One or two pairs act out the dialogue, and so on.

Repeat with several different pupils.

Then ask some pupils to describe their classmates using the information which they have learned.

Monitor the activity and help where necessary.

Home work

Read p. 27, ex. 1; p. 29, ex. 5.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 9. м ій рОЗпОрядОК Дня . гоДинни К

Дата _____

Клас _____

мета:

- **навчальна:** презентувати новий лексичний матеріал за підтемою «Розпорядок дня», практикувати мовні засоби за підтемою «Розпорядок дня», формувати навички вживання нових лексичних одиниць, вдосконалювати компетенції читання, аудіювання й усного монологічного мовлення;
- **розвиваюча:** уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні, розвивати різні типи пам'яті — слухову, зорову, увагу, уяву, учити працювати у парі, логічно висловлювати думку;
- **виховна:** виховувати уміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі.

Обладнання: картки за темою «Розпорядок дня», «Годинник», плакат "Present Simple".

Хід уроку

Warm-up

1. Start a day-of-the-week chain round the class.
2. Write any two or three of the following days-of-the-week anagrams on the board for the pupils to work out in pairs: YARDIF (Friday), DANYUS (Sunday), YODMAN (Monday).

Pr EsEnt ation

3. Section 'Remember'

Revise the words "o'clock", "past" and "to" with the time. If pupils don't understand the meaning of the words, translate them into the native language pointing to a demonstrative clock.

Read out the sentences. You can use a demonstrative clock again.

Pupils listen, look at the time on the clock and read sentences in silence.

Do choral and individual reading.

Ask individuals to read the sentences again aloud. Help with pronunciation and sentence rhythm especially.

4. Match the clocks to the sentences (p. 30, ex. 1).

Ask pupils to look at the time on the electronic clocks.

Then ask pupils to read the sentences which say the time.

Ask pupils to choose the right sentence and match it with the correct clock.

Pupils may also be asked to write sentences with the correct letter in their exercise books and on the board.

Answers: 1. d; 2. c; 3. e; 4. a; 5. f; 6. b.

Pr act ic E

5. Listen and read. Draw the clocks in your copybook (p. 30, ex. 2).

Ask pupils to look at the pictures in the exercise. Also point out what Vicky does in the morning, in the afternoon and in the evening.

Read the sentences pointing to the pictures. Mime the actions if it is necessary. Also point to the table "Present Simple" and pay attention to verbs "gets up", "has breakfast" and etc. Explain the rule in the native language if it is necessary.

Then ask pupils to draw the clocks in their copybooks.

Then ask pupils to draw the time.

Pair work: Pupils in pairs take turns to ask and answer questions about Vicky's morning, afternoon and evening following the model questions and answer them. Write down the model questions on the board.

When does Vicky	wake up?
	go to school?
	have breakfast?

What time does Vicky	wake up?
	start school?
	have breakfast?
	start lessons?
	go to bed?

Transfer: Ask questions about pupils' own morning using the same questions and answer patterns from the exercise.

Optional activity

Ask pupils to close their books. Say true or false sentences about the story episode or text that they have just read. Children listen to the statements and write "T" or "F" in their copybooks. Go through the answers with the class, reading out the sentences again, and asking pupils to call out "True!" or "False!"

Reading and Writing

6. Copy and answer the questions (p. 31, ex. 3).

Pupils open their copybooks and copy the sentences finishing them.

Tell pupils they can use the information from the text. Ask some pupils to write the sentences down on the board while the rest of the pupils are writing in their copybooks.

Answers:

1. She usually has her breakfast.
2. She usually goes to bed at half past 9.
3. Her school starts at half past 8.
4. She gets up.

7. Tell class about your friend (p. 31, ex. 4).

Tell pupils they are going to describe their friends using the patterns in the speech bubble.

Pupils look at the patterns in speech bubble about Bob.

Ask pupils to finish the sentences using the correct time.

Ask pupils to make sentences about their own friends using the sentences about Bob.

Ask to begin with the words "I have got a friend. His/Her name is ..."

Ending the Lesson

8. Write about your day (p. 31, ex. 5).

Ask pupils to describe their day routine using the sentences from exercises 2 and 4.

Ask to begin with the words "I get up at ... o'clock. Then I ..." motivate to use the words and word combinations from the lesson.

Home work

Read p. 30, ex. 2; p. 31, ex. 4.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 10. тепер ти можеш ...

Дата _____

Клас _____

мета:

- **навчальна:** активізувати та закріпити вивчений лексико-граматичний матеріал, вдосконалювати вміння та навички аудіювання, читання, письма, усного мовлення, реагувати невербально на запитання, які вимагають простих відповідей, формувати у учнів комунікативну компетенцію, закріпити поняття прийменників часу та вживання їх у мові з опорою на наочність, розвивати та удосконалювати написання речень в теперішньому неозначеному часі (розповідні, питальні та заперечні);
- **розвиваюча:** уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні, мотивувати бажання до подальшого самовдосконалення у галузі володіння іноземною мовою, розвивати мовну здогадку;
- **виховна:** зацікавити учнів темою уроку, привернути їхню увагу до вивченого матеріалу, допомогти їм бути розкутими у спілкуванні, толерантного ставлення до однокласників, викликати в дітей бажання вчитися; вивчати іноземну мову; виховувати дисципліну, повагу до однокласників, звичку до систематичної розумової праці, ефективно співпрацювати під час парної та групової роботи.

Обладнання: тематичні картки та плакати за темою «Розпорядок дня», «Дні тижня. Годинник», «Прийменники часу», «Шкільне життя».

Хід уроку

Warm-up

1. Write new words from the unit on the board. Pupils hold up or stick/draw on the board the appropriate pictures.

Game "Mime the flashcard"

Hold up flashcards in turn and say the names. Children do a mime in response e.g. they can pretend to eat a particular food (if you are using food flashcards), imitate a particular animal (animal flashcards) or put on clothes (clothes flashcards). Then do mimes of different flashcards yourself or invite individual or pairs of children to take turns to do this. Children watch and call out the names.

Revision

2. Listen, choose and say (p. 32, ex. 1).

Ask pupils to listen what children say about themselves.

Pupils listen and read the sentences. Then they choose the correct answers.

Ask pupils to complete the sentences.

Pair work: Ask pupils to read and practice the descriptions of the girls.

One or two pairs describe them in front of the classroom.

Repeat with several different pupils.

Answers: 1. a; 2. a; 3. b; 4. a.

Practice

3. Read, then match to make the sentences on page 33 (p. 32, ex. 2).

Tell pupils to look at the picture and describe the boy.

Ask pupils to read the text about Tiki. Pupils read the text in a chain.

Do choral and individual reading.

Ask individuals to read parts of the text again aloud. Help with pronunciation and sentence rhythm especially.

Monitor the activity and help where necessary.

After reading ask pupils to make sentences and write them down in their copybooks.

Answers:

1. at 7 o'clock.

2. when it is hot in the room.
3. five days a week.
4. and then goes home.
5. ... he watches cartoons on TV ...

Optional activity

"Miming game"

Give pupils instructions to mime actions (what they do at an English lesson or after school) for the other pupils to guess.

4. Speak about Tiki and his school (p. 33, ex. 3).

Ask pupils to read the text about Tiki again.

Then pupils read the questions about Tiki and answer them using the necessary information from the text.

Monitor the activity, checking up correct pronunciation.

Ask a couple of pairs to come to the board to act out the questions and answers.

Praise their efforts, "Good! Well done!"

Reading and Writing

5. Write about your friend's day (p. 33, ex. 4).

Tell pupils they are going to describe their friend's routine day.

Ask pupils to look at the patterns in speech bubble about Bob (Lesson 9).

Ask to begin with the words "I have got a friend. His/Her name is ... He/She gets up at ..."

Motivate to use the words and word combinations from the last two lessons.

Optional Activity

Game "Mime game"

Mime doing school activities e.g. write or read.

Pupils guess what you're doing and call out the verb.

Repeat the procedure and, if appropriate, invite individual pupils to take turns to come and stand by you and do a mime to the rest of the class.

Ending the Lesson

Game "Hangman"

Draw a blank line on the board to represent each letter of a word (e.g. for the word

"uniform" you write _ _ _ _ _ _ _ _ _ _).

Pupils call out letters.

If a letter is in the word, write the letter on the appropriate blank line. If the letter is not in the word, draw one line of the Hangman picture. Pupils must try and find all the letters in the word or guess the word before you have drawn the ten lines to complete the Hangman. Also let individual pupils choose a word (try to use the words of the Week Days or School Subjects) and draw the blank lines on the board.

Home work

Read p. 32 ex. 2.

Further practice

Use Workbook tasks at the lesson or at home.

Unit 2. Fr EE tim E

Дата _____

Клас _____

Lesson 1. м Ої ДруЗі та їхні Зах Оплення

мета:

- **навчальна:** продовжувати знайомство із країнами Європи, удосконалювати навички вимови англійських слів та складання тематичних діалогів;
- **розвиваюча:** розвивати мовленнєві компетенції, спонтанні відповіді на запитання та швидку реакцію; розвивати комунікативні здібності учнів, навички аудіювання та діалогічного мовлення; толерантного ставлення до однокласників;
- **виховна:** викликати в дітей бажання вчитися; вивчати іноземну мову, як мову спілкування, виховувати дисципліну, повагу до однокласників, звичку до систематичної розумової праці.

Обладнання: карта Європи, картки за підтемами «Моя сім'я», «Кольори», «Іграшки».

Хід уроку

Warm-up

1. Game "Rhyming words"

Put up two or three phonics cards around the room, saying the words for children to repeat. Ask children to stand up at their desks. Tell them you are going to call out words which rhyme with the words in the cards. Call out other words from the phonics lessons. Children point to the words on the wall. With a strong class, you may also ask them to repeat both words. Gradually get faster and faster. Children who point to the wrong word are out and have to sit down. Option: with a limited number of words, you may call out both the words on the cards and words which rhyme with them.

Pr EsEnt ation

2. Listen about the kids' favourite toys, and say if the sentences are true or false (p. 34, ex. 1).

Pair work: Ask pupils to listen about the children's favourite toys and find correct statements.

Pupils listen and decide if the sentences are true or false. Go round helping weaker pupils especially to read and work out meaning for themselves.

Ask pupils to read the true statements only. Ask pupils to match the true statements with the pictures.

Pupils may be asked to describe the children using the sentences and the pictures from the exercise.

Answers: a) 1. True; 2. False; 3. True; 4. False; 5. False.
b) Rosie – e; Steve – c; Dorian – d; Ann – b; Martin – a.

Pr act ic E

3. Copy and fill in the table. Write about your favourites. Then ask two friends (p. 35, ex. 2).

Copy the table down on the board.

Ask pupils to choose a pupil from the class to come to the board.

He/She completes the first column of the table writing his/her name.

Then ask other pupils to read the questions under the table and ask them to the pupils at the board.

He/She gives the answer to the first question and completes the second column.

Do the same procedure with other questions.

Pair work: Pupils in pairs ask and answer the questions and complete the table (which they have made in their copybooks) with their own answers.

4. Read and find out the kids' favourite games (p. 35, ex. 3).

Pre-reading: Ask pupils to look at the pictures. Ask some questions about them: "What are the children doing? Where are they? How old are they? Are they big or small? What are they doing? What are they wearing?" etc. Don't forget to say the number of every picture.

Ask pupils to read the stories about the children in silence after you. You can translate difficult sentences into the native language.

While-reading: Then read the text in a chain. Do choral and individual repetition of some paragraphs. Follow the same procedure three or four times.

Post-reading: Do exercise 4.

5. Ask and answer (p. 36, ex. 4).

Pair work: Pupils read the questions to the exercise 3 and answer them using the information from the exercise.

Answers:

1. Wenda likes skipping.
2. He lives in the sea.
3. Sashko and Vanya play chess.
4. Their favourite game is Snakes and Ladders.

Pay pupils attention to the Section 'Remember'.

Read the sentences. Translate. Pay attention to possessive pronouns.

Do choral and individual reading.

rEading and Writing

6. Fill in 'their' or 'our' (p. 37, ex. 5).

Tell pupils to open their exercise books. Read the task of the exercise. Explain that they can use possessive pronouns in gaps.

Pupils read the sentences and fill in gaps using possessive pronouns. Then they write the sentences down.

Answers: 1. Their; 2. Our; 3. Their; 4. Our.

7. Look on pages 39–40 and say (p. 37, ex. 6).

Stick flashcards of different activities on the board.

Tell pupils to look at the pictures and ask: "What games are the boys/girls playing in the pictures?"

Pupils answer.

Tell pupils to look at the activities. Then ask to name these activities.

Ask pupils to complete the speech bubble using the pictures from the book.

Then ask pupils to open their copybooks and write the sentences down.

Ending th E lEsson

8. Work in a group of 3. Have the interview (p. 38, ex. 7).

Group work: Ask pupils to read the conversation choosing the words of heroes of the story. Pupils choose the roles and read the conversation.

Then they take turns to ask and answer in the same way, using their own answers.

Pupils act out the conversation in groups using their own answers. Go around the class helping with the pronunciation.

One or two groups act out the conversation, and so on.

Home work

Read p. 35, ex. 3.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 2. рОЗпОрядОК Дня . гОдинни К

Дата _____

Клас _____

мета:

- **навчальна:** презентувати новий граматичний і лексичний матеріали за підтемою «Розпорядок дня», практикувати мовні засоби за підтемою «Розпорядок дня», формування навичок вживання нових лексичних одиниць, вдосконалювати компетенції читання, аудіювання й усного монологічного мовлення;
- **розвиваюча:** уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні, розвивати різні типи пам'яті — слухову, зорову, увагу, уяву, учити працювати у парі, логічно висловлювати думку;
- **виховна:** виховувати уміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі.

Обладнання: картки за підтемою «Розпорядок дня», плакат "Present Simple".

Хід уроку

Warm up

Game "I can see ...!"

Play with the whole class and/or children play in pairs. Child A holds up a book with one of the picture cards behind it. Child A says Look! and gradually moves the card up. As soon as Child B recognises the picture, they say e.g. I can see the ... clock! After three turns, the children change roles.

Pr EsEnt ation

1. Section 'Remember'

Read out the time words. Explain the meaning of the words. You can use a demonstrative clock.

Pupils listen, look at the time on the clock and say the time.

Remind pupils to use "at" with a time of a day.

Pupils read and practise the pronunciation.

Do choral and individual reading.

Ask individuals to read parts of the section again aloud. Help with pronunciation and rhythm especially.

Monitor the activity and help where necessary.

2. Ask and answer (p. 39, ex. 1).

Explain to pupils that they are going to read and answer the questions.

Ask pupils to read the questions in silence and try to answer.

Ask a bright pupil the first question from the list.

A pupil answers. If it is difficult to answer, help him/her.

Ask the second question. Do the same procedure. Ask some other pupils.

Do choral and individual repetition.

Pair work: Pupils read and answer the questions.

Monitor the activity and help where necessary.

Pupils act out the dialogue in pairs using the information about time and parts of a day.

One or two pairs act out the dialogue, and so on.

Repeat with several different pupils.

Pr act ic E

3. Listen and read. Then match the sentences (1–6) with the pictures on page 42 (a–f) (p. 39, ex. 2).

Ask pupils to look at the sentences and read them. Then ask pupils to look at the pictures of the exercise. Pupils may also be asked to write sentences in their exercise books and on the board and then match them together.

Answers: 1. f; 2. d; 3. c; 4. a; 5. e; 6. b.

rEading and Writing

4. Look at these words and say what they mean (p. 41, ex. 3).
 - a) Ask pupils to look at the words in boxes and translate them into the native language. Ask pupils to read them again and translate.
 - b) Tell pupils they are going to write the sentences about themselves.

Pupils open the copybooks. They write down the sentences using the adverbs of frequency from the boxes and their own verbs.

Pair work: Pupils read the sentences to each other.

Monitor the activity and help where necessary.

If the class is not strong, write some verbs on the board or stick the flashcards to choose a necessary verb to every sentence.

Then read the Section 'Remember' and pay attention to an auxiliary verb 'do' and its negative form 'don't'.

Use the table "Present Simple. Negative".
5. Ask and answer in pairs (p. 42, ex. 4).

Explain to pupils that they are going to ask and answer the questions.

Ask pupils to read the questions in silence.

Ask a bright pupil the first question from the list.

A pupil answers. If it is difficult to answer, help him/her.

Ask the second question. Do the same procedure. Ask some other pupils.

Do choral and individual repetition.

Pair work: Pupils read and answer the questions.

Monitor the activity and help where necessary.
6. Read and say what sentences are true for you (p. 42, ex. 5).
 - a) Ask pupils to read the sentences one by one and say what sentences are true.

Do this procedure with three or four pupils.

Ask pupils to listen to their classmates very carefully because they have to complete the sentences and write them down.
 - b) Ask pupils to answer the question: "Who does what?"

Tell pupils to open their copybooks and complete the sentences with the names of their classmates. Then ask to write the full sentences into their copybooks.

Ending th E Lesson

8. Listen and sing the rap (p. 43, ex. 6).

Tell pupils to look at the picture on p. 43, ex. 6. Ask what they see. Pupils give different answers about the picture and about a person on it.

Tell pupils that they are going to learn the song about the time and weekends. Ask pupils to take their demonstrative clocks and point to the time while they are going to read the lines.

Read the words of the song, pausing after each line. Pupils repeat the lines chorally and individually pointing to the time and mime the actions.

Sing the song chorally.

Mime the actions while singing the lines of the song again.

Home work

Read p. 43, ex. 6; p. 42, ex. 5.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 3. у вільний час я люблю ...

Дата _____

Клас _____

мета:

- **навчальна:** презентувати новий граматичний і лексичний матеріали за підтемою «Розпорядок дня», «Дозвілля», практикувати мовні засоби за підтемою «Розпорядок дня», формування навичок вживання нових лексичних одиниць, вдосконалювати компетенції читання, аудіювання й усного монологічного мовлення;
- **розвиваюча:** уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні, розвивати різні типи пам'яті — слухову, зорову, увагу, уяву, учити працювати у парі, логічно висловлювати думку;
- **виховна:** виховувати уміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі.

Обладнання: картки за підтемою «Розпорядок дня», плакат "Present Simple".

Хід уроку

Warm-up

1. Game "Cross the river"

Draw a river on the board, with two sets of four stepping stones across the river. If you like drawing, you may want to add "dangers" like crocodiles, shark fins, or snakes in the river. Write Team A and Team B underneath the two sets of stepping stones. Divide the class into two teams. Tell children you are going to show each team different flashcards. Each team has to guess their words correctly to move across the river. Show one team a flashcard and choose a child in that team to give the answer. Allow him/her to consult with friends first to avoid embarrassment if the answer is incorrect. If the child answers correctly, write the word on that team's first stepping stone. If the answer is not correct, ask the other team to tell you the word, and write the word on that team's first stepping stone. The first team to complete the four stepping stones with words crosses the river and wins.

Pr EsEnt ation

2. a) Speak on what you do when you come home from school (p. 44, ex. 1).

Write a table on the board using the following patterns:

I often	help mother	when I come home from school.
I always	do my homework	at five o'clock.
I sometimes	watch TV	in the evening.
I never	wash up	at ten o'clock.
	play computer games	before going to bed.

b) Listen to your classmates.

Ask pupils to listen to their classmates what they usually do after school.

c) Speak about one of your classmates.

Read the Section 'Remember'. Stick the table "Present Simple".

Write the question "Does he/she like ..." and the short answers "Yes, he/she does. No, he/she doesn't."

Drill the question and answer.

Pair work: Ask pupils to read the questions and ask their partners. The partner must answer truthfully about themselves "Yes, I do./No, I don't".

Then ask every student to describe their partners using “He/She likes ...” and “He/She does not like ...” or “He/She doesn’t like ...” If necessary, remind them that likes/doesn’t like goes with ‘he’ or ‘she’ only.

Pupils may also be asked to write the short answers to the questions or even sentences.

Practic E

3. Look at the chart, ask and answer in pairs (p. 44, ex. 2).

Pupils look at the chart. Read the names of the children and what they like/dislike.

Drill the words two or three times. Then pupils read the questions from the example.

Then ask pupils to use the words from the chart using other questions. They may also be asked to write the short answers to the questions. Ask questions about the pupils from the class.

Pupils take turns to ask you about your likes and dislikes.

Reading and Writing

4. a) Read and choose the correct word (p. 44, ex. 3).

Pair work: Ask pupils to read sentences and find correct statements.

Pupils read and choose the correct words. Go round helping weaker pupils especially to read and work out meaning for themselves.

Ask pupils to read the correct sentences. They may also be asked to write the sentences into their copybooks.

Answers: 1. does; 2. makes; 3. reads; 4. looks; 5. a story; 6. the Internet; 7. tennis; 8. the cat.

5. Copy the table below. Ask and answer in pairs.

- a) Mark your classmate’s answer in the table.

Pair work: Ask pupils to read the questions from the table. Then pupils ask these questions to each other and mark the answers in the table.

One or two pairs act out the dialogue.

- b) Write a report about your classmate.

Ask pupils to open their copybooks and write a short report about their classmate using the information from the table.

Ending the Lesson

Game “Question Tennis”

Divide the class into two teams. Team A asks a question: “Do you like...?” or “Does (Max) like ...?” Team B gives a full answer. They then ask Team A another question. Teams take turns in this way and score points for correct questions and answers.

Home work

Read p. 45, ex. 3.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 4. м Ої Зах Оплення та Зах Оплення м Оїх ДруЗів

Дата _____

Клас _____

мета:

- **навчальна:** закріпити граматичний і лексичний матеріали за підтемою «Розпорядок дня», «Дозвілля», «Моє хобі», практикувати мовні засоби за підтемою «Розпорядок дня», формування навичок вживання нових лексичних одиниць, вдосконалювати компетенції читання, аудіювання й усного монологічного мовлення;
- **розвиваюча:** уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні, розвивати різні типи пам'яті — слухову, зорову, увагу, уяву, учити працювати у парі, логічно висловлювати думку;
- **виховна:** виховувати уміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі.

Обладнання: картки за підтемою «Розпорядок дня», «Дозвілля», «Моє хобі», плакат "Present Simple".

Хід уроку

Warm-up

1. Game "True or false?"

Hold a flashcard facing you and tell pupils you are going to say a true or a false sentence.

Say a true or false sentence about the card in your hand, e.g. hold a picture of a basketball and say, "I like playing tennis".

If pupils think you are telling the truth, they call out "True!" If they don't, they call out "False!" Alternatively, pupils can do one of two agreed actions.

Show the flashcard in your hand, then ask a pupil to choose a flashcard without the other pupils seeing it.

Ask the pupil to say a true or false sentence about the flashcard that he/she has got.

Continue until all of the words have been practised.

Pr EsEnt ation

2. Match the pictures with the names of the clubs (p. 46, ex. 1).

Ask pupils to look at the word combinations and read them.

Drill the words two or three times.

Then ask pupils to look at the pictures of the exercise.

Stick the flashcards of activities in one column and write the names of the clubs in the second column.

Ask pupils to match the pictures with the words on the board.

Pupils may also be asked to write sentences in their copy books using the pattern "I go in for ..."

Pr actic E

3. a) Listen and read (p. 46, ex. 2).

Ask pupils to read the speech bubbles. Pupils listen and read in silence.

Do choral and individual repetition. Follow the same procedure three or four times.

b) Say if the sentences are true or false.

Ask pupils to read the true statements only.

Answers: 1. False; 2. False; 3. False; 4. False; 5. True.

Pupils may be asked to describe the children using the sentences and the pictures from the exercise.

Reading and Writing

4. Look at the membership cards. Then say who is in what club (p. 47, ex. 3).
Explain the words 'membership' and 'membership card'.
Then ask pupils to read the information from the membership cards and introduce the people using the speech bubble.

Optional activity

Game "Number activity"

Write numbers on the board. Divide the class into two teams and give a pupil from each team a piece of chalk. Say a number from 10 to 100. The first pupil to run to the board and circle the correct number wins a point for their team. This game can also be played with 'names of the clubs' words.

5. a) Copy the table and answer the questions about yourself (p. 48, ex. 4).
Ask pupils to complete the first column of the table answering the questions about themselves.
Then pupils introduce the info about themselves to the class.
- b) Find 3 friends and ask them questions below.
Pupils are encouraged to ask 3 pupils the questions from the table. Then they complete the table using the information about their friends.
- c) Speak about your friend.
Ask pupils to tell about their friends' hobbies and about activities their friends are good or bad in.
6. Do the project 'My Family Hobbies' (p. 48, ex. 5).
Ask pupils to read the titles of the projects.
Ask them to choose one and describe their family hobbies using the patterns from the exercise.

Ending the Lesson

Optional activity

Game "Hangman"

Draw a blank line on the board to represent each letter of a word (e.g. for the word "family" you write _ _ _ _ _). Pupils call out letters.

If a letter is in the word, write the letter on the appropriate blank line. If the letter is not in the word, draw one line of the Hangman picture. Pupils must try and find all the letters in the word or guess the word before you have drawn the ten lines to complete the Hangman. Also let individual pupils choose a word (try to use the words of the Family Tree) and draw the blank lines on the board.

Home work

Read p. 46, ex. 2.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 5. у пар Ку рОЗвар

Дата _____

Клас _____

мета:

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Обладнання: картки за підтемою «Розпорядок дня», «Дозвілля», «Моє хобі», плакат "Present Continuous".

Хід уроку

Warm-u P

1. Game "Jump"

Ask children to stand at their desks.

Hold up a flashcard from the vocabulary set and say a word.

If the word is the same as the flashcard, they jump. If it isn't, they keep still.

Alternatively, ask pupils to put their hands up or clap if the word you say and the flashcard are the same.

Game "Magic eyes"

Stick a set of no more than six flashcards in a row on the blackboard. Say the names and get the children to repeat them two or three times. Then remove the flashcards one by one. Point to where they were and children repeat the names as if they were still there.

Pr EsEnt ation

2. Listen and repeat (p. 49, ex. 1).

Ask pupils to look at the pictures.

Say the words. Drill each new word two or three times. Ask pupils to write these words down into their vocabularies.

Do choral and individual repetition.

Ask pupils to read the words after you again.

Monitor the activity and help where necessary. Use board sketches, miming and gestures to make sure the pupils understand the meaning of the new words.

Pupils take turns to read the words out loud. Help with pronunciation. If you like, make sentences with these words.

Transfer: Ask further questions "Do you like taking photos? What colour are ghosts and dinosaurs?"

Optional activity

Game "Find the card"

Play with the whole class. Ask two children to wait outside the classroom door for a moment. While they are outside the door, stick one of the vocabulary cards somewhere in the classroom, where it is 'hidden' but nevertheless visible without moving anything. Involve the rest of the class in helping you to do this. Ask the two children back into the classroom and everyone asks e.g. Where's the dinosaur? The two children look for the vocabulary card of the dinosaur and the rest of the class helps by saying Hot!

Hot! Hot! if the children move near to where the card is hidden and Cold! Cold Cold! if they move away. When they find the card, the two children say e.g. Here's the dinosaur! and everyone claps and says Hurray! Repeat several times with different children.

Practic E

3. Listen and say (p. 50, ex. 2).
 - Ask pupils to look at the pictures.
 - Ask if pupils like going to parks? Do they go alone or with adults? What do they usually do there?
 - Read the dialogue while pupils listen and read silently.
 - Explain any words that pupils ask for.
 - Read the dialogue again. Pupils listen and repeat.
 - When pupils are familiar with the text, ask pairs of pupils to act out the dialogue.
 - Pay the pupils' attention to the Section 'Remember'.
 - Read out the sentences one by one. Pupils listen, read and repeat after you.
 - Ask individual pupils to read out the sentences. Stick some pictures where somebody is doing these actions.
 - All pupils then point to the character(s) in the pictures who is doing that action.
 - Check that pupils have understood the meanings of the sentences. Then write the model sentences up on the board in two columns, singulars with 'is verb+-ing' and plurals with 'are verb+-ing'. Use the two sets of sentences to show the construction of the Present Continuous.

rEading and Writing

4. Look and say (p. 51, ex. 3).
 - Ask questions about the activities of the children in the pictures. "Who is playing chess? Who is dancing? What is the girl looking at?"etc.
 - Pupils describe the actions on the pictures.
 - Do choral and individual repetition. Follow the same procedure three or four times.
 - Pupils may also be asked to write the sentences in their copybooks.
 - Monitor the activity and help where necessary.
5. Listen and sing the song (p. 51, ex. 4).
 - Tell pupils to look at the picture. Ask what they see. Pupils give different descriptions about the picture and about a person on it.
 - Tell pupils that they are going to learn the song.
 - Read the words of the song, pausing after each line. Pupils repeat the lines chorally and individually pointing to the time and mime the actions.
 - Sing the song chorally.
 - Mime the actions while singing the lines of the song again.

Ending th E lEsson

Game "Picture flashcards"

Hold up action flashcards and ask several questions about each one, e.g., "Can you swim/dance/fly?" Pupils reply, "Yes, I can. / No, I can't." Then ask "What are you doing now?" Revise the action words using the flashcards or photos if you have any. Repeat chorally and individually.

Home work

Read p. 51, ex. 4.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 6. я люблю відпочивати у парку

Дата _____

Клас _____

мета:

- **навчальна:** закріпити граматичний і лексичний матеріали за підтемою «Дозвілля», практикувати мовні засоби за підтемою «Моє хобі», формування навичок вживання нових лексичних одиниць, вдосконалювати компетенції читання, аудіювання й усного монологічного мовлення;
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- **виховна:** виховувати вміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі.

Обладнання: картки за підтемою «Розпорядок дня», «Дозвілля», «Моє хобі», плакат "Present Continuous".

Хід уроку

Warm-up

1. Game "Mime the flashcard"

Hold up flashcards in turn and say the names. Children do a mime in response e.g. they can pretend to eat a particular food (if you are using food flashcards), imitate a particular animal (animal flashcards) or put on clothes (clothes flashcards). Then do mimes of different flashcards yourself or invite individuals or pairs of children to take turns to do this. Children watch and call out the names.

Presentation

2. Listen and read (p. 52, ex. 1).

Ask pupils to look at the picture on page 53. Ask some questions about it: "What can you see? Where are the children? How old are they? Are they big or small? What are they doing? What are they wearing?" etc.

Read the text. Ask pupils to read the text in silence after you. You can translate difficult sentences into the native language.

Pronounce the words clearly.

Read the text one by one. Do choral and individual repetition of difficult words and names. Follow the same procedure three or four times.

Then pupils read the text themselves.

Ask pupils to name activities in the park.

Optional activity

Game "Card swap"

Play with the whole class. Give each child a picture card (from a mixture of different sets or the verbs of this unit). Check the children know how to say the word on their card.

Children walk around the classroom. They take turns to show another child their card. If both children can identify what is on each other's cards, they swap cards and the game continues in the same way. If a child can't identify what's on a card, the other child 'teaches' them the word. They then swap cards and the game continues in the same way. At the end, children report back on how many times they swapped cards and identify the pictures on all the cards.

Practic E

3. Look at the picture and find the people you read about. Make true sentences (p. 52, ex. 2).

Pair work: Ask pupils to make sentences about the people they have read about using the table from the exercise.

Pupils read and make the true sentences. Go round helping weaker pupils especially to read and work out meaning for themselves.

Ask pupils to write down some true sentences.

Pupils may be asked to describe the picture using the sentences from the exercise.

Then ask pupils to look at the Section 'Remember'.

Read the Yes/No questions and the answers to them.

Then ask various Yes/No questions about the story and the picture: Are Greg and Luke on a pirate ship? Is Elliot in the front of the ship? Is Elliot in the front of the horror house? etc. Then ask more complex questions.

rEading and Writing

4. Ask and answer (p. 54, ex. 3).

Pair work: Pupils read the questions and find the information about the heroes of the story. Ask pupils to use the pattern and the words from the table of exercise 2. Pupils in pairs take turns to ask and answer questions about the children from the story. Then they take turns to ask and answer in the same way, using the pattern and the table again.

Pupils act out the dialogue in pairs.

One or two pairs act out the dialogue, and so on.

Repeat with several different pupils.

Monitor the activity, checking up correct pronunciation.

Praise their efforts, "Good! Well done!"

5. Read and play the miming game (p. 54, ex. 4).

Read the instruction to the Mime Game.

Then copy each sentence on the board in one column and write the names of your pupils in a second column.

Then pupils match the sentences with the names and every pupil should mime the action he/she hears.

Optional activity

Game "Repeat if it's true"

Stick a set of action flashcards on the blackboard. Point to one of the flashcards and say the action. If you have said the correct action, children repeat it and do it. If not, they stay silent. This activity can be made more challenging if you say sentences e.g. "You are running".

Ending th E Lesson

6. *Game "Disappearing cards"*

Stick five flashcards "activities" on the board. Do choral repetition of the words. Then remove one of the flashcards in the sequence. Pupils chant the whole sequence of five words, including the missing one. Repeat the words, removing another flashcard. Continue till there are no flashcards on the board and pupils are saying the whole sequence from memory. You can also play the game by writing five words on the board, then rubbing them out one at a time.

Home work

Read p. 52, ex. 1.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 7. Дав ай грати у КОмп 'ю терні ігри

Дата _____

Клас _____

мета:

- **навчальна:** закріпити граматичний і лексичний матеріали за підтемою «Розпорядок дня», «Дозвілля», «Моє хобі», практикувати мовні засоби за підтемою «Розпорядок дня», формування навичок вживання нових лексичних одиниць, вдосконалювати компетенції читання, аудіювання й усного монологічного мовлення;
- **розвиваюча:** уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні, розвивати різні типи пам'яті — слухову, зорову, увагу, уяву, учити працювати у парі, логічно висловлювати думку;
- **виховна:** виховувати уміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі.

Обладнання: картки за підтемою «Розпорядок дня», «Дозвілля», «Моє хобі», плакат "Present Continuous".

Хід уроку

Warm-up P

1. "Miming Game"

Tell pupils to mime the actions they do at an English lesson for the other pupils to guess. If the task is rather difficult and you want to save the time of the lesson, stick some flashcards on the board for help.

Pr EsEnt ation

2. Listen and say (p. 55, ex. 1).

Ask pupils to look at the pictures.

Ask if pupils like playing computer games? What are their favourite games? What are the main heroes?

Read the dialogue while pupils listen and read silently.

Explain any words that pupils ask for.

Read the dialogue again. Pupils listen and repeat. Do choral and individual repetition of difficult words and word combinations. Follow the same procedure three or four times.

Monitor the activity and help where necessary.

When pupils are familiar with the text, they can read the dialogue.

Ask groups of pupils to act out the dialogue.

Repeat with several different pupils.

Optional activity

Game "Vicky's game"

Stick 8–10 flashcards from different lexical sets on the blackboard. Elicit or remind children of the names. Give the children one minute to look in silence and try and memorise the flashcards before removing them from the board.

Children work in pairs and write a list of the flashcards they can remember.

Check the answers by eliciting answers from the whole class and writing a list on the blackboard.

Pr act ic E

3. Ask and answer (p. 55, ex. 2).

Pair work: Pupils read the questions and find the information about the heroes of the story. Pupils in pairs take turns to ask and answer questions about the children from the story.

Pupils act out the dialogue in pairs.

One or two pairs act out the dialogue, and so on.

Repeat with several different pupils.

Monitor the activity and help where necessary.

Then ask pupils to look at the Section 'Remember'.

Read the Yes/No questions and the answers to them.

Then ask various Yes/No questions about the story and the picture: Is Vicky sitting at the computer monitor? Is Bill clicking? Are they singing now? etc. Then ask more complex questions.

Pair work: Pupils in pairs take turns to ask and answer about the pictures, using the questions from the Section 'Remember' and their own ones. They use the information from the text too to make their answers.

Reading and Writing

4. Imagine you are on a desert island now. Write out the true sentences into your copybook (p. 56, ex. 3).

Read the task of the exercise. Explain to pupils the words 'a desert island'.

If you have a picture of a desert island, show it to the pupils.

Then pupils read the sentences and choose the suitable ones.

Ask pupils to copy them down into their copybooks.

5. Play the mime game (p. 56, ex. 4).

Ask pupils to read the word combinations from the box.

Hold up flashcards in turn and ask pupils to say the names of actions. Stick all flashcards on the board.

Ask pupils to read the pattern of the dialogue.

Then ask pupils to do mimes of different flashcards themselves or invite individual or pairs of pupils to take turns to do this. Pupils watch and call out the names of the actions.

Monitor the activity and help where necessary.

Optional activity

Game "Read my lips!"

Move your lips or whisper familiar words or phrases. Children concentrate on your mouth movements and repeat what you say.

Ending the Lesson

Game "Card swop"

Play with the whole class. Give each pupil a picture card (from a mixture of different sets). Check the pupils know how to say the word on their card. Pupils walk around the classroom. They take turns to show another child their card. If both pupils can identify what is on each other's cards, they swop cards and the game continues in the same way. If a pupil can't identify what's on a card, the other pupil 'teaches' them the word. They then swop cards and the game continues in the same way. At the end, pupils report back on how many times they swapped cards and identify the pictures on all the cards.

Home work

Read p. 55, ex. 1; p. 55, ex. 2.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 8. чим ти Зараз Займа єшс я?

Дата _____

Клас _____

мета:

- **навчальна:** закріпити граматичний і лексичний матеріали за підтемою «Розпорядок дня», «Дозвілля», «Моє хобі», практикувати мовні засоби за підтемою «Дозвілля», «Моє хобі», формування навичок вживання нових лексичних одиниць, вдосконалювати компетенції читання, аудіювання й усного діалогічного мовлення;
- **розвиваюча:** уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні, розвивати різні типи пам'яті — слухову, зорову, увагу, уяву, учити працювати у парі, логічно висловлювати думку, з опорою на зразок;
- **виховна:** виховувати уміння сконцентруватися, слухати інших, презентувати себе, свої захоплення, формувати доброзичливу атмосферу в класі.

Обладнання: картки за підтемою «Розпорядок дня», «Дозвілля», «Моє хобі», плакат "Present Continuous".

Хід уроку

Warm-up

1. Game "Mime the flashcard"

Hold up flashcards in turn and say the names of pupils. Children do a mime in response e.g. they can pretend to eat a particular food (if you are using food flashcards), imitate a particular animal (animal flashcards) or put on clothes (clothes flashcards). Then do mimes of different flashcards yourself or invite individuals or pairs of children to take turns to do this. Children watch and call out the names or make sentences using Present Continuous.

Pr EsEnt ation

2. Listen and say (p. 57, ex. 1).

Pre-reading: Ask pupils to look at the pictures. Ask: "What is this dialogue about?" Pupils try to guess looking at the pictures.

Read the text. Pupils listen and read in silence.

Ask some questions, "Who is busy? Why? Who is making a cake? Who is cleaning the room? Why is Kate busy?" Set two or three of the questions for pupils to write answers.

Read the dialogue again. Pupils listen and repeat. Do choral and individual repetition of difficult words and word combinations. Follow the same procedure three or four times.

When pupils are familiar with the text, they can read the dialogue.

While-reading: Monitor the activity and help where necessary. Ask pairs of pupils to act out the dialogue.

Repeat with several different pupils.

Post-reading: Ask pupils to look at the Section 'Remember'.

Read the Wh- questions and the answers to them.

Then ask various Wh-questions about the story and the pictures: Who is Vicky speaking to? What is Bill doing? What is Kate doing? etc. Then ask more complex questions if you have got enough time.

Pair work: Pupils in pairs take turns to ask and answer about the pictures of exercise 1, using the questions from the Section 'Remember' and their own ones. They use the information from the dialogue too to make their answers.

Pr act ic E

3. Your classmates are on a desert island. Ask them what they are doing. Write down their answers (p. 57, ex. 2).

Read the task of the exercise. Remind pupils the words ‘a desert island’.
Then pupils read the words from the box. If it is necessary, translate them into the native language.
Then read a pattern and fill in the gaps with the words from the box. Ask pupils to answer the question pretending doing an action.
Monitor the activity and help where necessary.

rEading and Writing

4. Ask and answer (p. 58, ex. 3).

Pair work: Ask pupils to look at the pictures and name the actions which the children are doing. Then ask pupils to read the questions and give the answers looking at the children on the pictures. Pupils in pairs take turns to ask and answer questions about the children on the pictures.

Pupils act out the dialogue in pairs.
One or two pairs act out the dialogue, and so on.
Repeat with several different pupils.
Monitor the activity and help where necessary.

5. Have a talk (p. 59, ex. 4).

Pair work: Ask pupils to look at the dialogue in the book.
Ask them to read the dialogue using the patterns.
Pupils read it and complete with the true answers.
Pupils act out the dialogue in pairs.
You can write down some words on the board or stick some flashcards to help pupils to make dialogues.
One or two pairs act out the dialogue, and so on.

6. Listen, sing and mime the song (p. 59, ex. 5).

Revise the personal and possessive pronouns, and the verb to be. Use the table “Present Continuous”.
Make sentences with them, using the patterns “I’m reading. You are writing. He is playing. She is singing.”
Tell pupils to look at the pictures on p. 59, ex. 5. Ask what they see. Pupils answer.
Tell pupils that they are going to learn a song and try to mime some actions from this song.
Read the words of the song, pausing after each line. Mime the actions. Pupils repeat the lines chorally and individually pointing to a boy in the book.
Say a line and tell pupils to repeat after you.
If necessary, translate the difficult words into the native language.
Sing the song chorally.
Mime the actions while singing the lines of the song again.

Ending th E Lesson

7. Game “Silent dictation”

Hold up a picture of a hobby activity (or a real photo).
Pupils write down the word or the word combination in their copybooks.
Ask two or three pupils to write the words on the board to check up the spelling.

Home work

Read p. 57, ex. 1; p. 59, ex. 5.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 9. мОї улюблені фільми

Дата _____

Клас _____

мета:

- **навчальна:** закріпити граматичний і лексичний матеріал за підтемою «Розпорядок дня», «Дозвілля», «Моє хобі», практикувати мовні засоби за підтемою «Дозвілля», «Моє хобі», формування навичок вживання нових лексичних одиниць, вдосконалювати компетенції читання, аудіювання й усного діалогічного мовлення;
- **розвиваюча:** уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні, розвивати різні типи пам'яті — слухову, зорову, увагу, уяву, учити працювати у парі, логічно висловлювати думку, з опорою на зразок;
- **виховна:** виховувати уміння сконцентруватися, слухати інших, презентувати себе, свої захоплення, формувати доброзичливу атмосферу в класі.

Обладнання: картки за підтемою «Розпорядок дня», «Дозвілля», «Моє хобі», плакат "Present Continuous".

Хід уроку

Warm-up

1. Game "Spelling Shark"

This is a version of the traditional "Hangman" game. Briefly explain the rules to the class. You can play the game to revise the vocabulary needed for the lesson.

Think about any word, e.g., "mirror". Don't say it out loud. Draw a "cliff" line on the board. At the bottom of the "cliff" draw a shark and the sea. Draw dashes for the letters in your word, "_ _ rr _ _". You can make the task easier by putting some letters. Pupils take turns to guess one letter of the word. If that letter is in the word, write it in the appropriate blank. If it is not in the word, draw a little "stick figure" starting to walk along the "cliff" towards the edge. Pupils have to guess all the letters correctly before the stick figure falls over the cliff and into the shark's jaws.

Pr EsEnt ation

2. Listen and say (p. 60, ex. 1).

Ask pupils to look at the pictures. Ask: "What is this dialogue about?" Pupils try to guess looking at the pictures.

Read the text. Pupils listen and read in silence.

Ask some questions, "What are the boys doing? Why?"

Read the dialogue again. Pupils listen and repeat. Do choral and individual repetition of difficult words and word combinations. Follow the same procedure three or four times.

When pupils are familiar with the text, they can read the dialogue.

Monitor the activity and help where necessary. Ask pairs of pupils to act out the dialogue.

Repeat with several different pupils.

Pr act ic E

3. Look, ask and answer (p. 61, ex. 2).

Pair work: Ask pupils to look at the pictures and read the titles of films and cartoons. Ask if they have seen these films or cartoons.

Explain to pupils that they are going to ask and answer the questions.

Then ask pupils to read the questions and give the answers using the table and the pictures.

Ask a bright pupil the first question from the list.

A pupil answers. If it is difficult to answer, help him/her.

Ask the second question. Do the same procedure. Ask some other pupils.

Do choral and individual repetition if it is necessary.

Pair work: Pupils in pairs take turns to ask and answer questions about the films. If they like, they can add their own favourite films and cartoons to the list.

Monitor the activity and help where necessary.

Pupils act out the dialogue in pairs.

One or two pairs act out the dialogue, and so on.

Reading and Writing

4. a) Complete the rap below with the lines (p. 62, ex. 3).

Tell pupils to look at the pictures on p. 62, ex. 3. Ask what they see. Pupils give different answers about the pictures and about people on them.

Tell pupils that they are going to learn the song about different cartoon heroes.

Explain that they are going to complete the lines of the song using the words from the boxes.

Read the words of the song, pausing after each line. Ask pupils to finish every line with necessary words from the boxes. Correct pupils if it is necessary.

Pupils repeat the lines chorally and individually and mime the actions.

Sing the song chorally.

Mime the actions while singing the lines of the song again.

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

- b) Listen to the rap above, read and check.

Listen to the rap song again and check the answers.

5. Listen and answer about the text in task 3 (p. 63, ex. 4).

Pair work: Ask pupils to read the questions from Table A and find the answers to these questions from Table B.

Monitor the activity and help where necessary.

Pupils act out the dialogue in pairs.

One or two pairs act out the dialogue, and so on.

If you have enough time, you can ask two or three pairs to go to the board and write their questions and answers on it while the others are writing them down in their copybooks.

Ending the Lesson

6. *Game "Silent dictation"*

Hold up a picture of a job (or a real photo).

Pupils write down the word in their copy books.

Ask two or three pupils to write the words on the board.

Home work

Read p. 60, ex. 1; p. 62, ex. 3.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 10. тепер ти можеш ...

Дата _____

Клас _____

мета:

- **навчальна:** активізувати та закріпити вивчений лексико-граматичний матеріал, вдосконалювати вміння та навички аудіювання, читання, письма, усного мовлення, реагувати вербально на запитання, які вимагають як простих так і складних відповідей, формувати в учнів комунікативну компетенцію, закріпити поняття прийменників часу та вживання їх у мові з опорою на наочність, розвивати та удосконалювати написання речень в теперішньому продовженому часі (розповідні, питальні та заперечні);
- **розвиваюча:** уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні, мотивувати бажання до подальшого самовдосконалення у галузі володіння іноземною мовою, розвивати мовну здогадку;
- **виховна:** зацікавити учнів темою уроку, привернути їхню увагу до вивченого матеріалу, допомогти їм бути розкутими у спілкуванні, толерантного ставлення до однокласників, викликати в дітей бажання вчитися; вивчати іноземну мову; виховувати дисципліну, повагу до однокласників, звичку до систематичної розумової праці, ефективно співпрацювати під час парної та групової роботи.

Обладнання: картки за підтемою «Розпорядок дня», «Дозвілля», «Моє хобі», плакат "Present Continuous".

Хід уроку

Warm-up

1. Game "Odd one out"

Write four words on the board, three of which belong to a lexical set (e.g., hobby activities, food, time) and one that does not. Pupils have to say which one does not fit the set (e.g., "egg", "apple", "bear", "banana" – the odd one out is "bear", as it is not a kind of food). This can also be played with drawings or pictures on the board.

Revision

2. Match and say (p. 64, ex. 1).

Tell pupils to look at the sentences and read them in silence. Then do choral and individual reading.

Then ask pupils to read the words from the box.

Ask a pupil to go to the board and read the first sentence loudly. Ask him/her to match the sentence with the necessary word from the box. A pupil does it. Ask him/her to write the sentence on the board.

Do the same procedure with other sentences. Help with pronunciation and sentence rhythm especially.

Monitor the activity and help where necessary.

Then ask pupils to write the sentences down using the patterns 'His/Her/Their favourite lesson is ...' in their copybooks.

Answers: 1. Maths; 2. PT; 3. Music; 4. Art.

Practice

3. Read and choose the correct word (p. 64, ex. 2).

Tell pupils to look at the picture and describe the boy.

Ask pupils to read the text about Mowgli. Explain that they are going to read a paragraph from "The Jungle Book" by R. Kipling, a famous English writer. Pupils may be asked about this book in their native language.

Explain that they are going to choose the right words from the brackets while reading.

Pupils read the text in a chain and choose the right words.

Ask individuals to read parts of the text again aloud. Help with pronunciation and sentence rhythm especially. Do choral and individual reading.

Monitor the activity and help where necessary.

After reading ask pupils to write the sentences with correct chosen words down in their copybooks.

Answers: 1. baby; 2. in the jungle; 3. wolves; 4. bear; 5. climbs; 6. tiger; 7. monkeys.

Reading and Writing

4. Answer the questions (p. 65, ex. 3).

Pair work: Ask pupils to read the questions and find the answers to these questions using the text.

Monitor the activity and help where necessary.

Pupils act out the dialogue in pairs.

One or two pairs act out the dialogue, and so on.

If you have enough time, you can ask two or three pairs to go to the board and write their questions and answers on it while the others are writing them down in their copybooks.

5. Listen and watch. Then guess who is who (p. 65, ex. 4).

Ask pupils to listen about two families.

Pupils listen and look at the picture.

Then they read the names of the members of these families.

Write the people's names in a column on the board. Tell pupils these are the beginnings of the sentences.

Pupils listen to the text again. Then they choose the correct answers and complete the sentences.

Pair work: Ask pupils to read and practice the descriptions of the girls/boys/their parents.

One or two pupils describe them in front of the classroom.

Repeat with several different pupils.

Answers: 1. Greta and Nick Click are reading. 2. Tracy is writing a post-card (on the sand). 3. Suzy and Suzy's mum are swimming. 4. Luke's rowing a boat. 5. Luke's friends are playing pirates. 6. Colin and Pete are fishing. 7. Tracy is writing a postcard to Toby.

Ending the Lesson

Game "Picture match"

Use different pictures to play a matching game. Draw hobby pictures on the board, or stick pictures cut from magazines or newspapers to the board. Write the words at the other end of the board. Pupils match pictures and words by drawing a line, e.g., from the picture of 'to sweep the floor' to the word combination "to sweep the floor".

Home work

Read p. 64, ex. 2.

Further practice

Use Workbook tasks at the lesson or at home.

Unit 3. I Et 's c El EBr at E!

Дата _____

Клас _____

Lesson 1. гОтує м О ра 3Ом

мета:

- **навчальна:** презентувати новий граматичний матеріал за темою "Future Simple" та лексичний матеріал за темою «Відпочинок та дозвілля», «Покупки», практикувати мовні засоби за темою «Покупки», описувати когось/щось, запитувати про відчуття та відповідати на запитання, повідомляти про смаки, уподобання, виражати своє ставлення до когось/чого, вдосконалювати компетенції читання, аудіювання й усного монологічного мовлення, збільшення обсягу знань про соціокультурну специфіку мови країни, що вивчається, вдосконалення умінь будувати своє мовне висловлювання, мовну поведінку адекватно цій специфіці;
- **розвиваюча:** уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні, учити працювати у парі, логічно висловлювати думку;
- **виховна:** виховувати уміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі, вчити культурі спілкування, прийнятої в сучасному цивілізованому світі, вчити емоційно-ціннісно ставитись до всього, що нас оточує, вчити розуміти важливість оволодіння іноземною мовою і потреби користуватися нею як засобом спілкування.

Обладнання: таблиця "Future Simple", картки за темою «Відпочинок та дозвілля», тематичні картки «Покупки».

Хід уроку

Warm-up

1. Game "Associations"

Say the name of any activity. Pupils in pairs then work together, trying to think of and write down within a two-minute period as many words as possible they associate with this activity. e.g. watch TV – cartoon, actor, film, funny, song, singer etc.; read a book – story, interesting, tale, sad, act a tale, etc.

Pr EsEnt ation

2. Listen and repeat (p. 66, ex. 1).

Read the words. Ask pupils to repeat the words. While pupils are reading the word combinations stick the pictures on the board. You can use the pictures from magazines or newspapers too.

Pronounce every word clearly. Ask pupils to say the letters of the words.

Do choral and individual repetition. Follow the same procedure three or four times. If it is necessary, translate them into the native language.

Pr act ic E

3. Listen and say (p. 66, ex. 2).

Books closed. Read the dialogue. Pupils listen.

Ask pupils to open the books.

Ask questions about the characters on the page, "Who are these children? Where are they?" Then ask about the characters' clothing, "What colour is Vicky's dress? What colour are the children's phones?"

Present the word 'tomorrow'. Drill the new word. Translate it.

Read the dialogue again. Pupils listen and read in silence.

Then pupils read and practise their parts in the story for a few minutes. Go round helping. One or two pairs read or act out the dialogue.

Repeat with a different pupil, but this time let pupils choose partners to act them out with.

Pay pupils attention to the Section 'Remember'.

Read the sentences. Translate. Pay attention to the formation of Future Simple. Do choral and individual reading.

Ask individuals to read the sentences again aloud. Help with pronunciation and sentence rhythm especially.

rEading and Writing

4. a) Make up questions (p. 67, ex. 3).

Ask pupils to look at the table and make questions.

Ask bright pupils to go to the board and write them on it while other pupils write these questions in their copybooks.

- b) Ask and answer in pairs.

Pupils read the pattern and act out the dialogue in pairs.

Tell pupils to read the questions from part A and answer using short answers.

5. Listen and repeat (p. 68, ex. 4).

Read the sentences. Repeat each food word once or twice. Pupils listen and repeat them. Drill the pronunciation. The meanings should be clear from the pictures. Point out how the first two food words 'eggs' and 'bananas' both end in -s and have a number word in front of them for example 'two eggs' or 'three bananas'. Ask: "How many eggs/apples/oranges are there in the fridge?" to emphasize that pupils can count these things. Then show how the other food words do not end in -s. Say: "Look. There is no 's' in the words 'cheese', 'butter' and 'milk'. It is impossible to count these foods themselves (even if we can count the bottles, packets and bags in which they usually come) – the food itself is 'uncountable'. Therefore, we use the word 'some' in front of these words, and not a number word: some cheese, some milk or some butter."

6. Play the game (p. 68, ex. 5).

Help the pupils to choose 'There is some...' or 'There are some'

Read the food words. Ask pupils what food words are uncountable. Pupils choose these words.

Ask some pupils to go to the board and write the uncountable words on it.

Ask pupils to read the patterns. Pupils read. Then ask pupils to make similar sentences. If you have time, ask pupils to write them down in their copybooks.

Ending the Lesson

7. Game "Can you see?"

Cut a hole in a piece of paper or card which is bigger or the same size as the flashcards. The hole should be about 5cm across or 7cm if you have a big class.

Choose a flashcard without showing children and put the paper with the hole in front of the flashcard. In this game you can use new food words.

Move the piece of paper around so that children see glimpses of the flashcard beneath.

Ask "What's this?" or another appropriate question.

The first child to call out the answer correctly comes to the front to choose the next flashcard.

Continue until all the words in the vocabulary set have been practised.

Home work

Read p. 66, ex. 1, 2; p. 68, ex. 4.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 2. у маг а Зині

Дата _____

Клас _____

мета:

- **навчальна:** презентувати новий лексичний матеріал за підтемою «Покупки», практикувати мовні засоби за темою «Покупки», описувати когось/щось, запитувати про відчуття та відповідати на запитання, повідомляти про смаки, уподобання, виражати своє ставлення до когось/чогось, вдосконалювати компетенції читання, аудіювання й усного монологічного мовлення, збільшення обсягу знань про соціокультурну специфіку мови країни, що вивчається, вдосконалення умінь будувати своє мовне висловлювання, мовну поведінку адекватно цій специфіці;
- **розвиваюча:** уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні, учити працювати у парі, логічно висловлювати думку;
- **виховна:** виховувати уміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі, вчити культурі спілкування, прийнятої в сучасному цивілізованому світі, вчити емоційно-ціннісно ставитись до всього, що нас оточує, вчити розуміти важливість оволодіння іноземною мовою і потреби користуватися нею як засобом спілкування.

Обладнання: картки за темою «Покупки».

Хід уроку

Warm-up

1. Revision Game

Write four words on the board, three of which belong to a lexical set (e.g., fruit, colours, vegetables, activities) and one does not. Pupils have to say which one does not fit the set (e.g., “egg”, “apple”, “lemon”, “banana” – the odd one out is “egg”, as it is not a fruit). This can also be played with drawings or pictures on the board.

2. Game “Disappearing cards”

Stick from five to seven flashcards “Activities” on the board. Do choral repetition of the words. Then remove one of the flashcards in the sequence. Pupils chant the whole sequence of words, including the missing one. Repeat removing another flashcard. Continue till there are no flashcards on the board and pupils are saying the whole sequence from memory. You can also play the game by writing seven words on the board, then rubbing them out one at a time.

Pr EsEnt ation

3. Listen and repeat (p. 69, ex. 1).

Teach and then drill the new words using the pictures.

Read out the caption for each of the pictures in turn, while pupils listen and look at the pictures. Use board flashcards.

Pupils take turns to read out the words. Help with pronunciation.

Repeat with every pupil. If you have enough time, make sentences with every word.

Optional activity

Game “Find the card”

Play with the whole class. Ask two children to wait outside the classroom door for a moment. While they are outside the door, stick one of the vocabulary cards somewhere in the classroom, where it is ‘hidden’ but nevertheless visible without moving anything. Involve the rest of the class in helping you to do this. Ask the two children back into the classroom and everyone asks e.g. Where’s the bar of chocolate? The two children look for the vocabulary card of the lion and the rest of the class helps by saying Hot! Hot!

Hot! if the children move near to where the card is hidden and Cold! Cold Cold! if they move away. When they find the card, the two children say e.g. 'Here's the bar of chocolate!' and everyone claps and says Hurray! Repeat several times with different children.

4. Listen and read (p. 69, ex. 2).

Present and drill the vocabulary for small quantities, a pack of butter, a bar of chocolate, a jar of jam. Sketch a bottle, a pack, and a bar on the board and point to each as you drill it.

Practic E

5. Read and compare (p. 69, ex. 3).

Ask pupils to look at the pictures in two columns and read the sentences under these pictures.

Pay pupils' attention to the verb 'be' in singular and plural with countable and uncountable nouns.

Optional activity

Pair work: Pupils each draw a picture of a fridge, with several different sorts of food in it. They then take turns to ask each other questions to find out what is in their different fridges: have you got a bottle of milk in your fridge?

6. Listen and say (p. 70, ex. 4).

Pre-listening: Ask pupils to look at the picture.

Ask if pupils like going shopping? Do they go alone or with adults? What do they usually do there?

While-listening: Read the dialogue while pupils listen and read silently.

Explain any words that pupils ask for.

Read the dialogue again. Pupils listen and repeat.

Pupils listen to the dialogue and point to the food that Bill mentions.

Post-listening: When pupils are familiar with the text, ask pairs of pupils to act out the dialogue.

Monitor the activity, checking up correct pronunciation.

Praise their efforts, "Good! Well done!"

Then ask pupils to look at the pictures of English money. Read the words and help with pronunciation.

7. Read and role-play in pairs (p. 71, ex. 5).

Read the instruction.

Explain to pupils that they are going to practise a dialogue using the necessary words from the list of food and the pattern dialogue.

Monitor the activity, checking up correct pronunciation.

Ask a couple of pairs to come to the board to act out the dialogues.

Praise their efforts, "Good! Well done!"

Ending th E Lesson

8. *Game "Simon Says"*

Give the class commands using the phrase "Let's ..." When you start a command with the phrase "Simon says" (e.g., "Simon says, 'Let's taste an apple.'") the class performs the actions, but if you give a command without saying "Simon says" (e.g., "Let's sit down."), they must not do it, and any pupil who does the action is out. Play the game until only one pupil is left.

Home work

Read p. 70, ex. 4.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 3. гОтуєм Ося ДО свят а

Дата _____

Клас _____

мета:

- **навчальна:** презентувати новий лексичний матеріал за темою «Покупки», практикувати мовні засоби за темою «Покупки», описувати та запитувати про повсякденні справи, формування навичок вживання нових лексичних одиниць, вдосконалювати компетенції читання та аудіювання, збільшувати обсяг знань про лінгвістичну специфіку мови країни, що вивчається, вдосконалення умінь будувати своє мовне висловлювання, мовну поведінку адекватно цій специфіці;
- **розвиваюча:** уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні, розвивати різні типи пам'яті, учити працювати у парі, логічно висловлювати думку;
- **виховна:** виховувати уміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі.

Обладнання: картки за темою «Покупки».

Хід уроку

Warm-u P

1. Game "Teacher can't remember"

Tell pupils you can't remember some of the words from a particular vocabulary set so you want them to help you.

Tell pupils you are going to show them some flashcards. This time use the uncountable nouns and ask pupils to add the word 'some' in front of them.

Pr EsEnt ation

2. Listen and say (p. 72, ex. 1).

Pre-listening: Ask pupils to look at the picture and describe it.

While-listening: Read the dialogue while pupils listen and read silently.

Explain any words that pupils ask for.

Read the dialogue again. Pupils listen and repeat.

Pupils listen to the dialogue and point to the food that Bill mentions.

Post-listening: When pupils are familiar with the text, ask pairs of pupils to act out the dialogue or a part of it.

Pr act ic E

3. Read and compare (p. 72, ex. 2).

Ask pupils to look at the questions and words 'How many' and 'How much'. Drill the pronunciation of these words.

Ask the question "How many eggs are there?" Pupils look at the picture and count to find the answer. Ask the other questions "How many apples are there? How much milk is there?"

Then ask pupils to read all questions and answers to them. Pay their attention to the construction "How many eggs have you got? How much milk have you got?" Compare these constructions in the native language if it is necessary.

4. Ask and answer in pairs (p. 73, ex. 3).

Pupils make questions and answers using the pattern and the words from the table.

Pupils in pairs take turns to ask and answer questions.

Pupils act out the dialogue in pairs.

One or two pairs act out the dialogue, and so on.

Repeat with several different pupils.
Ask bright pupils to go to the board and write them on it while other pupils write these questions in their copybooks.
Monitor the activity and help where necessary.

rEading and Writing

5. Listen and read (p. 73, ex. 4).
Ask pupils to look at the picture.
Read the new word and sentences with it. Ask pupils to read the sentences in silence after you. You can translate difficult sentences into the native language.
Pronounce the words clearly.
Pair work: Then read the dialogues in pairs. Do choral and individual repetition of difficult words. Follow the same procedure three or four times.
Then pupils read the dialogues themselves.
Ask pupils to name English money.
6. Play the game (p. 74, ex. 5).
If you have enough time, ask pupils to play a game "Shopping".
Read the instructions. Do them. Then play.
7. Sing the song (p. 74, ex. 6).
Tell pupils to look at the picture. Ask what they see. Pupils answer.
Tell pupils that they are going to learn a song and try to mime some actions from this song.
Read the words of the song, pausing after each line. Mime the actions.
Pupils repeat the lines chorally and individually pointing to a boy in the book.
Say a line and tell pupils to repeat after you.
If necessary, translate the difficult words into their own language.
Sing the song chorally.
Mime the actions while singing the lines of the song again.

Optional activity

Game "Louder and softer"

Children say a rhyme or sing a song they know in a whisper. Raise your hands to indicate they should say/sing it loudly; lower your hands to indicate that they should say/sing it softly. Use your hands to vary the volume with increasing frequency as the children become familiar with the game.

Ending th E l Esson

Game "Mime game"

Mime you are doing an action e.g. dance or read a book.
Pupils guess what you're doing and call out the action.
Repeat the procedure and, if appropriate, invite individual pupils to take turns to come and stand by you and do a mime to the rest of the class.

Game "Mime the flashcard"

Hold up flashcards in turn and say the names. Children do a mime in response e.g. they can pretend to eat a particular food (if you are using food flashcards), imitate a particular animal (animal flashcards) or put on clothes (clothes flashcards). Then do mimes of different flashcards yourself or invite individual or pairs of children to take turns to do this. Children watch and call out the names.

Home work

Read p. 72, ex. 2.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 4. у на с свят О!

Дата _____

Клас _____

мета:

- **навчальна:** презентувати новий лексичний матеріал за підтемами «Покупки», «Свята та традиції», практикувати мовні засоби за підтемами «Покупки», «Свята та традиції», описувати та запитувати про повсякденні справи, формування навичок вживання нових лексичних одиниць, вдосконалювати компетенції читання та аудіювання, збільшувати обсяг знань про лінгвістичну специфіку мови країни, що вивчається, вдосконалення умінь будувати своє мовне висловлювання, мовну поведінку адекватно цій специфіці;
- **розвиваюча:** уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні, розвивати різні типи пам'яті, учити працювати у парі, логічно висловлювати думку;
- **виховна:** виховувати уміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі.

Обладнання: картки за темою «Покупки», «Свята та традиції».

Хід уроку

Warm-up

1. *Pair work:* Pupils each draw a picture of a fridge or a shopping bag, with several different sorts of food in it. They then take turns to ask each other questions to find out what is in their different fridges: "Have you got a bottle of milk in your fridge?"

Pr EsEnt ation

2. Listen and repeat (p. 75, ex. 1).
Teach and then drill the new words using the pictures.
Read out the caption for each of the pictures in turn, while pupils listen and look at the pictures. Use board flashcards.
Pupils take turns to read out the words. Help with pronunciation.
Repeat with every pupil. If you have enough time, make sentences with every word or ask questions about this food: "Do you like popcorn/cherries/biscuits? What is sweet? Where do we buy this food?" etc.

Pr act ic E

3. Listen and say (p. 75, ex. 2).
Pre-listening: Ask pupils to look at the picture. Ask to describe their clothes. Ask to guess what party the children are going to have?
While-listening: Read the dialogue while pupils listen and read silently.
Explain any words that pupils ask for.
Read the dialogue again. Pronounce the words clearly.
Pupils listen and repeat.
Pupils listen to the dialogue again and then read the dialogues themselves.
Post-listening: When pupils are familiar with the text, ask pairs of pupils to act out the dialogue.
Pair work: Then read the dialogues in pairs. Do choral and individual repetition of difficult words. Follow the same procedure three or four times.
4. Ask and answer (p. 76, ex. 3).
Explain to pupils that they are going to ask and answer the questions.
Ask pupils to read the questions in silence.
Ask a bright pupil the first question from the list.

A pupil answers. If it is difficult to answer, help him/her.
Ask the second question. Do the same procedure. Ask some other pupils.
Do choral and individual repetition.
Pair work: Pupils read and answer the questions.
Monitor the activity and help where necessary.

rEading and Writing

5. Match the sentences with the pictures (p. 76, ex. 4).
Ask pupils to look at the sentences and read them.
Then ask pupils to look at the pictures of the exercise. They must match the sentences with the pictures.
Pupils may also be asked to write sentences down in their copybooks and write a letter of the picture after it.
Answers: 1. e; 2. b; 3. c; 4. a; 5. d.
Pay pupils' attention to the Section 'Remember'.
Read the nouns in every column. Pay attention to sounds /s/, /z/ and /iz/ at the end of every noun. Explain in the native language the reading rule of nouns in plural. Say that there are some other words like child-children which have no sounds /s/, /z/ and /iz/ at the end.
Do choral and individual repetition.
Monitor the activity and help where necessary.
6. Choose and find (p. 77, ex. 5).
Remind pupils they must use a/an with nouns in singular only: 'a+consonant' and 'an+vowel' and 'some' with nouns in plural or uncountable.
Pupils read the sentences and choose the correct answer. Ask pupils to explain why they choose this or that variant.
Ask some pupils to go to the board and write the sentences on it while the others are writing in their copybooks.
Answers 1. some; 2. There are some balloons.../ There is a balloon...; 3. some; 4. a; 5. some.
Then read the words in the table and pay attention to the rule again.

Ending th E Lesson

7. a) Write a list (p. 78, ex. 6).
Ask pupils to write a list of things he/she needs for his/her party.
Pupils may write six or seven words. Ask a pupil to write these words on the board.
- b) Ask and answer in pairs.
Explain to pupils that they are going to ask and answer the questions.
Ask pupils to read the questions in silence.
Ask a bright pupil the first question from the list.
A pupil answers. If it is difficult to answer, help him/her.
Ask the second question. Do the same procedure. Ask some other pupils.
Do choral and individual repetition.
Pair work: Pupils read and answer the questions.
Monitor the activity and help where necessary.

Home work

Read p. 75, ex. 1.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 5. у маг а Зині іграш ОК

Дата _____

Клас _____

мета:

- **навчальна:** презентувати новий лексичний матеріал за підтемою «Покупки», практикувати мовні засоби за підтемою «Покупки», описувати та запитувати про повсякденні справи, формування навичок вживання нових лексичних одиниць, вдосконалювати компетенції читання та аудіювання, збільшувати обсяг знань про лінгвістичну специфіку мови країни, що вивчається, вдосконалення умінь будувати своє мовне висловлювання, мовну поведінку адекватно цій специфіці;
- **розвиваюча:** уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні, розвивати різні типи пам'яті, учити працювати у парі, логічно висловлювати думку;
- **виховна:** виховувати уміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі.

Обладнання: картки за темою «Покупки».

Хід уроку

Warm-up

1. Game "Disappearing cards"

Stick from five to seven flashcards "Activities" on the board. Do choral repetition of the words. Then remove one of the flashcards in the sequence. Pupils chant the whole sequence of words, including the missing one. Repeat removing another flashcard. Continue till there are no flashcards on the board and pupils are saying the whole sequence from memory. You can also play the game by writing seven words on the board, then rubbing them out one at a time.

Pr EsEnt ation

2. Listen and repeat (p. 79, ex. 1).

Teach and then drill the new words using the pictures.

Read out the caption for each of the pictures in turn, while pupils listen and look at the pictures. Use board flashcards.

Pupils take turns to read out the words. Help with pronunciation.

Repeat with every pupil. If you have enough time, make sentences with every word or ask questions about this food: "Do you like popcorn/cherries/biscuits? What is sweet? Where do we buy this food?" etc.

Optional activity

Game "What's missing?"

Stick a set of flashcards on the blackboard. Hold up each one and get the children to say the names as you do this. Then say 'Close your eyes' and demonstrate meaning. When children have their eyes closed, quickly remove one of the flashcards from the blackboard. Children open their eyes and call out the name of the missing flashcard.

Pr act ic E

3. a) Listen to the talk and name the presents (p. 79, ex. 2).

Ask pupils to listen to the dialogue.

Then ask pupils to look at the picture of the exercise and name the presents.

Answers: a mug, a teddy, a book, a bookmark.

Reading and Writing

b) Match sentences to the people.

Pupils read the speech bubbles and match them with the people who say them.

Ask pupils to make the dialogue. Write the dialogue down on the board

4. Listen again and choose the correct answer (p. 80, ex. 3).

Ask pupils to listen to the dialogue again and choose the correct answer.

Pair work: Pupils listen and choose the correct answer.

Answers: 1. £5.60; 2. 50 pence; 3. £2; 4. £2.

5. Listen and read (p. 81, ex. 4).

Pre-listening: Ask pupils to look at the picture. Ask to describe the girl. Ask: "Where is Kate? Who is she speaking to? What is she doing?"

While-listening: Read the dialogue while pupils listen and read silently.

Explain any words that pupils ask for.

Read the dialogue again. Pronounce the words clearly.

Pupils listen and repeat.

Pupils listen to the dialogue again and then read the dialogues themselves.

Post-listening: When pupils are familiar with the text, ask pairs of pupils to act out the dialogue.

Pair work: Then read the dialogues in pairs. Do choral and individual repetition of difficult words. Follow the same procedure three or four times.

6. Listen and say the rhyme (p. 81, ex. 5).

Tell pupils to look at the picture. Ask what they see. Pupils give different descriptions about the picture and about animals on it.

Tell pupils that they are going to listen to the rhyme.

Read the words of the rhyme, pausing after each line. Pupils repeat the lines chorally and individually pointing to the time and mime the actions.

Read the rhyme chorally.

Mime the actions while reading the lines of the rhyme again.

Ending the Lesson

7. Game "True or false?"

Hold a flashcard facing you and tell pupils you are going to say a true or a false sentence.

Say a true or false sentence about the card in your hand, e.g. hold a picture of a basketball and say,

"I like playing tennis".

If pupils think you are telling the truth, they call out "True!" If they don't, they call out "False!" Alternatively, pupils can do one of two agreed actions.

Reveal the flashcard in your hand, and then ask a pupil to choose a flashcard without the other pupils seeing it.

Ask the pupil to say a true or false sentence about the flashcard that he/she has got.

Continue until all of the words have been practised.

Home work

Read p. 81, ex. 4, 5.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 6. Коли у тебе День нар Одження ?

Дата _____

Клас _____

мета:

- **навчальна:** презентувати новий лексичний матеріал за підтемою «Календар», практикувати мовні засоби за підтемою «Календар», описувати та запитувати про повсякденні справи, формувати навички вживання нових лексичних одиниць, порядкових числівників, вдосконалювати компетенції читання та аудіювання, збільшувати обсяг знань про лінгвістичну специфіку мови країни, що вивчається, вдосконалення умінь будувати своє мовне висловлювання, мовну поведінку адекватно цій специфіці;
- **розвиваюча:** уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні, розвивати різні типи пам'яті, учити працювати у парі, логічно висловлювати думку;
- **виховна:** виховувати уміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі.

Обладнання: плакат «Порядкові числівники».

Хід уроку

Warm-up

1. Game "Number activity"

Write numbers on the board. Divide the class into two teams and give a pupil from each team a piece of chalk. Say a number. The first pupil to run to the board and circle round the correct number wins a point for their team.

Pr EsEnt ation

2. Ask and answer in pairs (p. 82, ex. 1).

Stick the calendar on the board. Revise the days of the week, the months and the seasons using the calendar.

Pair work: Ask pupils to look at the table. Pupils make the questions using the table and answer them in pairs. Pupils in pairs take turns to ask and answer questions about the calendar.

Pupils act out the dialogue in pairs.

One or two pairs act out the dialogue, and so on.

Repeat with several different pupils.

Monitor the activity and help where necessary.

Pr act ic E

3. Look at the calendar, ask and answer (p. 82, ex. 2).

Revise the numbers. Pay attention to the months which have got 30 and 31 days.

Pair work: Ask pupils to look at the table. Pupils make the questions using the table and answer them in pairs. Pupils in pairs take turns to ask and answer questions about the calendar.

Pupils act out the dialogue in pairs.

One or two pairs act out the dialogue, and so on.

Repeat with several different pupils.

Monitor the activity and help where necessary.

Optional activity

Game "Bingo"

Play two or three rounds of the game using the numbers or days of the week or the months of a year.

Pupils make a grid of six squares. They write a number in each square. Call out numbers at random: if pupils have the number you call out on their grid, they tick it, or cross it off, or cover it with a small piece of paper. The first pupil to tick / cross / cover all six numbers on their grid calls out "Bingo!" and is the winner. This can also be played with words, e.g., school subjects, days of the week, animals, foods, toys, etc.

rEading and Writing

4. a) Read, then have a talk to your classmate (p. 83, ex. 3).

Pair work: Ask pupils to read some information about people in the table according to their days of birth.

Pupils read and choose some information. Go round helping weaker pupils especially to read and work out meaning for themselves.

Post-reading: Ask pupils to read speech bubbles and make a dialogue.

Then ask pupils in pairs to tell to each other the date of their birthday and ask to find interesting information using the table.

- b) Find and say.

Read the statements about the characters of the book.

Then ask a pupil to read a speech bubble and finish a sentence using the information from the table.

5. Ask and answer in pairs (p. 83, ex. 4).

Pair work: Ask pupils to read the questions. Pupils read the questions and answer about themselves.

Then pupils act out the dialogue in pairs.

One or two pairs act out the dialogue, and so on.

Repeat with several different pupils.

Monitor the activity and help where necessary.

6. Ask and answer in pairs (p. 84, ex. 5).

Stick the table "Ordinal numbers"

Remind pupils how ordinal numbers after first, second and third are similar to cardinal numbers, except the spelling changes for five-fifth and twelve-twelfth. In these two cases there is a small pronunciation change also. All the other ordinal numbers simply add -th to the end of the cardinal number: demonstrate this on the board.

Ask pupils to write the pairs in their copybooks.

Ending th E l Esson

7. *Game "Hangman"*

Draw a blank line on the board to represent each letter of a word (e.g. for the word 'twenty' you write _ _ _ _ _ _ _).

Pupils call out letters.

If a letter is in the word, write the letter on the appropriate blank line. If the letter is not in the word, draw one line of the Hangman picture. Pupils must try and find all the letters in the word or guess the word before you have drawn the ten lines to complete the Hangman. Also let individual pupils choose a word (try to use ordinal numbers) and draw the blank lines on the board.

Home work

Read p. 84, ex. 5.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 7. День нар Одження

Дата _____

Клас _____

мета:

- **навчальна:** презентувати новий лексичний матеріал за темами «Свята і традиції», «Я, моя сім'я і друзі», практикувати мовні засоби за підтемою «Я, моя сім'я і друзі», описувати та запитувати про повсякденні справи, формувати навички вживання нових лексичних одиниць, порядкових числівників, вдосконалювати компетенції читання та аудіювання, збільшувати обсяг знань про лінгвістичну специфіку мови країни, що вивчається, вдосконалення умінь будувати своє мовне висловлювання, мовну поведінку адекватно цій специфіці;
- **розвиваюча:** уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні, розвивати різні типи пам'яті, учити працювати у парі, логічно висловлювати думку;
- **виховна:** виховувати уміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі.

Обладнання: плакати «Свята і традиції», «Я, моя сім'я і друзі».

Хід уроку

Warm-u P

1. Game "Disappearing Items"

Write four or five words on the board, e.g. numbers, games, rooms, toys or family words. Do choral repetition of the words in sequence: e.g. bedroom, kitchen, living-room and bathroom. Then rub out one of the words in the sequence. Pupils chant the whole sequence of five words, including the missing one. Repeat rubbing out another item. Continue till there are no words on the board and pupils are saying the whole sequence from memory. You can also play this by drawing four or five pictures on the board, and rubbing them out one at a time.

Pr EsEnt ation

2. Read and match. There is an extra picture here (p. 85, ex. 1).

Ask pupils to read three texts.

Then ask pupils to look at the pictures of the exercise.

Pupils are asked to match the texts and pictures together. Remind that there is an extra picture here.

Answers: 1. d; 2. b; 3. a.

Optional activity

Game "Silent game"

Write true/false sentences describing the pictures in large letters on separate pieces of paper. Get the children to write the words 'Yes' and 'No' on two separate pieces of paper. Hold up the sentences you have written in turn.

Children read them, look at the poster and hold up 'Yes' or 'No' depending on whether the sentences are true or false.

Pr act ic E

3. Choose the correct words (p. 86, ex. 2).

Pair work: Ask pupils to read sentences and find correct statements.

Pupils read and choose the correct words. Go round helping weaker pupils especially to read and work out meaning for themselves.

Ask pupils to read the correct sentences. Repeat with different pupils.

They may also be asked to write the sentences into their copybooks.

Answers: 1. c; 2. b; 3. c; 4. b.

rEading and Writing

4. Read, then ask and answer in pairs (see page 87) (p. 86, ex. 3).

Pupils read the e-mail message. Pay pupils' attention to the subject of the message how to write it correctly. If it is necessary explain in the native language.

Pupils read the text two or three times. Repeat with several different pupils.

Monitor the activity and help where necessary.

Then ask pupils to read the questions at page 87.

Pupils read them and answer finding the necessary information from the message.

Repeat with different pupils.

Answers:

- a) It will be Sam's birthday.
- b) It will be on Tuesday.
- c) They will ride horses, play outside and feed animals.
- d) They will eat hamburgers and a big cake.
- e) They will wear hats.

Optional activity

"The Spelling Game"

Revise family words by pointing to the family cards and asking pupils to say, "a mother / a father", etc. Do choral and individual repetition.

Ask five pupils to come to the front of the class and give them each a family card. Each pupil says the letters of a word. Correct the spelling.

Repeat with different pupils.

5. Say about your birthday family traditions (p. 87, ex. 4).

Ask pupils to read the sentences about birthday family traditions and choose the suitable.

Then ask pupils to read them and complete if it is necessary and pupils can do this.

Optional activity

Game "Musical bumps"

Play any music and children dance. Every so often pause the music and say a colour e.g. "Red!" Children with red on their clothes sit on the floor or chairs. Repeat the procedure several times naming different colours the children know.

Ending th E lEsson

6. Look and write the invitation for your birthday party (p. 87, ex. 5).

Ask pupils to read the invitation card and write the similar one about their own birthday party at home.

Home work

Read p. 86, ex. 3.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 8. **СВЯТА**

Дата _____

Клас _____

мета:

- **навчальна:** презентувати новий лексичний матеріал за темами «Свята і традиції», «Я, моя сім'я і друзі», практикувати мовні засоби за підтемою «Я, моя сім'я і друзі», описувати та запитувати про повсякденні справи, формувати навички вживання нових лексичних одиниць, порядкових числівників, вдосконалювати компетенції читання та аудіювання, збільшувати обсяг знань про лінгвістичну специфіку мови країни, що вивчається, вдосконалення умінь будувати своє мовне висловлювання, мовну поведінку адекватно цій специфіці;
- **розвиваюча:** уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні, розвивати різні типи пам'яті, учити працювати у парі, логічно висловлювати думку;
- **виховна:** виховувати уміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі.

Обладнання: плакати «Свята і традиції», «Я, моя сім'я і друзі».

Хід уроку

Warm-up

1. Game "Associations"

Say the name of any season. Pupils in pairs then work together, trying to think of and write down within a two-minute period as many words as possible they associate with that season. e.g. winter – holidays (and any words for specific holidays) New year, presents, a fir tree, etc.; spring – warm, green trees, flowers, etc.

Pr EsEnt ation

2. Listen, point and repeat (p. 88, ex. 1).

Ask pupils to look at the pictures.

Say the words.

Drill each new word two or three times.

Ask pupils to write these words down into their vocabularies.

Do choral and individual repetition of every word.

Stick the pictures of these words on the board.

Ask pupils to write the words near the pictures.

Monitor the activity and help where necessary. If you like, make sentences with these words.

3. Match, then ask and answer in pairs (p. 88, ex. 2).

Ask pupils to read the names of the holidays and match them with the dates.

Pupils may also be asked to write sentences in their exercise books about the holidays.

Then ask pupils to read the speech bubbles.

Pair work: Pupils read the questions and the answers to each other.

Then they make similar ones about other holidays.

Monitor the activity and help where necessary.

Answers: 1. b; 2. c; 3. f; 4. g; 5. a; 6. d; 7. e.

Pr act ic E

4. Listen and read (p. 89, ex. 3).

Ask pupils to read the words. Pupils listen and read in silence. Compare the word 'romantic' with the Ukrainian word. Say that there are similar words in every language.

Pronounce the words clearly again. Ask pupils to say the letters of the words.

Do choral and individual repetition. Follow the same procedure three or four times.

Read the word combinations/sentences with the new words.

rEading and Writing

5. Listen and say (p. 89, ex. 4).

Lead-in: Ask pupils to look at the picture and ask, "What holiday are we going to read about?" Pupils answer using the picture.

Pupils read the story alone or work together in pairs.

Transfer: Ask, "What do we usually do on the 14th of February? Why do we like it?"

Drill the questions once or twice.

Do choral and individual repetition. Follow the same procedure three or four times.

Pupils read the dialogue again.

Then let pupils do the activity in pairs. Go around the class helping where necessary.

Act out the dialogue.

6. Ask and answer in pairs (p. 90, ex. 5).

Pair work: Ask pupils to read the questions. Pupils read the questions and answer about themselves.

Then pupils act out the dialogue in pairs.

One or two pairs act out the dialogue, and so on.

Repeat with several different pupils.

Monitor the activity and help where necessary.

7. a) Copy and complete the chart (p. 90, ex. 6).

Ask pupils to complete the chart using the information about themselves and their friends.

- b) Speak about your and your friends' favourite holidays.

Tell pupils to complete the sentences using the information from the chart.

Ask one pupil to go to the board and write the sentences on it.

Ending th E Lesson

8. Listen and sing the song (p. 91, ex. 7).

Tell pupils that they are going to learn the song about the time and weekends. Pay pupils' attention to the new words. Do choral and individual repetition. Follow the same procedure three or four times.

Read the words of the song, pausing after each line. Pupils repeat the lines chorally and individually pointing to the time and mime the actions.

Sing the song chorally.

Home work

Read p. 89, ex. 3, 4; p. 91, ex. 7.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 9. ніч перед Різдвом

Дата _____

Клас _____

мета:

- **навчальна:** презентувати новий лексичний матеріал за темами «Свята і традиції», «Я, моя сім'я і друзі», практикувати мовні засоби за підтемою, «Я, моя сім'я і друзі», описувати та запитувати про повсякденні справи, формувати навички вживання нових лексичних одиниць, порядкових числівників, вдосконалювати компетенції читання та аудіювання, збільшувати обсяг знань про лінгвістичну специфіку мови країни, що вивчається, вдосконалення умінь будувати своє мовне висловлювання, мовну поведінку адекватно цій специфіці;
- **розвиваюча:** уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні, розвивати різні типи пам'яті, учити працювати у парі, логічно висловлювати думку;
- **виховна:** виховувати уміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі.

Обладнання: плакати «Свята і традиції», «Я, моя сім'я і друзі».

Хід уроку

Warm-up

1. Game "Cross the river"

Draw a river on the board, with two sets of four stepping stones across the river. If you like drawing, you may want to add "dangers" like crocodiles, shark fins, or snakes in the river. Write Team A and Team B underneath the two sets of stepping stones. Divide the class into two teams. Tell children you are going to show each team different flashcards. Each team has to guess their words correctly to move across the river. Show one team a flashcard and choose a child in that team to give the answer. Allow him/her to consult with friends first to avoid embarrassment if the answer is incorrect. If the child answers correctly, write the word on that team's first stepping stone. If the answer is not correct, ask the other team to tell you the word, and write the word on that team's first stepping stone. The first team to complete the four stepping stones with words crosses the river and wins.

Pr EsEnt ation

2. Listen and repeat (p. 92, ex. 1).

Ask pupils to look at the pictures.

Say the words.

Drill each new word two or three times.

Ask pupils to write these words down into their vocabularies.

Do choral and individual repetition of every word.

Stick the pictures of these words on the board.

Ask pupils to write the words near the pictures.

Monitor the activity and help where necessary. If you like, make sentences with these words.

Pr act ic E

3. Listen and read (p. 92, ex. 2).

Ask pupils to read the words. Pupils listen and read in silence. Compare the word 'tradition' with the Ukrainian word. Say that there are similar words in every language.

Pronounce the words clearly again. Ask pupils to say the letters of the words.

Do choral and individual repetition. Follow the same procedure three or four times.

Read the word combinations/sentences with the new words.

Ask pupils to look at the picture and ask, "What holiday are we going to read about?" Pupils answer using the picture.

Pupils read the story alone or work together in pairs.

Then let the pupils read the text in a chain. Go around the class helping where necessary.

Reading and Writing

4. Choose and complete. Write the sentences in your exercise book (p. 93, ex. 3).

Pair work: Ask pupils to read sentences and find correct statements.

Pupils read and choose the correct words. Go round helping weaker pupils especially to read and work out meaning for themselves.

Ask pupils to read the correct sentences. Repeat with different pupils.

They may also be asked to write the sentences into their copybooks.

Answers: 1. b; 2. b; 3. c; 4. b; 5. a.

5. Listen and sing the song (p. 93, ex. 4).

Tell pupils that they are going to learn the song about Christmas. Pay pupils' attention to the new words. Do choral and individual repetition. Follow the same procedure three or four times.

Read the words of the song, pausing after each line. Pupils repeat the lines chorally and individually pointing to the time and mime the actions.

Sing the song chorally.

Optional activity

"Memory game"

Write words from the song on the board. Pupils close their eyes while you remove one word. Pupils then open their eyes and try to remember what is missing. They can either say the word, or write it down if they can.

Ending the Lesson

Game "Bingo!"

Pupils make a grid of six squares. They write a number in each square. Call out numbers at random: if pupils have the number you call out on their grid, they tick it, or cross it off, or cover it with a small piece of paper. The first pupil to tick / cross / cover all six numbers on their grid calls out "Bingo!" and is the winner. This can also be played with words, e.g., school subjects, days of the week, animals, foods, toys, etc.

Home work

Read p. 92, ex. 2.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 10. тепер ти можеш ...

Дата _____

Клас _____

мета:

- **навчальна:** активізувати та закріпити вивчений лексико-граматичний матеріал, вдосконалювати вміння та навички аудіювання, читання, письма, усного мовлення, реагувати вербально на запитання, які вимагають як простих так і складних відповідей, формувати у учнів комунікативну компетенцію, розвивати та удосконалювати написання речень з кількісними прикметниками;
- **розвиваюча:** уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні, мотивувати бажання до подальшого самовдосконалення у галузі володіння іноземною мовою, розвивати мовну здогадку;
- **виховна:** зацікавити учнів темою уроку, привернути їхню увагу до вивченого матеріалу, допомогти їм бути розкутими у спілкуванні, толерантного ставлення до однокласників, викликати в дітей бажання вчитися; вивчати іноземну мову; виховувати дисципліну, повагу до однокласників, звичку до систематичної розумової праці.

Обладнання: плакати «Свята і традиції», «Я, моя сім'я і друзі».

Хід уроку

Warm-up

1. Game "Odd one out"

Write four words on the board, three of which belong to a lexical set (e.g., hobby activities, food, time) and one that does not. Pupils have to say which one does not fit the set (e.g., "egg", "apple", "bear", "banana" – the odd one out is "bear", as it is not a kind of food). This can also be played with drawings or pictures on the board.

r E Vision

2. Describe the picture (p. 94, ex. 1).

Ask pupils to look at the picture and name the food.

Tell pupils to read speech bubbles. Pupils read in pairs.

Then ask pupils to describe the food on the table and use the phrases "There is ..." and "There are ..." Do choral and individual repetition. Follow the same procedure three or four times.

They may also be asked to write the sentences into their copybooks.

3. Fill in 'much' or 'many' (p. 94, ex. 2).

Remind the usage of the words 'much' and 'many'.

Then ask pupils to fill in the gaps using the words 'much' and 'many'.

Answers: 1. many; 2. much; 3. much; 4. many; 5. many; 6. much.

Practic E

4. Read and answer the questions (p. 95, ex. 3).

Pair work: Explain to pupils that they are going to read the advert and answer the questions.

Pupils read the text loudly.

Ask individuals to read parts of the text again aloud. Help with pronunciation and sentence rhythm especially. Do choral and individual reading.

Monitor the activity and help where necessary.

Ask pupils to read the questions and find the answers to these questions using the advert.

Monitor the activity and help where necessary.

Answers:

1. London, 12 Regent Street 7WR;
 2. Onions, tomatoes, mushrooms, olives, extra cheese;
 3. Free orange juice with large or extra large pizza.
5. Have a talk (p. 95, ex. 4).
Pupils act out the dialogue in pairs.
One or two pairs act out the dialogue, and so on.
If you have enough time, you can ask two or three pairs to go to the board and write their questions and answers on it while the others are writing them down in their copybooks.

rEading and Writing

6. Complete the chart and tell about me and friends (p. 96, ex. 5).
Ask pupils to complete the chart using the known information about themselves and their friends.
Ask pupils to speak about theirs and their friends' dates of the birthdays, favourite food and extra activities.
Tell pupils to complete the sentences using the information from the chart.
Ask one pupil to go to the board and write the sentences on it.
7. Match and say (p. 96, ex. 6).
Pair work: Ask pupils to match the parts of the sentences correctly.
Pupils read and choose the correct parts. Go round helping weaker pupils especially to read and work out meaning for themselves.
Ask pupils to read the correct sentences. Repeat with different pupils.
They may also be asked to write the sentences into their copybooks.
Answers: 1. e; 2. b; 3. c; 4. f; 5. d.
8. Read the text, then complete the sentences (p. 97, ex. 7).
Pre-reading: Ask pupils to look at the picture and ask, "What holiday are we going to read about? Do you like the New Year? Why?" Pupils answer using the picture.
While-reading: Pupils read the story alone or work together in pairs.
Then let pupils to read the text in a chain. Go around the class helping where necessary.
Post-reading: The pupils can choose the right variant of the words and complete the sentences.
Answers: 1. b; 2. c; 3. b; 4. c; 5. b.

Ending th E lEsson

If you have enough time, you can retell the text.

Home work

Read p. 97, ex. 7.

Further practice

Use Workbook tasks at the lesson or at home.

Unit 4. t h E World o F natur E

Дата _____

Клас _____

Lesson 1. яКа сь ОгОДні пОгОДа?

мета:

- **навчальна:** ознайомити з новими лексичними одиницями за темою «Природа та довкілля», активізувати вивчений лексико-граматичний матеріал, описувати когось/щось, виражати своє ставлення до когось/чогось, вдосконалювати компетенції читання, аудіювання й усного монологічного мовлення, збільшення обсягу знань про соціокультурну специфіку мови країни, що вивчається, вдосконалення умінь будувати своє мовне висловлювання, мовну поведінку адекватно цій специфіці;
- **розвиваюча:** розвивати логічне мислення, увагу та зорову пам'ять, спостережливість, удосконалювати фонетику та артикуляцію звуків, розвивати усні комунікативні уміння з опорою на наочність, уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні, учити працювати у парі;
- **виховна:** виховувати зацікавленість у розширенні свої знань, скріплення навчального матеріалу з життям, загальну культуру учнів.

Обладнання: таблиця «Пори року», тематичні картки.

Хід уроку

Warm-u P

1. "Memory Game"

Pupils look at the seasons on the poster "Seasons". Take the poster away and ask pupils to try to remember as many colours as they can. Write the words on the board.

Pr EsEnt ation

2. Listen and repeat (p. 98, ex. 1).

Read the words.

Ask pupils to repeat the words. While pupils are reading the words, stick the pictures on the board. You can use the pictures from magazines or newspapers too.

Pronounce every word clearly. Ask pupils to say the letters of the words.

Do choral and individual repetition. Follow the same procedure three or four times.

If it is necessary, translate them into the native language.

3. Complete the sentences with the words from task 1 and the box (p. 98, ex. 2).

Tell pupils they are going to complete the sentences using the new words from exercise 1 and the box.

Ask some pupils to go to the board and write these sentences on it.

Answers:

1. In winter, it is usually frosty and cold.
2. In spring, it is usually wet and cool.
3. In summer, it is usually warm and hot.
4. In autumn, it is usually rainy and windy.

Pr actic E

4. a) Read and match (p. 98, ex. 3).

Pupils look at the table and read the correct sentences. Do choral and individual repetition.

Monitor the activity and help where necessary.

Reading and Writing

- b) Say about your favourite season.

Pupils fill the gaps using “My favourite season/month is ...” to make true statements about themselves.

You can write the patterns on the board to help pupils to make sentences.

If you have some time, you can ask pupils to write the sentences down in their exercise books.

Ask a bright pupil to write the sentences on the board too.

Optional activity

“Disappearing items”

Write days of the week or months of a year on the board. Do choral repetition of the words. Then rub out one of the words in the sequence. Pupils chant the whole sequence of the words, including the missing one. Repeat, rubbing out another item. Continue until there are no words on the board and pupils are saying the whole sequence from memory. You can also play this by drawing seven pictures on the board, and rubbing them out one at a time.

5. a) Look and say (p. 99, ex. 4).

Stick season flashcards on the board. Ask pupils to describe their favourite seasons using the patterns of the exercise 4.

- b) Have a talk.

Ask pupils to read the dialogue and complete the gaps with suitable words.

Pair work: Pupils read and complete the gaps.

Then pupils practise their parts in the dialogue for a few minutes. Go round helping.

One or two pairs act out the dialogue.

Repeat with a different pupil, but this time let pupils choose partners to act them out with.

Repeat with several different pupils.

Help with pronunciation and sentence rhythm especially.

Monitor the activity and help where necessary.

6. Listen and say the chant (p. 99, ex. 5).

Read the chant. Pupils listen and follow the chant in their books.

Say the chant line by line and ask pupils to repeat after you.

Translate the difficult words if necessary.

Pupils listen and repeat several times.

When you have practiced the chant thoroughly, tell pupils that they are going to say it themselves.

Pupils read the lines chorally and individually if they wish.

Ending the Lesson

7. *“Miming game”*

Pupils mime the new weather words from this lesson in pairs, and the other pupils try to guess the right answer.

Ask pupils to use sentences that express likes and dislikes.

Home work

Read p. 99, ex. 5.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 2. ПОри РОКу

Дата _____

Клас _____

мета:

- **навчальна:** практикувати всі види мовленнєвої діяльності, ознайомити з новими лексичними одиницями, повторити раніше вивчені лексичні одиниці;
- **розвиваюча:** удосконалювати фонетику та артикуляцію звуків, розвивати усні комунікативні уміння з опорою на наочність, підвищувати рівень особистої мотивації у вивченні англійської мови; узагальнити та систематизувати лексичні одиниці за темою «Пори року»;
- **виховна:** зацікавити учнів темою уроку, привернути їхню увагу до нових лексичних одиниць, передбачених у цьому уроці; допомогти їм бути розкутими у спілкуванні, повторити лексичний запас попередніх уроків.

Обладнання: таблиця «Пори року», картки, пов'язані з порами року.

Хід уроку

Warm-u P

1. Complete the sentences using the pictures.

Write the sentences on the board and finish them with the pictures. Pupils read the beginnings and name the pictures.

Today the weather is ...

When it rains, you can ...

In winter, it is ...

In autumn, you eat ...

When it is snowy, you can ...

In summer, you can ...

Pr EsEnt ation

2. Listen and read (p. 100, ex. 1).

Ask pupils to look at the pictures and say the seasons.

Read short texts about seasons. Ask pupils to read the sentences in silence after you. You can translate difficult sentences into the native language.

Pronounce the words clearly.

Do choral and individual repetition of difficult words. Follow the same procedure three or four times.

Then pupils read the texts themselves.

Ask pupils to name autumn months.

Optional activity

Game "Repeat if it's true"

Stick a set of flashcards on the blackboard. Point to one of the flashcards and say a season or a month. If you have said the correct name, children repeat it. If not, they stay silent. This activity can be made more challenging if you say sentences e.g. "It's yellow autumn".

Pr actic E

3. Choose and complete (p. 101, ex. 2).

Ask pupils to read the words in the box.

Pair work: Ask pupils to complete the sentences using the words from the box. Tell pupils to remember they can use the same words more than once.

Pupils fill the gaps in the text, using the words from the box to make true statements about autumn.

If you have some time, you can ask pupils to write the sentences down in their exercise books.

Ask a bright pupil to write the sentences on the board too.
Then ask pupils to describe autumn.

Optional activity

Game "Disappearing cards"

Stick from five to seven flashcards "Activities in winter/summer" on the board. Do choral repetition of the words. Then remove one of the flashcards in the sequence. Pupils chant the whole sequence of the words, including the missing one. Repeat removing another flashcard. Continue until there are no flashcards on the board and pupils are saying the whole sequence from memory. You can also play the game by writing seven words on the board, then rubbing them out one at a time.

Reading and Writing

4. Look at the pictures. Work in pairs. Have a talk about the weather yesterday (p. 101, ex. 3).

Read the new words. Pronounce the words clearly.

Do choral and individual repetition. Follow the same procedure three or four times.

Ask, "What countries are these capitals of?"

Explain to pupils that they are going to ask and answer the questions about the weather in these capitals.

Ask pupils to read the questions in silence.

Ask a bright pupil the first question.

A pupil answers. If it is difficult to answer, help him/her using the pictures.

Ask the second question. Do the same procedure. Ask some other pupils.

Do choral and individual repetition.

Pair work: Pupils read and answer the questions describing the weather.

Monitor the activity and help where necessary.

5. Listen and say the rhyme (p. 102, ex. 4).

Pre-listening: Learn the new words.

Read the rhyme. Pupils listen and follow the rhyme in their books.

While-listening: Say the rhyme line by line and ask pupils to repeat after you.

Translate the difficult words if necessary.

Pupils listen and repeat several times.

Post-listening: When you have practiced the rhyme thoroughly, tell pupils that they are going to say it themselves.

Pupils read the lines chorally and individually if they wish.

Ending the Lesson

6. "Miming game"

Pupils mime the new weather words from this lesson in pairs, and the other pupils try to guess the right answer.

Ask pupils to use sentences that express likes and dislikes.

Home work

Read p. 100, ex. 1; p. 102, ex. 4.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 3. Ось і Зима прийшла ДО на с!

Дата _____

Клас _____

мета:

- **навчальна:** закріпити нові лексичні одиниці, активізувати вивчений лексико-граматичний матеріал, розвивати вміння та навички читання, письма, усного монологічного та діалочного мовлення;
- **розвиваюча:** розвивати логічне мислення, увагу та зорову пам'ять, спостережливість, удосконалювати фонетику та артикуляцію звуків, розвивати усні комунікативні вміння з опорою на наочність, уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні, учити працювати у парі, логічно висловлювати думку;
- **виховна:** виховувати зацікавленість у розширенні своїх знань, скріплення навчального матеріалу з життям, виховувати загальну культуру учнів, вміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі, вчити культурі спілкування, прийнятої в сучасному цивілізованому світі;

Обладнання: картки, пов'язані з порами року та погодою.

Хід уроку

Warm-up

1. Draw or stick weather pictures to the board: the pictures of the shining sun, falling raindrops, blowing wind, falling snow and clouds. Ask pupils to call out the weather words and describe the weather.
2. *Game "Flashcard charade"*
Divide the class into groups of three or four. Give each group a flashcard (about weather), making sure that other groups don't see it. Explain that children must think of a way to mime their flashcard. Give them a minute or two to prepare this. Each group then takes turns to do their mimes to the rest of the class and guess each other's flashcards.

Pr EsEnt ation

3. Listen and repeat (p. 103, ex. 1).
Teach and then drill the new words using the pictures.
Read out the caption for each of the pictures in turn, while pupils listen and look at the pictures. Use board flashcards.
Pupils take turns to read out the words. Help with pronunciation.
Repeat with every pupil. If you have enough time, make sentences with every word.
4. Listen and read (p. 103, ex. 2).
Pre-reading: Ask pupils to look at the picture. Ask to describe the picture especially the weather.
Read the text. Ask pupils to read the sentences in silence after you. You can translate difficult sentences into the native language.
Pronounce the words clearly.
Do choral and individual repetition of difficult words. Follow the same procedure three or four times.
Then pupils read the text themselves in a chain.
While-reading: Ask the questions, "What season is it? What did the friends do? What games did they play? When? Why?"
Post-reading: Ask pupils to say what kind of the text it is and what is missing at the end of the letter.

Practic E

5. Listen again and complete the sentences (p. 104, ex. 3).

Ask pupils to listen or to read the text of the e-mail letter again.

Then ask them to complete the sentences using the information from the text.

Ask some pupils to go to the board and write the sentences on the board. Other pupils write them into their copybooks.

Answers:

1. Winter came to Ukraine yesterday.
2. Taras wrote the e-mail to Bill.
3. He looked through the window in the morning.
4. He saw a beautiful picture outdoors.
5. Windows had beautiful snowflakes outside.
6. He made a funny snowman in front of the house and played snowballs with his friends.
7. They are going to sledge and ski in the park next weekend.

6. Listen and sing the song (p. 104, ex. 4).

Tell pupils to look at the picture on p. 104, ex. 4. Ask what they see. Pupils give different answers about the picture and about the people on it.

Tell pupils that they are going to learn the song about winter, winter activities and free time. Ask pupils to point to the things on the picture while they are going to read the lines.

Read the words of the song, pausing after each line. Pupils repeat the lines chorally and individually pointing to the time and mime the actions.

Sing the song chorally.

Mime the actions while singing the lines of the song again.

rEading and Writing

Pay the pupils' attention to the Section 'Remember'.

Before reading, write the sentences on the board. Read them. Underline the 'ed' ending. Do the same with 'did' and 'did not'.

Pair work: Ask pupils to point to and read aloud the verbs ending in '-ed' and without ending '-ed'. Pupils must find these words in the Section 'Remember' as well.

Explain that present means every day, and past means yesterday, or a time that has finished.

Pay pupils' attention to the words 'last' and the short form 'didn't'.

7. Look at the picture and help Bill to answer his friend's e-mail (p. 105, ex. 5).

If the class is not strong or you have not enough time, write the endings of the sentences on the board.

Ask pupils to match the beginnings of the sentences with suitable endings.

Answers:

- ...your letter.
- ...snowy and windy outdoors.
- ...snowflakes.
- ...it is raining.
- ...a lot of puddles.

Ending th E l Esson

Home work

Read p. 103, ex. 2; p. 104, ex. 4.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 4. ПОГОДА в англії

Дата _____

Клас _____

мета:

- **навчальна:** ознайомити з новими лексичними одиницями, активізувати вивчений лексико-граматичний матеріал, описувати когось/щось, виражати своє ставлення до когось/чогось, вдосконалювати компетенції читання, аудіювання й усного монологічного мовлення, збільшення обсягу знань про соціокультурну специфіку мови країни, що вивчається, вдосконалення умінь будувати своє мовне висловлювання, мовну поведінку адекватно цій специфіці;
- **розвиваюча:** розвивати логічне мислення, увагу та зорову пам'ять, спостережливість, удосконалювати фонетику та артикуляцію звуків, розвивати усні комунікативні уміння з опорою на наочність, уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні, учити працювати у парі, розвивати соціокультурну компетенцію;
- **виховна:** виховувати зацікавленість у розширенні своїх знань, скріплення навчального матеріалу з життям, загальну культуру учнів.

Обладнання: таблиця «Пори року», тематичні картки.

Хід уроку

Warm-up

1. "Memory Game"

Pupils look at the animals on the poster "Weather". Take the poster away and ask pupils to try to remember as many words as they can. Write the words on the board.

Pr EsEnt ation

2. Listen and say (p. 106, ex. 1).

Ask pupils to look at the picture.

Ask if pupils like winter and winter activities. Do they go to parks? What do they usually do there?

Read the dialogue while pupils listen and read silently.

Explain any words that pupils ask for.

Read the dialogue again. Pupils listen and repeat.

When pupils are familiar with the text, ask pairs of pupils to act out the dialogue.

Pay the pupils' attention to the Section 'Remember'.

Read out the sentences one by one. Pupils listen, read and repeat after you.

Ask individual pupils to read out the sentences.

Translate the sentences. Explain 'an adjective + than'.

Pr act ic E

3. Choose and read (p. 107, ex. 2).

Ask pupils to read the sentences and the words in the brackets.

Pair work: Ask pupils to complete the sentences using the necessary word from the brackets. Tell pupils to remember they should choose the suitable word to describe the weather in Ukraine and England.

Pupils choose the suitable words to make true statements about the weather in Ukraine and England.

If you have some time, you can ask pupils to write the sentences down in their exercise books.

Ask a bright pupil to write the sentences on the board too.

Then ask pupils to describe the weather in Ukraine and England.

Answers: 1. warmer; 2. colder; 3. wetter; 4. sunnier; 5. longer;
6. warmer.

rEading and Writing

4. a) Copy and complete the table (p. 107, ex. 3).

Write 'warm – warmer' on the board. Continue in the same way with the other words. If you have suitable pictures, stick them on the board near the words.

Draw pupils' attention to the spelling of hotter and bigger.

Pair work: Pupils talk about the pictures on the board.

- b) Use the words from task (a) and complete the sentences.

Ask pupils to read the sentences and complete them using the words, which have been written on the board.

Answers: 1. hotter; 2. wetter; 3. bigger; 4. colder; 5. shorter;
6. colder; 7. nicer; 8. sunnier.

5. Have a talk in pairs (p. 108, ex. 4).

Stick some different weather pictures on the board.

Explain to pupils that they are going to ask and answer the questions about the weather and seasons.

Ask pupils to read the questions in silence.

Ask a bright pupil the first question.

A pupil answers. If it is difficult to answer, help him/her using the pictures and patterns from the exercise.

Ask the second question. Do the same procedure. Ask some other pupils.

Do choral and individual repetition.

Pair work: Pupils read and answer the questions describing the weather and seasons they like and why. Cheer pupils if they use different sentences from exercises of this lesson especially from the Section 'Remember'.

Monitor the activity and help where necessary.

6. Listen and sing the song (p. 108, ex. 5).

Tell pupils to look at the pictures on p. 108, ex. 5. Ask what seasons they are.

Tell pupils that they are going to learn the song about spring, spring activities and Easter. Ask pupils to point to the things on the pictures while they are going to read the lines.

Read the words of the song, pausing after each line. Pupils repeat the lines chorally and individually pointing to the time and mime the actions.

Sing the song chorally.

Mime the actions while singing the lines of the song again.

Ending th E Lesson

Home work

Read p. 106, ex. 1; p. 108, ex. 5.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 5. наша ДОмів Ка — планет а Земля

Дата _____

Клас _____

мета:

- **навчальна:** ознайомити з новими лексичними одиницями, активізувати вивчений лексико-граматичний матеріал, розвивати вміння та навички читання, письма, усного монологічного та діалогічного мовлення, збільшення обсягу знань про соціокультурну специфіку мови країни, що вивчається, вдосконалення умінь будувати своє мовне висловлювання, мовну поведінку адекватно цій специфіці;
- **розвиваюча:** розвивати логічне мислення, увагу та зорову пам'ять, спостережливість, удосконалювати фонетику й артикуляцію звуків, розвивати усні комунікативні уміння з опорою на наочність;
- **виховна:** виховувати зацікавленість у розширенні своїх знань, скріплення навчального матеріалу з життям, загальну культуру учнів, толерантність один до одного.

Обладнання: таблиця «Пори року», картки, пов'язані з порами року та різноманітними заняттями під час повсякденної роботи та відпочинку.

Хід уроку

Warm-up

1. Complete the sentences using the pictures.

Write the sentences on the board and finish them with the pictures. Pupils read the beginnings and name the pictures.

Today the weather is ... (colder / sunnier / rainier...).

In winter you can make (a snowman).

In autumn you eat (apples).

When it's hot and sunny, you can (ride a bike / fly a kite).

Pr EsEnt ation

2. Listen and repeat (p. 109, ex. 1).

Read the words.

Ask pupils to repeat the words. While pupils are reading the words, stick the pictures on the board. You can use the pictures from magazines or newspapers too.

Pronounce every word clearly. Ask pupils to say the letters of the words.

Do choral and individual repetition. Follow the same procedure three or four times. If it is necessary, translate them into the native language.

Pr act ic E

3. Listen and repeat (p. 109, ex. 2).

Ask pupils to read the sentences.

Say the new words. Drill each new word two or three times. Ask pupils to write these words down into their vocabularies.

Do choral and individual repetition.

Pupils take turns to read out the words. Help with pronunciation. If you like, make sentences with these words.

4. Listen and say (p. 109, ex. 3).

Ask pupils to look at the picture.

Ask, "What are the children doing? Do they like reading? Where are they? Are they happy?"

Read the dialogue while pupils listen and read silently.

When pupils are familiar with the text, ask pairs of pupils to act out the dialogue.

Pay the pupils' attention to the Section 'Remember'.

Ask three pupils to stand at the front of the class. Say: "Olga is tall. Oleg is taller. Max is the tallest". Write 'tall – taller – the tallest' on the board. Take two books of different weights: a small hardback book and a very heavy hardback book. Say: "This book is heavy. This book is heavier." Find a very large, very heavy book and say: "This book is the heaviest."

Read out the sentences one by one. Pupils listen, read and repeat after you.

Pair work: Pupils read the sentences and then ask and answer the questions in pairs.

rEading and Writing

5. Choose and write (p. 111, ex. 4).

Ask pupils to read the sentences and the words in the brackets.

Pair work: Ask pupils to complete the sentences using the necessary word from the brackets. Tell pupils to remember they can use the suitable word describing the unique facts about Earth.

Pupils choose the suitable words to make true statements about the unique facts about Earth.

Ask pupils to write the sentences down in their copybooks.

Ask bright pupils to write the sentences on the board too.

Then ask pupils to describe the unique facts about Earth.

Answers: 1. the warmest; 2. dessert; 3. desert; 4. the driest; 5. the largest; 6. the wettest; 7. taller.

6. Make up true sentences about Ukraine. Use the words below (p. 111, ex. 5).

Stick the map of Ukraine on the board. Ask pupils to look at the map of Ukraine. They have to name the biggest river and the highest mountain.

Then ask pupils to remember the sunniest season, the shortest month and the happiest holiday.

Ask pupils to read the example.

Pair work: Ask pupils to make up true sentences about Ukraine and some calendar facts.

7. Complete the sentences (p. 111, ex. 6).

Ask pupils to complete the sentences using the information from the exercise 3.

Answers: a. Nick reads a book about deserts. b. The driest place on Earth is a desert. c. The Sahara desert is the driest place on Earth. d. Tropical forests are often called rainforests. e. There are many interesting plants in it.

Ending th E l Esson

8. *Game "Abracadabra!"*

Children play in pairs. Each child lays their cards face down in a row on their desks.

Pupil A points to Pupil B's first card, pretends to wave a wind, and says e.g. "Abracadabra! It's March!" Pupil B turns over the card. If it's March, they say "Yes!" and leave the card face up. If it isn't March, they should say "No!" and leave the card face down.

Pupil B then has the next turn. The player who opens all the cards first is the winner.

Home work

Read p. 109, ex. 2, 3.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 6. планет а Земля

Дата _____

Клас _____

мета:

- **навчальна:** ознайомити з новими лексичними одиницями, активізувати вивчений лексико-граматичний матеріал, розвивати вміння та навички читання, письма, усного монологічного та діалогічного мовлення, збільшення обсягу знань про соціокультурну специфіку мови країни, що вивчається, вдосконалення умінь будувати своє мовне висловлювання, мовну поведінку адекватно цій специфіці;
- **розвиваюча:** розвивати логічне мислення, увагу та зорову пам'ять, спостережливість, удосконалювати фонетику та артикуляцію звуків, розвивати усні комунікативні уміння з опорою на наочність;
- **виховна:** виховувати зацікавленість у розширенні своїх знань, скріплення навчального матеріалу з життям, загальну культуру учнів, толерантність один до одного.

Обладнання: карта Землі, тематичні картки.

Хід уроку

Warm-up

1. Dictation

Give a simple dictation (use the rhyme or similar sentences about holidays or seasons) in which pupils listen and draw what they hear instead of writing it down word for word. Demonstrate or explain the procedure to pupils. Then dictate each piece of the description two or three times, giving pupils enough time to draw their pictures.

Pr EsEnt ation

2. Listen and repeat (p. 112, ex. 1).

Read the words.

Ask pupils to repeat the words. While pupils are reading the words, stick the pictures on the board. You can use the pictures from magazines or newspapers too.

Pronounce every word clearly. Ask pupils to say the letters of the words.

Do choral and individual repetition. Follow the same procedure three or four times.

If it is necessary, translate them into the native language.

3. Listen and read (p. 112, ex. 2).

Ask pupils to read the sentences.

Say the new words. Drill each new word two or three times. Ask pupils to write words down into their vocabularies.

Pupils take turns to read out the words. Help with pronunciation. If you like, make sentences with these words.

Pr act ic E

4. a) Match the texts to the pictures (p. 113, ex. 3).

Ask pupils to read the texts of the exercise.

Then ask pupils to look at the pictures of the exercise. Ask pupils to match the texts with the pictures.

Answers: 1. c; 2. a; 3. b.

b) Make up true sentences.

Pair work: Pupils in pairs read the parts of the sentences in the table and match them correctly using the word 'because'.

rEading and Writing

5. Choose 'a', 'b' or 'c' to complete the sentences (p. 114, ex. 4).
Pupils read the sentences alone or work together in pairs.
The pupils can choose the right variant of the words and complete the sentences.
Go around the class helping where necessary.
Answers: 1. b; 2. c; 3. b; 4. b; 5. c; 6. b.
If you have enough time, ask pupils to write the sentences into their copybooks.
6. Use words from task 3 instead of 'It' or 'They' (p. 115, ex. 5).
Explain to pupils that they have to change the sentences using other words instead of 'It' or 'They'.
Write the necessary words on the board to help pupils to choose the necessary ones if the class is not strong.
 1. The deserts;
 2. The Sahara;
 3. South America;
 4. The Artic and The Antarctic;
 5. Winter;
 6. The Antarctic.
7. Make questions to the sentences in task 5. Ask and answer in pairs (p. 115, ex. 6).
Ask pupils to read the sentences in task 5 again. Then ask pupils to make questions to them.
Go around the class helping where necessary.
Explain to pupils that they are going to read and answer the questions.
Ask pupils to read the questions in silence and try to answer.
Ask a bright pupil the first question from the list.
A pupil answers. If it is difficult to answer, help him/her.
Ask the second question. Do the same procedure. Ask some other pupils.
Do choral and individual repetition.
Pair work: Pupils read and answer the questions.
8. Work in groups. Read, think and have a talk (p. 115, ex. 7).
Stick some pictures of a desert, one of the poles and a rainforest on the board.
Explain to pupils that they are going to ask and answer the questions about these things.
Ask pupils to read the questions in silence and choose the place they like more.
Group work: Ask a bright pupil the first question.
A pupil answers, pointing at a necessary picture.
Ask the second question. Do the same procedure. Ask some other pupils.
Do choral and individual repetition.
Cheer pupils if they use different sentences from exercises of this lesson.

Ending th E lEsson

Pupils mime the weather words in pairs, and the other pupils try to guess the words.
Ask pupils to use sentences that express likes and dislikes.

Home work

Read p. 113, ex. 3.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 7. на фермі

Дата _____

Клас _____

мета:

- **навчальна:** ознайомити з новими лексичними одиницями, активізувати вивчений лексико-граматичний матеріал, розвивати вміння та навички читання, письма, усного монологічного та діалогічного мовлення, збільшення обсягу знань про соціокультурну специфіку мови країни, що вивчається, вдосконалення умінь будувати своє мовне висловлювання, мовну поведінку адекватно цій специфіці;
- **розвиваюча:** розвивати логічне мислення, увагу та зорову пам'ять, спостережливість, удосконалювати фонетику та артикуляцію звуків, розвивати усні комунікативні вміння з опорою на наочність;
- **виховна:** виховувати зацікавленість у розширенні своїх знань, скріплення навчального матеріалу з життям, загальну культуру учнів, толерантність один до одного.

Обладнання: тематичні картки за підтемою «Свійські тварини».

Хід уроку

Warm-up

1. Dictation

Give a simple dictation (use the rhyme or similar sentences about holidays or seasons) in which pupils listen and draw what they hear instead of writing it down word by word. Demonstrate or explain the procedure to pupils. Then dictate each piece of the description two or three times, giving pupils enough time to draw their pictures.

Pr EsEnt ation

2. Listen and repeat (p. 116, ex. 1).

Read the words.

Ask pupils to repeat the words. While pupils are reading the words, stick the pictures on the board. You can use the pictures from magazines or newspapers too.

Pronounce every word clearly. Ask pupils to say the letters of the words.

Do choral and individual repetition. Follow the same procedure three or four times.

If it is necessary, translate them into the native language.

Teach irregular plurals 'geese' and 'mice' by referring pupils to the pictures. Pay special attention to the pronunciation.

Ask pupils to close the books. Write irregular plurals on the board. Then erase the plurals from it. Ask pupils to come to the board and write irregular plurals in.

3. Listen and read (p. 116, ex. 2).

Ask pupils to read the sentences.

Say the new words. Drill each new word two or three times. Ask pupils to write words down into their vocabularies.

Do choral and individual repetition.

Monitor the activity and help where necessary. Use board sketches, miming and gestures to make sure the pupils understand the meaning of the new words.

Pupils take turns to read out the words. Help with pronunciation. If you like, make sentences with these words.

Pr act ic E

4. Listen and say (p. 117, ex. 3).

Ask pupils to look at the picture.

Ask, "Who are they? What are they doing? What are they talking about?"

Read the dialogue while pupils listen and read silently.
Explain any words that pupils ask for.
Read the dialogue again. Pupils listen and repeat.
When pupils are familiar with the text, ask pairs of pupils to act out the dialogue.

Reading and Writing

5. Match the opposites, then complete the sentences (p. 117, ex. 4).
Write the opposites on the board. Ask pupils one by one to run to the board and match the opposites.
Monitor the activity and help where necessary.
Ask pupils to read the example and explain that they are going to complete the sentences using the opposites.
Pair work: Pairs read the sentences and complete them with the opposites. Monitor the activity and help where necessary.
Answers: 1. clean; 2. It is easy now. 3. He is kind now. 4. It is interesting now. 5. He is happy now. 6. It is warm now.
6. Listen and sing the song (p. 118, ex. 5).
Tell pupils to look at the pictures on p. 108, ex. 5. Ask what animals they are.
Tell pupils that they are going to learn the song about the farmer and his animals. Ask pupils to point to the animals on the pictures while they are going to read the lines.
Read the words of the song, pausing after each line. Pupils repeat the lines chorally and individually pointing to the time and mime the actions.
Sing the song chorally.
Mime the actions while singing the lines of the song again.

Ending the Lesson

7. *Game "Cross the river"*
Draw a river on the board, with two sets of four stepping stones across the river. If you like drawing, you may want to add "dangers" like crocodiles, shark fins, or snakes in the river. Write Team A and Team B underneath the two sets of stepping stones. Divide the class into two teams. Tell children you are going to show each team different flashcards. Each team has to guess their words correctly to move across the river. Show one team a flashcard and choose a child in that team to give the answer. Allow him/her to consult with friends first to avoid embarrassment if the answer is incorrect. If the child answers correctly, write the word on that team's first stepping stone. If the answer is not correct, ask the other team to tell you the word, and write the word on that team's first stepping stone. The first team to complete the four stepping stones with words crosses the river and wins.

Home work

Read p. 117, ex. 3; p. 118, ex. 5.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 8. на фермі

Дата _____

Клас _____

мета:

- **навчальна:** ознайомити з новими лексичними одиницями, активізувати вивчений лексико-граматичний матеріал, розвивати вміння та навички читання, письма, усного монологічного та діалогічного мовлення, збільшення обсягу знань про соціокультурну специфіку мови країни, що вивчається, вдосконалення умінь будувати своє мовне висловлювання, мовну поведінку адекватно цій специфіці;
- **розвиваюча:** розвивати логічне мислення, увагу та зорову пам'ять, спостережливість, удосконалювати фонетику та артикуляцію звуків, розвивати усні комунікативні вміння з опорою на наочність;
- **виховна:** виховувати зацікавленість у розширенні своїх знань, скріплення навчального матеріалу з життям, загальну культуру учнів, толерантність один до одного.

Обладнання: тематичні картки за підтемою «Свійські тварини».

Хід уроку

Warm-up

1. Game "Mime game"

Mime an action you did yesterday e.g. "I helped my mother yesterday" or "I watched TV yesterday."

Pupils guess what you did and call out the action in past.

Repeat the procedure and, if appropriate, invite individual pupils to take turns to come and stand by you and do a mime to the rest of the class.

Présentation

2. Listen and repeat (p. 119, ex. 1).

Read the words.

Ask pupils to repeat the words. While pupils are reading the words, stick the pictures on the board. You can use the pictures from magazines or newspapers too.

Pronounce every word clearly. Ask pupils to say the letters of the words.

Do choral and individual repetition. Follow the same procedure three or four times.

If it is necessary, translate them into the native language.

3. Listen and read. Find out what changed on the farm (p. 119, ex. 2).

Ask pupils to look at the picture of the farm.

Read the text and pupils listen and read silently.

Explain any words that pupils ask for.

Read the text again. Pupils listen and repeat in a chain.

When pupils are familiar with the text, ask them to read it finding out what changed on the farm.

Pay the pupils' attention to the Section 'Remember'.

Read out the sentences one by one. Pupils listen, read and repeat after you.

Ask individual pupils to read out the sentences.

Translate the sentences. Remind or explain the structure 'an adjective + than' using long words. Explain that long words cannot add '-er' because they would be difficult to say, instead they have 'more' in front of them.

Monitor the activity and help where necessary. Use board sketches, miming and gestures to make sure the pupils understand the meaning of the new words.

Pupils take turns to read out the sentences. Help with pronunciation.

Pay attention to irregular adjectives 'good – better' and 'bad – worse'.

Practic E

4. Complete as in the example (p. 120, ex. 3).

Pair work: Tell pupils they are going to change the words in brackets as in the example using ‘-er’ ending, the word ‘more’ or irregular adjectives ‘better’ and ‘worse’.

Monitor the activity and help where necessary.

Then pupils read the sentences to the class and spell the words.

Answers: 1. cleaner; 2. more beautiful; 3. newer; 4. more comfortable; 5. more useful; 6. worse; 7. better.

rEading and Writing

5. Read the text again and fill in the words (p. 120, ex. 4).

Ask pupils to read the text again in a chain.

Then ask them to complete the sentences using the correct information from the text.

Answers: 1. chicken house; 2. flowers; 3. life; 4. cows; 5. tractor; 6. farmhouse; 7. life; 8. life.

6. Choose and read (p. 121, ex. 5).

Pupils read the sentences and choose the correct adjectives in brackets.

Pupils choose the suitable words to make true statements about the Uncle Fred’s farm.

Ask pupils to write the sentences down in their copybooks.

Ask bright pupils to write the sentences on the board too.

Answers: 1. more beautiful; 2. more comfortable; 3. more interesting; 4. better; 5. more difficult; 6. worse.

7. Ask and answer in pairs (p. 121, ex. 6).

Pair work: Explain to pupils that they are going to read and answer the questions.

Pupils read the questions to each other and answer them.

Help with pronunciation and sentence rhythm especially. Do choral and individual reading of the questions.

Monitor the activity and help where necessary.

Ending th E lEsson

Game “Hangman”

Draw a blank line on the board to represent each letter of a word (e.g., for the word “farm”, you write _ _ _ _).

Pupils call out letters. If the word contains the letter mentioned, write the letter on the appropriate blank line. If it doesn’t, draw one line of the Hangman picture. Pupils need to guess all the letters in the word or guess the word before you have drawn the ten lines to complete the Hangman. Also, let individual pupils choose a word and draw the blank lines on the board.

Home work

Read p. 119, ex. 2.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 9. ЦіКавий світ тварин

Дата _____

Клас _____

мета:

- **навчальна:** ознайомити з новими лексичними одиницями, активізувати вивчений лексико-граматичний матеріал, розвивати вміння та навички читання, письма, усного монологічного та діалогічного мовлення, збільшення обсягу знань про соціокультурну специфіку мови країни, що вивчається, вдосконалення умінь будувати своє мовне висловлювання, мовну поведінку адекватно цій специфіці;
- **розвиваюча:** розвивати логічне мислення, увагу та зорову пам'ять, спостережливість, удосконалювати фонетику та артикуляцію звуків, розвивати усні комунікативні уміння з опорою на наочність;
- **виховна:** виховувати зацікавленість у розширенні своїх знань, скріплення навчального матеріалу з життям, загальну культуру учнів, толерантність один до одного.

Обладнання: тематичні картки за підтемою «Дикі тварини».

Хід уроку

Warm-up

1. Game "Musical cards"

Play with the whole class. Children stand or sit in a circle. Give out the picture cards from one set to different children in the circle. Play any music and children pass the cards clockwise round the circle. Pause the music. Children with the picture cards hold them up and name what's on their card in turn. Everyone claps and says e.g. "Fantastic!"

Pr EsEnt ation

2. Listen and repeat (p. 122, ex. 1).

Read the words.

Ask pupils to repeat the words. While pupils are reading the words, stick the pictures on the board. You can use the pictures from magazines or newspapers too.

Pronounce every word clearly. Ask pupils to say the letters of the words.

Do choral and individual repetition. Follow the same procedure three or four times.

If it is necessary, translate them into the native language.

3. Listen and read (p. 122, ex. 2).

Read the sentences and pupils listen and read silently.

Explain any words that pupils ask for.

Read the text again. Pupils listen and repeat in a chain.

When pupils are familiar with the sentences, ask them to read them.

Pay the pupils' attention to the Section 'Remember'.

Read out the sentences one by one. Pupils listen, read and repeat after you.

Ask individual pupils to read out the sentences.

Translate the sentences. Remind how to use long words. Explain that long words cannot add '-est' because they would be difficult to say, instead they have 'the most' in front of them.

Monitor the activity and help where necessary. Use board sketches, miming and gestures to make sure the pupils understand the meaning of the new words.

Pupils take turns to read out the sentences. Help with pronunciation.

Pr act ic E

4. Complete each text with the words from the box and guess the animal (p. 123, ex. 3).

Pair work: Ask pupils to read the texts and complete each text with the words from the box and guess the animal.

Pupils read and choose the correct words. Go round helping weaker pupils especially to read and work out meaning for themselves.

Ask pupils to read the correct sentences only and say the name of each animal.

Answers:

Text A. 1. changes; 2. doesn't; 3. changes; 4. catches;
5. It's a chameleon.

Text B. 1. doesn't; 2. sleeps; 3. moves; 4. catches; 5. It's an owl.

Text C. 1. live; 2. eat; 3. destroy; 4. don't; 5. It's a chimpanzee.

Text D. 1. live; 2. swim; 3. don't; 4. It's a great white shark.

Reading and Writing

5. Match questions and answers (p. 124, ex. 4).

Explain to pupils that they are going to read the questions and match them with suitable answers.

Ask pupils to read the questions in silence and try to answer.

Ask a bright pupil the first question from the list.

A pupil answers. If it is difficult to answer, help him/her.

Ask the second question. Do the same procedure. Ask some other pupils.

Do choral and individual repetition.

Pair work: Pupils read and answer the questions.

Monitor the activity and help where necessary.

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

6. Make up questions to match the answers (p. 125, ex. 5).

Pre-teach: why and because. Books closed. Mime washing hands. Ask, "What am I doing? Why am I washing them? Because they are dirty." Write the question and the answer on the board. Repeat with other examples: sleeping – tired; eating – hungry. Write all the examples on the board at random. Ask pupils to draw lines to join the questions and answers.

Divide the class. One half asks the questions: What ...? and Why...? and the other half answers: Because ...

Do the same procedure with other pairs of questions.

7. Present your favourite animal. Use the questions (p. 125, ex. 6).

Pupils choose their favourite animals and describe them answering the questions about the animals. Monitor the activity and help where necessary.

Ending the Lesson

8. Team Spelling Game

Divide the class into two teams. One member from each team comes to the front of the class. Each says a word for the other to write on the board. Use the words from the last two or three lessons of this unit.

The team gets points for correctly spelt words. The team with more points is the winner.

Home work

Read p. 123, ex. 3.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 10. тепер ти можеш ...

Дата _____

Клас _____

мета:

- **навчальна:** активізувати та закріпити вивчений лексико-граматичний матеріал, вдосконалювати вміння та навички аудіювання, читання, письма, усного мовлення, реагувати вербально на запитання, які вимагають як простих так і складних відповідей, формувати в учнів комунікативну компетенцію, розвивати й удосконалювати написання речень з прикметниками у порівняльному та найвищому ступенях;
- **розвиваюча:** уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні, мотивувати бажання до подальшого самовдосконалення у галузі володіння іноземною мовою, розвивати мовну здогадку;
- **виховна:** зацікавити учнів темою уроку, привернути їхню увагу до вивченого матеріалу, допомогти їм бути розкутими у спілкуванні, толерантного ставлення до однокласників, викликати в дітей бажання вчитися; вивчати іноземну мову; виховувати дисципліну, повагу до однокласників, звичку до систематичної розумової праці, ефективно співпрацювати під час парної та групової роботи.

Обладнання: плакати «Погода», «Свійські тварини».

Хід уроку

Warm-up

1. Game "Cross the river"

Draw a river on the board, with two sets of four stepping stones across the river. If you like drawing, you may want to add "dangers" like crocodiles, shark fins, or snakes in the river. Write Team A and Team B underneath the two sets of stepping stones. Divide the class into two teams. Tell children you are going to show each team different flashcards. Each team has to guess their words correctly to move across the river. Show one team a flashcard and choose a child in that team to give the answer. Allow him/her to consult with friends first to avoid embarrassment if the answer is incorrect. If the child answers correctly, write the word on that team's first stepping stone. If the answer is not correct, ask the other team to tell you the word, and write the word on that team's first stepping stone. The first team to complete the four stepping stones with words crosses the river and wins.

Revision

2. Look, ask and answer about the weather (p. 126, ex. 1).

Pupils look at the weather table.

Ask them to describe the weather using the information from the table.

Pair work: Pupils read the dialogue and complete the sentences using the speech patterns. Monitor the activity and help where necessary.

Practice

3. Listen to the weather forecast and complete the sentences (p. 126, ex. 2).

Pupils listen to the text twice.

Then they read the sentences trying to complete them. Monitor the activity and help where necessary.

Answers: 1. tomorrow; 2. seasons for one day; 3. very cold;

4. it is going to be sunny; 5. it is going to be cloudy.

Reading and Writing

4. Read and choose the correct answer (p. 127, ex. 3).

Pupils read the sentences and choose the correct words in brackets.

Pupils choose the suitable words to make true statements about the unique facts about Earth.

Ask pupils to write the sentences down in their copybooks.

Ask bright pupils to write the sentences on the board too. Monitor the activity and help where necessary.

Answers: 1. the coldest; 2. the happiest; 3. in the world; 4. the biggest.

5. Compare the domestic animals with the words (p. 127, ex. 4).

Choose some domestic animals and stick their pictures on the board.

Ask pupils to compare them using the words from the box.

Read the words in the box. Translate them if it is necessary.

Write some sentences on the board and pupils do the same in their copybooks. Monitor the activity and help where necessary.

6. Say which of the animals is: (p. 127, ex. 5).

Write the beginning of the sentence, "Which of the animals is:" on one part of the board and the words on the other part.

Pair work: Ask pupils to make questions and guess the animals in pairs. Monitor the activity and help where necessary.

7. Choose one of the animals and say five sentences about it (p. 127, ex. 6).

Pupils choose one of the animals and say five sentences about it. Monitor the activity and help where necessary.

Optional activity

Game "Can I have ...?"

Pupils play in pairs. They each choose three cards from a set of picture cards and hold them in a way so their partner can't see the pictures. Pupil A asks e.g. "Can I have the sheep, please?" If Pupil B doesn't have the card of the sheep, they say "No. Sorry". If they do have the card of the sheep, they say "Here you are!" and give it to Pupil A, who says "Thank you". Pupil B then has the next turn asking a question. The game ends when the pupils have discovered all each other's cards.

8. Write a paragraph about your favourite season of the year (p. 127, ex. 7).

Ask pupils to describe their favourite season and draw a picture about it.

Then ask pupils to write some sentences about their favourite season.

Monitor the activity and help where necessary.

Ending the Lesson

9. Stick 8–10 flashcards from different lexical sets on the blackboard. Elicit or remind children the meanings of the words. Give the children one minute to look in silence and try to memorise the flashcards before removing them from the board. Pupils work in pairs and write a list of the flashcards they can remember.

Check the answers by eliciting answers from the whole class and writing a list on the blackboard.

Home work

Read p. 127, ex. 5.

Further practice

Use Workbook tasks at the lesson or at home.

Unit 5. mY cit Y – mY hom E

Дата _____

Клас _____

Lesson 1. наша ДОмів Ка

мета:

- **навчальна:** презентувати новий лексичний матеріал за темою «Я, моя сім'я та друзі (місце проживання)» та підтемами «Помешкання», «Дім. Квартира», практикувати мовні засоби за темами, формувати навички вживання нових лексичних одиниць, вдосконалювати компетенції читання, аудіювання й усного та монологічного мовлення;
- **розвиваюча:** уважно стежити за презентованою інформацією; ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні; розвивати різні типи пам'яті — слухову, зорову, увагу, уяву, учити працювати у парі, логічно висловлювати думку;
- **виховна:** виховувати уміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі.

Обладнання: картки за темою «Я, моя сім'я та друзі (місце проживання)», підтемою «Помешкання», плакат «Зворот There is/are».

Хід уроку

Warm-up

1. Game "Hangman"

Draw a blank line on the board to represent each letter of a word (e.g. for the word family you write _____). Pupils call out letters.

If a letter is included in the word, write the letter on the appropriate blank line. If the letter is not in the word, draw one line of the Hangman picture. Pupils must try and find all the letters in the word or guess the word before you have drawn the ten lines to complete the Hangman. Also let individual pupils choose a word (try to use the words of the Family Tree) and draw the blank lines on the board.

Pr EsEnt ation

2. Listen and repeat (p. 128, ex. 1).

Ask pupils to look at the pictures.

Say the words.

Drill each new word two or three times.

Ask pupils to write these words down into their vocabularies.

Do choral and individual repetition of every word.

Stick the pictures of these words on the board.

Ask pupils to write the words near the pictures.

Monitor the activity and help where necessary. If you like, make sentences with these words.

Optional activity

Ask individuals to come out and do mimes for any of the rooms in the house they learnt in this lesson. They ask, "Which room is this?" and do the mime e.g. washing face and hands = bathroom; yawning and then sleeping = bedroom; watching TV or reading = living-room; breaking eggs or eating = kitchen. The other pupils watch and guess which room it is.

Pr act ic E

3. Read and guess. More than one answer is possible (p. 128, ex. 2).

Ask pupils to read the sentences and guess the meaning of every described thing.

If the task is difficult, stick the flashcards to help pupils to answer.

Then ask pupils to write the sentences into their copy books with the answers.

Optional activity

Game "Where's the mouse?"

Use a poster which shows a place or places. Tell the children there is a mouse hiding somewhere in the poster and they must ask you questions to find out where it is e.g. "Is it behind the tree? / Is it under the chair?" Children can then play the game in groups.

Reading and Writing

4. a) Listen and read (p. 129, ex. 3).

Pre-reading: Ask pupils to look at the photo and describe a little girl. Explain that her name is Kate.

Read the text. Ask pupils to read the sentences in silence after you. You can translate difficult sentences into the native language.

Pronounce the words clearly.

Do choral and individual repetition of difficult words. Follow the same procedure three or four times.

Then pupils read the text themselves in a chain. Do choral and individual repetition if it is necessary.

While-reading: Ask the questions: "What is the girl telling about? What room is she describing?"

Post-reading: Ask the question: "Can you imagine Kate's room?"

- b) Read again and draw Kate's kitchen.

Give every pupil a piece of paper to draw Kate's kitchen while you are going to read the text again.

Dictate each piece of the description two or three times, giving pupils enough time to draw their pictures.

5. Complete the sentences (p. 129, ex. 4).

Write the sentences with gaps on the board.

Ask pupils to complete the sentences using the information from the text.

Pair work: Pupils in pairs read the parts of the sentences and fill in the gaps.

Then ask pupils go to the board and complete the sentences.

Monitor the activity and help where necessary.

Ending the Lesson

6. Write about the room of your dream (p. 129, ex. 5).

Optional activity

Game "Teacher can't remember"

Tell pupils you can't remember some of the words from a particular vocabulary set so you want them to help you.

Tell pupils you are going to show them some flashcards and ask them to name them or to make up short sentences about these flashcards.

Home work

Read p. 129, ex. 3.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 2. а н г л і й с ь К і Д О м і в К и

Дата _____

Клас _____

мета:

- **навчальна:** презентувати новий лексичний матеріал за темою «Я, моя сім'я та друзі (місце проживання)» та підтемами «Помешкання», «Дім. Квартира», практикувати мовні засоби за темами, формувати навички вживання нових лексичних одиниць, вдосконалювати компетенції читання, аудіювання й усного та монологічного мовлення;
- **розвиваюча:** уважно стежити за презентованою інформацією; ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні; розвивати різні типи пам'яті — слухову, зорову, увагу, уяву, учити працювати у парі, логічно висловлювати думку, розвивати усні комунікативні уміння з опорою на наочність, розвивати соціокультурну компетенцію;
- **виховна:** виховувати уміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі, виховувати зацікавленість у розширенні своїх знань, скріплення навчального матеріалу з життям, загальну культуру учнів, толерантність один до одного.

Обладнання: картки за темою «Я, моя сім'я та друзі (місце проживання)», підтемами «Помешкання», «Дім. Квартира».

Хід уроку

Warm-up

1. Game "Anagrams race"

Divide the class into two teams. Each team makes up an anagram for any food word, e.g., "chenkit" (kitchen) or any other words.

Play two or three rounds.

Pr EsEnt ation

2. Listen and repeat (p. 131, ex. 1).

Ask pupils to look at the pictures.

Say the words.

Drill each new word two or three times.

Ask pupils to write these words down into their vocabularies.

Do choral and individual repetition of every word.

Stick the pictures of these words on the board.

Ask pupils to write the words near the pictures.

Monitor the activity and help where necessary. If you like, make sentences with these words.

Optional activity

Ask individuals to come out and do mimes for any of the rooms in the house they learnt in this lesson. They ask, "Which room is this?" and do the mime e.g. washing face and hands = bathroom; yawning and then sleeping = bedroom; watching TV or reading = living-room; breaking eggs or eating = kitchen. The other pupils watch and guess which room it is.

Pr act ic E

3. Listen and read (p. 130, ex. 2).

Pre-reading: Ask pupils to look at the photo and describe it.

Read the text. Ask pupils to read the sentences in silence after you. You can translate difficult sentences into the native language.

Pronounce the words clearly.

While-reading: Do choral and individual repetition of difficult words. Follow the same procedure three or four times.

Then pupils read the text themselves in a chain. Do choral and individual repetition if it is necessary again.

Post-reading: Ask the questions, “What is the text about? What room is it on the photo? What things are there in the room? What do people say about their homes?”

rEading and Writing

4. Ask and answer in pairs (p. 131, ex. 3).
 - Explain to pupils that they are going to read and answer the questions.
 - Ask pupils to read the questions in silence and try to answer them using the information from the text about British houses.
 - Ask a bright pupil the first question from the list.
 - A pupil answers. If it is difficult to answer, help him/her.
 - Ask the second question. Do the same procedure. Ask some other pupils.
 - Do choral and individual repetition.
 - Pair work:* Pupils read and answer the questions.
 - Monitor the activity and help where necessary.
 - Pupils act out the dialogue in pairs using the information about British houses.
 - One or two pairs act out the dialogue, and so on.
 - Repeat with several different pupils.
5. Read and say (p. 131, ex. 4).
 - Read the task.
 - Ask pupils to describe their houses or flats to Janet.
 - Write some sentences to help pupils to describe their homes.
 - Write some patterns on the board to help pupils to describe their houses or flats.
 - I live ...
 - There is one ...
 - There are ... rooms.
 - In my living-room there is a ... and there are...
 - In my bathroom there ...
 - In my bedroom there ...
 - I like my ... because there ... in it.

Ending th E lEsson

Game “Counting Chain”

Start a counting chain: the first pupil in the chain says “zero”, the next pupil says “ten”, the next pupil says “twenty”, etc. After “hundred”, go back to “zero” again. Any pupil who hesitates or says the wrong number is “out”. The last two or three pupils to remain “in” are the winners.

Home work

Read p. 11, ex. 5; p. 12, ex. 7.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 3. ПОДОРОЖ МІС ТОМ

Дата _____

Клас _____

мета:

- **навчальна:** презентувати новий лексичний матеріал за темами «Я, моя сім'я та друзі (місце проживання)», «Подорож», підтемами «Помешкання», «Дім. Квартира», практикувати мовні засоби за темами, формувати навички вживання нових лексичних одиниць, вдосконалювати компетенції читання, аудіювання й усного та монологічного мовлення;
- **розвиваюча:** уважно стежити за презентованою інформацією; ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні; розвивати різні типи пам'яті — слухову, зорову, увагу, уяву, учити працювати у парі, логічно висловлювати думку, розвивати усні комунікативні уміння з опорою на наочність, розвивати соціокультурну компетенцію;
- **виховна:** виховувати уміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі, виховувати зацікавленість у розширенні своїх знань, скріплення навчального матеріалу з життям, загальну культуру учнів, толерантність один до одного.

Обладнання: картки за темами «Я, моя сім'я та друзі (місце проживання)», «Подорож».

Хід уроку

Warm-up

1. Game "Spelling Shark"

This is a version of the traditional "Hangman" game. Briefly explain the rules to the class. You can play the game to revise the vocabulary needed for the lesson.

Think about any word, e.g., "mirror". Don't say it out loud. Draw a "cliff" line on the board. At the bottom of the "cliff" draw a shark and the sea. Draw dashes for the letters in your word, "_ _ rr _ _". You can make the task easier by putting some letters. Pupils take turns to guess one letter of the word. If that letter is in the word, write it in the appropriate blank. If it is not in the word, draw a little "stick figure" starting to walk along the "cliff" towards the edge. Pupils have to guess all the letters correctly before the stick figure falls over the cliff and into the shark's jaws.

Pr EsEnt ation

2. Listen and repeat (p. 132, ex. 1).

Ask pupils to look at the pictures.

Say the words.

Drill each new word two or three times.

Ask pupils to write these words down into their vocabularies.

Do choral and individual repetition of every word.

Stick the pictures of these words on the board.

Ask pupils to write the words near the pictures.

Monitor the activity and help where necessary. If you like, make sentences with these words.

Pr act ic E

3. Listen and read (p. 132, ex. 2).

Pre-reading: Ask pupils to look at the photo and describe it.

Read the text. Ask pupils to read the sentences in silence after you. You can translate difficult sentences into the native language.

Pronounce the words clearly.

While-reading: Do choral and individual repetition of difficult words. Follow the same procedure three or four times.

Then pupils read the text themselves in a chain. Do choral and individual repetition if it is necessary again.

Post-reading: Ask the questions, “What is the text about? What is London? What colour is the house?”, “Are there many cars in the street?”

rEading and Writing

4. Ask and answer in pairs (p. 133, ex. 3).

Explain to pupils that they are going to read and answer the questions.

Ask pupils to read the questions in silence and try to answer them using the information from the text about British houses.

Ask a bright pupil the first question from the list.

A pupil answers. If it is difficult to answer, help him/her.

Ask the second question. Do the same procedure. Ask some other pupils.

Do choral and individual repetition.

Pair work: Pupils read and answer the questions.

Monitor the activity and help where necessary.

Pay the pupils’ attention to the Section ‘Remember’.

Read out the sentences one by one. Pupils listen, read and repeat after you.

Ask individual pupils to read out the sentences.

Translate the sentences. Explain how to say an address in English and compare with the Ukrainian variant.

5. a) Say where Vicky’s friends live (p. 133, ex. 4).

Present “I live at ...” by pretending to be Vicky’s friend (I am Kate) and then giving Kate’s address. Draw the picture of Kate’s house on the board and repeat the statement two or three times, pointing at yourself and writing ‘your’ address on the board.

Ask pupils to look and complete the speech patterns using the information which pupils have already known about Vicky’s friends.

b) Write where you live.

Then ask individual pupils “Where do you live, (Max)?” help them to say where they live in the same way: “I live at (their own address) ...” Drill the question “Where do you live?” two or three times.

Ask pupils to write their address. If the names of the streets are difficult to spell, help pupils to write them down.

Start a new chain round in class: T to P1, P1 to P2, P2 to P3 etc.

6. Have a talk (p. 133, ex. 5).

Ask pupils to read the pattern dialogue.

Pair work: Explain to pupils that they are going to read and answer the questions about themselves.

Pupils read the questions to each other and answer them.

Help with pronunciation and sentence rhythm especially. Read the questions chorally and individually.

Monitor the activity and help where necessary.

Ending th E lEsson

Home work

Read p. 132, ex. 2.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 4. лО н ДОн — с тОли Ця вели КОї британії

Дата _____

Клас _____

мета:

- **навчальна:** презентувати новий лексичний матеріал за темами «Я, моя сім'я та друзі (місце проживання)», «Подорож», підтемою «Помешкання», практикувати мовні засоби за темами, формувати навички вживання нових лексичних одиниць, вдосконалювати компетенції читання, аудіювання й усного та монологічного мовлення;
- **розвиваюча:** уважно стежити за презентованою інформацією; ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні; розвивати різні типи пам'яті — слухову, зорову, увагу, уяву, учити працювати у парі, логічно висловлювати думку, розвивати усні комунікативні уміння з опорою на наочність, розвивати соціокультурну компетенцію;
- **виховна:** виховувати уміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі, виховувати зацікавленість у розширенні своїх знань, скріплення навчального матеріалу з життям, загальну культуру учнів, толерантність один до одного.

Обладнання: картки за темою «Я, моя сім'я та друзі» (місце проживання), «Подорож», підтемою «Помешкання».

Хід уроку

Warm-up

1. Game "Mime game"

Mime an action you did yesterday e.g. "I helped my mother yesterday" or "I watched TV yesterday."

Pupils guess what you did and call out the action in past.

Repeat the procedure and, if appropriate, invite individual pupils to take turns to come and stand by you and do a mime to the rest of the class.

Pr EsEnt ation

2. Listen and repeat (p. 134, ex. 1).

Ask pupils to look at the pictures.

Say the words.

Drill each new word two or three times.

Ask pupils to write these words down into their vocabularies.

Do choral and individual repetition of every word.

Stick the pictures of these words on the board.

Ask pupils to write the words near the pictures.

Monitor the activity and help where necessary.

If you like, make sentences with these words.

Pr act ic E

3. Listen and read (p. 134, ex. 2).

Pre-reading: Ask pupils to look at the photos.

Read the text. Ask pupils to read the sentences in silence after you. You can translate difficult sentences into the native language.

Pronounce the words clearly.

Do choral and individual repetition of difficult words. Follow the same procedure three or four times. Point at the photos of sights, while you are reading the text.

Then pupils read the text themselves in a chain. Do choral and individual repetition if it is necessary again.

While-reading: Ask the questions, “What is the text about? What is London? Is London a big or small city?”

Post-reading: “What do people do in the parks? What do people see in the British Museum?”

rEading and Writing

4. Complete the sentences (p. 136, ex. 3).

Write the sentences with gaps on the board.

Ask pupils to complete the sentences using the information from the text.

Pair work: Pupils in pairs read the parts of the sentences and fill in the gaps.

Then ask pupils go to the board and complete the sentences.

Monitor the activity and help where necessary.

Optional activity

Game “Vicky’s game”

Stick 8–10 flashcards from different lexical sets on the blackboard. Elicit or remind children of the names. Give the children one minute to look in silence and try and memorise the flashcards before removing them from the board.

Children work in pairs and write a list of the flashcards they can remember.

Check the answers by eliciting answers from the whole class and writing a list on the blackboard.

5. Listen and sing the song (p. 136, ex. 4).

Tell pupils to look at the picture. Ask what they see. Pupils give different answers about the pictures and people on them.

Tell pupils that they are going to learn the song about people in a big city.

Explain that they are going to complete the lines of the song using the words from the boxes.

Read the words of the song, pausing after each line. Ask pupils to finish every line with necessary words from the boxes. Correct pupils if it is necessary.

Pupils repeat the lines chorally and individually.

Sing the song chorally.

Ending th E | Esson

6. *“The Spelling Game”*

Revise furniture words by pointing to the flashcards and asking pupils to say, “a mirror, a cupboard”, etc. Do choral and individual repetition.

Ask five pupils to come to the front of the class and give them each a family card. Each pupil says the letters of a word. Correct the spelling.

Repeat with different pupils.

Home work

Read p. 134, ex. 1, 2.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 5. ПОДОРОЖ МІС ТОМ

Дата _____

Клас _____

мета:

- **навчальна:** презентувати новий лексичний матеріал за темами «Я, моя сім'я та друзі (місце проживання)», «Подорож», практикувати мовні засоби за темами, формувати навички вживання нових лексичних одиниць, вдосконалювати компетенції читання, аудіювання й усного та монологічного мовлення;
- **розвиваюча:** уважно стежити за презентованою інформацією; ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні; розвивати різні типи пам'яті — слухову, зорову, увагу, уяву, учити працювати у парі, логічно висловлювати думку, розвивати усні комунікативні уміння з опорою на наочність, розвивати соціокультурну компетенцію;
- **виховна:** виховувати уміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі, виховувати зацікавленість у розширенні своїх знань, скріплення навчального матеріалу з життям, загальну культуру учнів, толерантність один до одного.

Обладнання: картки за темами «Я, моя сім'я та друзі (місце проживання)», «Подорож».

Хід уроку

Warm-up

1. Game "Disappearing cards"

Stick from five to seven flashcards "British interesting places" on the board. Do choral repetition of the words. Then remove one of the flashcards in the sequence. Pupils chant the whole sequence of the words, including the missing one. Repeat removing another flashcard. Continue till there are no flashcards on the board and pupils are saying the whole sequence from memory. You can also play the game by writing seven words on the board, then rubbing them out one at a time.

Pr EsEnt ation

2. Listen and repeat (p. 137, ex. 1).

Ask pupils to look at the pictures.

Say the words.

Drill each new word two or three times.

Ask pupils to write these words down into their vocabularies.

Do choral and individual repetition of every word.

Stick the pictures of these words on the board.

Ask pupils to write the words near the pictures.

Monitor the activity and help where necessary. If you like, make sentences with these words.

Optional activity

Game "Back pictures or words"

Stick a poster "The City" on the board.

Divide the class into pairs. Get one child in each pair to sit with their back to their partner.

The other child chooses something on the poster and draws it with their index finger on their partner's back. Their partner tries to guess what it is. The children then change roles and repeat the activity.

Alternatively, they can do this activity writing letters to make words from the poster on their partner's back.

Pr act ic E

3. Listen and say (p. 137, ex. 2).

Books closed. Read the dialogue. Pupils listen.

Ask pupils to open the books.

Ask questions about the characters on the page, “Who are these children? What are they talking about?” Give some ideas.

Ask pupils to open the books. Read the dialogue. Ask pupils to read the sentences in silence after you. You can translate difficult sentences into the native language.

Pronounce the words clearly.

While-reading: Do choral and individual repetition of difficult words. Follow the same procedure three or four times. Point at the photos of sights while you are reading the text.

Then pupils read the text of the dialogue themselves in a chain. Do choral and individual repetition if it is necessary again.

Post-reading: Ask the questions, “What is the dialogue about? What do the children want to do?”, “Are there any museums in London?”

Practic E

4. Look and say (p. 138, ex. 3).

Ask pupils to look at the map of a town. Read the names of the buildings shown on it.

Then ask to read the words in the box.

Stick the pictures of these words on the board. Ask pupils to write the words near the pictures.

After that ask pupils to read a speech bubble and complete them using the words from the box.

Do choral and individual repetition with every word.

Monitor the activity and help where necessary.

If you like, make sentences with these words.

rEading and Writing

5. Look at the picture above. Ask and answer (p. 138, ex. 4).

Pupils use the same information as in the previous activity to complete the questions and answers in these dialogues.

Ending th E lEsson

Optional activity

Game “Disappearing Items”

Write four or five words on the board, e.g. rooms, city words. Do choral repetition of the words in sequence: e.g. *bedroom, kitchen, living-room and bathroom*. Then rub out one of the words in the sequence. Pupils chant the whole sequence of the words, including the missing one. Repeat rubbing out another item. Continue till there are no words on the board and pupils are saying the whole sequence from memory.

Home work

Read p. 139, ex. 2.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 6. ПОДОРОЖ МІС ТОМ

Дата _____

Клас _____

мета:

- **навчальна:** презентувати новий лексичний матеріал за темами «Я, моя сім'я та друзі (місце проживання)», «Подорож», практикувати мовні засоби за темами, формувати навички вживання нових лексичних одиниць, вдосконалювати компетенції читання, аудіювання й усного та монологічного мовлення;
- **розвиваюча:** уважно стежити за презентованою інформацією; ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні; розвивати різні типи пам'яті — слухову, зорову, увагу, уяву, учити працювати у парі, логічно висловлювати думку, розвивати усні комунікативні уміння з опорою на наочність, розвивати соціокультурну компетенцію;
- **виховна:** виховувати уміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі, виховувати зацікавленість у розширенні своїх знань, скріплення навчального матеріалу з життям, загальну культуру учнів, толерантність один до одного.

Обладнання: картки за темами «Я, моя сім'я та друзі» (місце проживання), «Подорож».

Хід уроку

Warm-up

1. Game "Lip reading"

Choose an item on the poster and say the word silently to the class.

Children lip read what you are saying and say the word out loud. Children can then take turns to lip read each other saying the names of things on the poster in pairs.

Pr EsEnt ation

2. Listen and repeat (p. 139, ex. 1).

Ask pupils to look at the pictures.

Say the words.

Drill each new word two or three times.

Ask pupils to write these words down into their vocabularies.

Do choral and individual repetition of every word.

Stick the pictures of these words on the board.

Ask pupils to write the words near the pictures.

Monitor the activity and help where necessary. If you like, make sentences with these words.

Optional activity

Game "Vicky's game"

Stick 8–10 flashcards from different lexical sets on the blackboard. Elicit or remind children of the names. Give the children one minute to look in silence and try and memorise the flashcards before removing them from the board.

Children work in pairs and write a list of the flashcards they can remember.

Check the answers by eliciting answers from the whole class and writing a list on the blackboard.

Pr act ic E

3. Listen and say (p. 139, ex. 2).

Ask pupils to look at the pictures.

Read the text. Ask pupils to read the sentences in silence after you. You can translate difficult sentences into the native language.

Pronounce the words clearly.

Do choral and individual repetition of difficult words. Follow the same procedure three or four times. Point at the photos of sights, while you are reading the text.

Then pupils read the text themselves in a chain. Do choral and individual repetition if it is necessary again.

4. Look, read and fill in with the words from the box (p. 140, ex. 3).

Pair work: Ask pupils to point to the places in the picture. Say: "Point to the museum.

Point to the hotel. Point to the bank. Point to the circus, etc." Read out all the words in the picture. Then pupils in pairs read about the other places. Go round the class helping them.

Ask pupils to read the words in the box. Translate them if it is necessary.

Then ask pupils in pairs to complete the sentences using the prepositions of place.

Monitor the activity and help where necessary. Read the sentences.

Answers: 1. between; 2. next to; 3. at the corner; 4. on the right;

5. between; 6. next; 7. behind, on the left.

Reading and Writing

5. Imagine you are in the phone box in the picture.

- a) Say what there is in the street. (p. 141, ex. 4).

Pupils look at the picture and try to describe the things in the street.

Ask pupils to say sentences one by one and point at the buildings.

Answers: "There is a bus stop in the street. There is a theatre in the street. There is a museum in the street."

- b) Ask and answer.

Read the words from the box. Translate the words if it is necessary. Pupils read the speech bubbles and complete them using the words from the box.

6. Choose a place on the picture (p. 142, ex. 5).

Pair work: Tell pupils they should guess where their partner is in the picture.

Write some examples on the board to help pupils to make questions and answers fast.

Optional activity

Game "Stand up!"

Divide the class in two teams. Stick 4–6 flashcards on the left of the blackboard for one team and 4–6 flashcards on the right of the blackboard for the other team. Say the words in random order. Children listen and stand up as fast as they can if the word belongs to their team.

Ending the Lesson

Home work

Read p. 11, ex. 5; p. 12, ex. 7.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 7. вули Ця, на яКій я жив у

Дата _____

Клас _____

мета:

- **навчальна:** презентувати новий лексичний матеріал за темами «Я, моя сім'я та друзі (місце проживання)», «Подорож», практикувати мовні засоби за темами, формувати навички вживання нових лексичних одиниць, вдосконалювати компетенції читання, аудіювання й усного та монологічного мовлення;
- **розвиваюча:** уважно стежити за презентованою інформацією; ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні; розвивати різні типи пам'яті — слухову, зорову, увагу, уяву, учити працювати у парі, логічно висловлювати думку, розвивати усні комунікативні уміння з опорою на наочність, розвивати соціокультурну компетенцію;
- **виховна:** виховувати уміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі, виховувати зацікавленість у розширенні своїх знань, скріплення навчального матеріалу з життям, загальну культуру учнів, толерантність один до одного.

Обладнання: картки за темами «Я, моя сім'я та друзі» (місце проживання)», «Подорож».

Хід уроку

Warm-up

1. Game "Where's the mouse?"

Use a poster which shows a place or places. Tell the children there is a mouse hiding somewhere in the poster and they must ask you questions to find out where it is e.g. "Is it behind the tree? / Is it under the chair?" Children can then play the game in groups.

Pr EsEnt ation

2. Listen and repeat (p. 143, ex. 1).

Pre-reading: Ask pupils to look at the pictures.

Say the words.

Drill each new word two or three times.

Ask pupils to write these words down into their vocabularies.

Do choral and individual repetition of every word.

Stick the pictures of these words on the board.

Ask pupils to write the words near the pictures.

Monitor the activity and help where necessary. If you like, make sentences with these words.

Optional activity

Game "Lip reading"

Choose an item on the poster and mouth the word silently to the class.

Children lip read what you are saying and say the word out loud. Children can then take turns to lip read each other saying the names of things on the poster in pairs.

Pr act ic E

3. Listen and point to the right places in the picture (p. 143, ex. 2).

Pair work: Use the picture which shows a place or places. Tell the children there is Kate or Bill hiding somewhere in the poster and they must ask his/her partner questions to find out where he/she is e.g. "Is Kate at the corner of Oak Street and Main Street? / Is Bill in the park?" Children can then play the game in groups.

4. a) Listen and read (p. 144, ex. 3).
Read the text. Ask pupils to read the sentences after you. You can translate difficult sentences into the native language.
Pronounce the words clearly.
While-reading: Do choral and individual repetition of difficult words. Follow the same procedure three or four times.
Then pupils read the text themselves in a chain. Do choral and individual repetition if it is necessary again.
Post-reading: Ask the questions, “What is the text about?”, “What street do you live at?”
- b) Match to make up true sentences.
Ask pupils to look at the parts of the sentences and read them.
Ask to match the parts of the sentences correctly.
Pupils may also be asked to write sentences in their exercise books and on the board and then match them together.
Answers: 1. d; 2. e; 3. a; 4. b; 5. c.

Practic E

- c) Ask and answer in pairs.
After reading the text ask pupils to read the pattern dialogue. Pupils must read it and make questions and give answers about Nick’s street.
Then pupils should use these questions to describe the streets where they live.
5. Have a talk about your classmate’s street (p. 144, ex. 3).
Ask pupils to read the words in boxes.
Then give some pieces of paper to every pair of pupils and ask them to draw a plan of streets where they live.
Now ask pupils to read the dialogue. Pupils read it.
Then they can ask and answer questions about their own streets using the words from different boxes.

Ending th E Lesson

Game “Poster bingo”

Children draw a grid with six squares and draw a picture or write the name of one thing they can see on the “My City” poster in each square. When children are ready, say the names of different things on the poster in random order.

Children listen and write a cross on the picture or word if they have included it in their grid. The first child to cross all six words in their grid calls “Bingo!” and is the winner.

Home work

Read p. 144, ex. 3.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 8. Як зОрієнт уватис я у не Знай Ом Ому міс ті

Дата _____

Клас _____

мета:

- **навчальна:** презентувати новий лексичний матеріал за темами «Я, моя сім'я та друзі (місце проживання)», «Подорож», практикувати мовні засоби за темами, формувати навички вживання нових лексичних одиниць, вдосконалювати компетенції читання, аудіювання й усного та монологічного мовлення;
- **розвиваюча:** уважно стежити за презентованою інформацією; ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні; розвивати різні типи пам'яті — слухову, зорову, увагу, уяву, учити працювати у парі, логічно висловлювати думку, розвивати усні комунікативні уміння з опорою на наочність, розвивати соціокультурну компетенцію;
- **виховна:** виховувати уміння сконцентруватися, слухати інших, формувати позитивну атмосферу в класі, виховувати зацікавленість у розширенні своїх знань, скріплення навчального матеріалу з життям, загальну культуру учнів, толерантність один до одного.

Обладнання: картки за темами «Я, моя сім'я та друзі (місце проживання)», «Подорож».

Хід уроку

Warm-up

1. Revision Game

Write four words on the board, three of which belong to a lexical set (e.g., fruit, colours, vegetables, activities) and one does not. Pupils have to say which one does not fit the set (e.g., “egg”, “apple”, “lemon”, “banana” – the odd one out is “egg”, as it is not a fruit). This can also be played with drawings or pictures on the board.

Pr EsEnt ation

2. Listen and repeat (p. 146, ex. 1).

Pre-reading: Ask pupils to look at the pictures.

Say the words.

Drill each new word two or three times.

Ask pupils to write these words down into their vocabularies.

Do choral and individual repetition of every word.

Stick the pictures of these words on the board.

Ask pupils to write the words near the pictures.

Monitor the activity and help where necessary. If you like, make sentences with these words.

Optional activity

Game “Can you see?”

Cut a hole in a piece of paper or card which is bigger or the same size as the flashcards. The hole should be about 5cm across or 7 cm if you have a big class.

Choose a flashcard without showing children and put the paper with the hole in front of the flashcard.

Move the piece of paper around so that children see glimpses of the flashcard beneath.

Ask “What’s this?” or another appropriate question.

The first child to call out the answer correctly comes to the front to choose the next flashcard.

Continue until all the words in the vocabulary set have been practised.

Practic E

3. Look, listen and read (p. 146, ex. 2).
 - Ask pupils to look at the pictures and photos.
 - Read the dialogues. Ask pupils to read the sentences in silence after you. You can translate difficult sentences into the native language.
 - Pronounce the words clearly.
 - Do choral and individual repetition of difficult words. Follow the same procedure three or four times. Point at the photos of sights, while you are reading the text.
 - Then pupils read the text themselves in a chain.
 - Help with pronunciation and sentence rhythm especially.
 - Monitor the activity and help where necessary.
 - One or two pairs read or act out the dialogue.
 - Repeat with a different pupil, but this time let pupils choose partners to act them out with.
 - Repeat with several different pupils.
4. Ask and answer (p. 146, ex. 3).
 - Ask pupils to look at the dialogue and read the speech patterns. Then ask pupils to read the words in the box.
 - Ask to fill in the parts of the sentences correctly.
 - Pupils may also be asked to write sentences in their exercise books and on the board.
 - Monitor the activity and help where necessary.
 - One or two pairs read or act out the dialogue.

rEading and Writing

5. Read, look and find out the place (p. 148, ex. 4).
 - “City plan”**
 - Group work:* Pupils in groups look at the city plan, reading all the places of the city. Pupils read the instructions from 1 to 4 and go to the building they should find.

Ending th E Lesson

Pupils in groups draw a city plan, including many interesting places. Pupils then work together with other groups to ask and answer questions about their plans: “Where is the ...? Where are the ...? They’re ...”

As an alternative, pupils use classroom objects to represent the buildings in their city.

Home work

Read p. 148, ex. 4.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 9. у ПОДорож міс тОм віЗьмем О З сОБОю Кар ту

Дата _____

Клас _____

мета:

- **навчальна:** презентувати новий лексичний матеріал за темами «Я, моя сім'я та друзі (місце проживання)», «Подорож», практикувати мовні засоби за темами, формувати навички вживання нових лексичних одиниць, вдосконалювати компетенції читання, аудіювання й усного та монологічного мовлення;
- **розвиваюча:** уважно стежити за презентованою інформацією; ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні; розвивати різні типи пам'яті — слухову, зорову, увагу, уяву, учити працювати у парі, логічно висловлювати думку, розвивати усні комунікативні уміння з опорою на наочність, розвивати соціокультурну компетенцію;
- **виховна:** виховувати уміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі, виховувати зацікавленість у розширенні своїх знань, скріплення навчального матеріалу з життям, загальну культуру учнів, толерантність один до одного.

Обладнання: картки за темами «Я, моя сім'я та друзі (місце проживання)», «Подорож».

Хід уроку

Warm-u P

1. Game "Disappearing cards"

Stick from five to seven flashcards "City Buildings" on the board. Do choral repetition of the words. Then remove one of the flashcards in the sequence. Pupils chant the whole sequence of the words, including the missing one. Repeat removing another flashcard. Continue till there are no flashcards on the board and pupils are saying the whole sequence from memory. You can also play the game by writing seven words on the board, then rubbing them out one at a time.

Pr EsEnt ation

2. Listen and say (p. 149, ex. 1).

Ask pupils to look at the pictures.

Ask if pupils like walking around their city/town/village? Do they go alone or with adults/friends? What do they usually do there?

Read the dialogue while pupils listen and read silently.

Explain any words that pupils ask for.

Read the dialogue again. Pupils listen and repeat.

When pupils are familiar with the text, ask pairs of pupils to act out the dialogue.

Monitor the activity and help where necessary.

Repeat with a different pupil, but this time let pupils choose partners to act them out with.

Repeat with several different pupils.

Pr act ic E

3. Have a talk (p. 149, ex. 2).

Ask pupils to open their books at p. 148, ex. 4. Explain that they are going to make dialogues using the map of the city and speech patterns.

Pair work: Ask pupils to look at speech bubbles and complete them with suitable words from the map. You can write down an example of the dialogue on the board:

A. Let's go to the river.

B. Where is it?

A. Look at the map. We walk along the Station Street. Cross the Bank Street. Go along the Station Street again. Turn left or turn right. The river is along the River Street.

Pupils read and practise the dialogues with the different words for a few minutes.

Go round helping.

One or two pairs act out the dialogues.

If you have time, repeat with several different pupils.

Monitor the activity and help where necessary.

4. Look, listen and follow (p. 150, ex. 3).

Ask pupils to look at the pictures. The town plan has buildings represented by symbols. Pupils look at the plan, read the dialogue and follow the description.

Pair work: Ask two bright pupils to read the conversation. Other pupils listen, read and follow. You can translate difficult sentences into the native language.

Pronounce the words clearly.

Follow the same procedure three or four times.

Transfer: Ask questions about the pupils' own area. Be careful to choose places that are easy to describe.

Reading and Writing

5. Listen again, choose and complete (p. 151, ex. 4).

Read the dialogue again.

Monitor the activity and help where necessary.

Then ask pupils to finish sentences using the correct answers. Ask pupils to write the sentences down.

Answers: 1. b; 2. c; 3. a; 4. b.

6. Act out the scenes of task 1.

Read the dialogue of ex. 1 again.

Pupils read and practise the dialogues.

Go round helping.

Ask pupils to act out the scenes of task 1.

One or two pairs act out the dialogues.

Ending the Lesson

7. Game "Quick flash"

Take the flashcards (use the verbs of this unit) and hold them facing you so that the pupils can't see them.

Tell the pupils they are going to see a flashcard for a very short time. They must call out the word.

Choose a flashcard, reveal it for a few seconds only and ask "What's this? What are the children doing?"

Pupils call out the word. Choose a pupil to select the next card and 'flash' it to his / her friends.

Continue until you have practised all the words.

Home work

Read p. 149, ex. 1; p. 150, ex. 3.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 10. тепер ти можеш ...

Дата _____

Клас _____

мета:

- **навчальна:** активізувати та закріпити вивчений лексико-граматичний матеріал, вдосконалювати вміння та навички аудіювання, читання, письма, усного мовлення, реагувати вербально на запитання, які вимагають як простих так і складних відповідей, формувати в учнів комунікативну компетенцію, розвивати та удосконалювати написання речень з прикметниками у порівняльному та найвищому ступенях;
- **розвиваюча:** уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні, мотивувати бажання до подальшого самовдосконалення у галузі володіння іноземною мовою, розвивати мовну здогадку;
- **виховна:** зацікавити учнів темою уроку, привернути їхню увагу до вивченого матеріалу, допомогти їм бути розкутими у спілкуванні, толерантного ставлення до однокласників, викликати в дітей бажання вчитися; вивчати іноземну мову; виховувати дисципліну, повагу до однокласників, звичку до систематичної розумової праці, ефективно співпрацювати під час парної та групової роботи.

Обладнання: картки за темами «Я, моя сім'я та друзі (місце проживання)», «Подорож».

Хід уроку

Warm-up

1. Game "Disappearing cards"

Stick from five to seven flashcards "City Buildings" on the board. Do choral repetition of the words. Then remove one of the flashcards in the sequence. Pupils chant the whole sequence of the words, including the missing one. Repeat removing another flashcard. Continue till there are no flashcards on the board and pupils are saying the whole sequence from memory. You can also play the game by writing seven words on the board, then rubbing them out one at a time.

re Vision

2. Look at the map, read the sentences and guess the places (p. 152, ex. 1).

"City plan"

Group work: Pupils in groups look at the city plan, reading all the places of the city. Pupils read the task of the exercise trying to find out the necessary building.

Ask pupils to write the sentences down in their copybooks.

Answers: 1. shop; 2. church; 3. post office; 4. museum; 5. park;

6. library; 7. shop.

Practic E

3. Look at the map and help the passer-by (p. 153, ex. 2).

Ask pupils to look at the map of the city. Ask them to find the library. Then say: "Imagine you are near the library. A passer-by asks you ..." Read the first question and answer it. You can write the answer on the board as an example.

Ask pupils in pairs to do the same procedure pretending one of them is a passer-by.

Pupils read and practise the dialogues with the different words for a few minutes.

Go round helping.

One or two pairs act out the dialogues.

If you have time, repeat with several different pupils.
Monitor the activity and help where necessary.

Reading and Writing

4. Read and answer the questions about the capital city of Ukraine (p. 154, ex. 3).

Ask pupils to look at the photos. Ask some questions about them: "What can you see? What city is it? How old is it? Is it big or small? What is the name of the river?" etc.

Read the text. Ask pupils to read the text in silence after you. You can translate difficult sentences into the native language.

Pronounce the words clearly.

Read the text one by one. Do choral and individual repetition of difficult words and names. Follow the same procedure three or four times.

Then pupils read the text themselves.

Follow-up: Ask pupils to name famous places of Kyiv.

Ask pupils to read the questions after the text and answer them using the information from the text.

Answers:

1. Kyiv is the capital of Ukraine.
2. Yes, there is. It's called the Dnieper.
3. There are some famous bridges over the river. The Paton Bridge is one of them.
4. Yes, there are.
5. Yes, there are a lot.
6. Yes, there are a lot.
7. The main street is called Khreshchatyk.
8. Yes, there are many parks. The biggest park is called Hydro Park.
9. Kyiv Underground is a very busy place.

5. Role-play the situation in pairs (p. 155, ex. 4).

Lead-in: Practice sample questions and answers with the whole class:
"Where's ...? It's ... /Where are ...? They are ..."

Pair work: Explain to pupils that they are going to have a guest at home.

One pupil is a guest and another is a person who shows his/her town. This person 'wants' to show his/her guest some interesting places of the town, where he/she lives.

Pupils ask and answer questions and give answers about their town. Go around class helping them.

6. Write some sentences about your street (p. 155, ex. 5).

Ask pupils to describe the street where they live.

Write some patterns, for example:

I live at ...

It is a short/long ...

There is/are ... on it.

I like my street because ...

Home work

Read p. 154, ex. 3.

Further practice

Use Workbook tasks at the lesson or at home.

Unit 6. on th E mo VE

Дата _____

Клас _____

Lesson 1. люблю поДорожувати

мета:

- **навчальна:** ознайомити з новими лексичними одиницями за темою «Подорож», активізувати вивчений лексико-граматичний матеріал, описувати когось/щось, виражати своє ставлення до когось/чогось, вдосконалювати компетенції читання, аудіювання й усного монологічного мовлення, збільшення обсягу знань про соціокультурну специфіку мови країни, що вивчається, вдосконалення умінь будувати своє мовне висловлювання, мовну поведінку адекватно цій специфіці;
- **розвиваюча:** розвивати логічне мислення, увагу та зорову пам'ять, спостережливість, удосконалювати фонетику та артикуляцію звуків, розвивати усні комунікативні уміння з опорою на наочність, уважно стежити за презентованою інформацією;
- **виховна:** виховувати зацікавленість у розширенні свої знань, скріплення навчального матеріалу з життям, загальну культуру учнів.

Обладнання: таблиця «Подорож», тематичні картки.

Хід уроку

Warm-up

1. Game "Disappearing cards"

Stick from five to seven flashcards "City Buildings" on the board. Do choral repetition of the words. Then remove one of the flashcards in the sequence. Pupils chant the whole sequence of the words, including the missing one. Repeat removing another flashcard. Continue till there are no flashcards on the board and pupils are saying the whole sequence from memory.

Pr EsEnt ation

2. Match the sentences to the pictures (p. 156, ex. 1).

Ask pupils to look at the sentences in speech bubbles and read them.

Then ask pupils to look at the pictures of the exercise. Ask pupils to match the speech bubbles with the pictures.

Pupils may also be asked to write sentences in their exercise books and on the board and then match them together.

Answers: 1. a; 2. f; 3. c; 4. g; 5. d; 6. e; 7. b.

Tell pupils they are going to write the sentences about themselves.

Pupils open the copybooks. They write down the sentences using the transport words and suitable verbs.

Pair work: Pupils read the sentences to each other. If the class is not strong, write some verbs on the board or stick the flashcards to choose a necessary verb to every sentence.

Then read the Section 'Remember' pay attention to the preposition 'by' with different kinds of transport and the word combination 'on foot'. Translate it into the native language.

Pr act ic E

3. Listen and read (p. 157, ex. 2).

Ask pupils to read the new words and sentences with these words.

Say the new words. Drill each new word two or three times. Ask pupils to write these words down into their vocabularies.

rEading and Writing

4. In pairs, look, read and say as in the example (p. 158, ex. 3).

Tell pupils to look at the picture. Ask what they see. Pupils read the geographical names. Drill each new word two or three times. Do choral and individual repetition.

Tell pupils that they are going to read and say as in the examples. Read the sentences, pausing after each one. Pupils repeat the sentences chorally and individually. Pupils read all the sentences and agree or not agree with them and give correct answers.

Answers:

1. No, she isn't. She is travelling by plane.
 2. No, they aren't. They are going by taxi.
 3. No, she isn't. She is going by train.
 4. Yes, he is. He is going by bus.
 5. No, they aren't. They are going by car.
 6. No, she isn't. She is going by ship.
5. Say what kind of travelling is the fastest, what transport is slower than the other ones (p. 158, ex. 4).

Ask pupils to read the words in the box. Ask to translate every word.

Revise comparatives: Write on the board all the adjectives from the box and ask pupils come to the board and write either '-er' or 'more' to change the adjectives into comparatives. Do the same procedure with superlatives. Pupils go to the board and write 'the + -est' or 'the + most' to change the adjectives into superlatives.

Then pupils read the example. Then ask pupils to make similar sentences using the words from the box and paying attention to the example. You can write patterns on the board and underline the words which pupils have to change.

Check pupils' answers.

Pair work: Pupils ask and answer questions about transport in their town/city/village.

6. Make up sentences (p. 158, ex. 5).

Pair work: Ask pupils to look at the table and complete the sentences using suitable transport words. You can copy the table on the board and pupils write the necessary words.

7. Do the survey. Then draw a graph (p. 159, ex. 6).

Group work: In groups, get pupils to practice interviewing each other, using the questions from speech bubbles. Then ask pupils to draw a graph. Help them where it is necessary.

Ending th E Lesson

8. Listen and say the rhyme (p. 159, ex. 7).

Lead-in: Learn the new words.

Read the rhyme. Pupils listen and follow the rhyme in their books. Say the rhyme line by line and ask pupils to repeat after you.

Pupils read the lines chorally and individually if they wish.

Home work

Read p. 157, ex. 2; p. 159, ex. 7.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 2. на вОКЗа лі

Дата _____

Клас _____

мета:

- **навчальна:** ознайомити з новими лексичними одиницями за темою «Подорож», активізувати вивчений лексико-граматичний матеріал, описувати когось/щось, виражати своє ставлення до когось/чогось, вдосконалювати компетенції читання, аудіювання й усного монологічного мовлення, збільшення обсягу знань про соціокультурну специфіку мови країни, що вивчається, вдосконалення умінь будувати своє мовне висловлювання, мовну поведінку адекватно цій специфіці;
- **розвиваюча:** розвивати логічне мислення, увагу та зорову пам'ять, спостережливість, удосконалювати фонетику та артикуляцію звуків, розвивати усні комунікативні уміння з опорою на наочність, уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні, учити працювати у парі;
- **виховна:** виховувати зацікавленість у розширенні свої знань, скріплення навчального матеріалу з життям, загальну культуру учнів.

Обладнання: таблиця «Подорож», тематичні картки.

Хід уроку

Warm-u P

1. Game "Silent dictation"

Hold up a picture of a transport (or a real photo).

Pupils write down the word or the word with a preposition in their copybooks.

Ask two or three pupils to write the words on the board to check up the spelling.

Pr EsEnt ation

2. Listen and read (p. 160, ex. 1).

Ask pupils to read the new words and sentences with these words.

Say the new words. Drill each new word two or three times. Ask pupils to write these words down into their vocabularies.

Do choral and individual repetition.

Monitor the activity and help where necessary. Use board sketches, miming and gestures to make sure the pupils understand the meaning of the new words.

Help with pronunciation. If you like, make sentences with these words.

3. Listen and say (p. 160, ex. 2).

Ask pupils to look at the pictures.

Ask if pupils have ever been at the railway station? Do they go alone or with adults/friends? What do they usually do there?

Read the dialogues while pupils listen and read silently.

Explain any words that pupils ask for.

Read the dialogues again. Pupils listen and repeat.

When pupils are familiar with the texts, ask pairs of pupils to act out the dialogues.

Monitor the activity and help where necessary.

Revise the pronouns in the Section 'Remember'.

Pupils read the pairs of pronouns. Do choral and individual repetition.

Pr act ic E

4. Say if the sentences are true or false (p. 162, ex. 3).

Pair work: Ask pupils to read the sentences and find correct statements.

Pupils read and explain if the sentences are true or false. Go round helping weaker pupils especially to read and work out meaning for themselves.

Ask pupils to read the true statements.

Answers: 1. False; 2. False; 3. True; 4. True; 5. False; 6. False.

5. Make up as many sentences as you can (p. 162, ex. 4).

Pair work: Ask pupils to look at the table and make up sentences.

Monitor the activity and help where necessary.

Reading and Writing

6. Change the underlined words into 'you', 'him', 'her', 'them', 'us' or 'it' (p. 162, ex. 5).

Pupils read the task. Then read the sentences and change the underlined words into 'you', 'him', 'her', 'them', 'us' or 'it' using the Section 'Remember' at page 161.

Monitor the activity and help where necessary.

Answers: 1. them; 2. her; 3. him; 4. her; 5. them; 6. it.

Ending the Lesson

7. Act out the scenes of task 1 in pairs (p. 162, ex. 6).

Read the dialogues again. Pupils listen and repeat.

When pupils are familiar with the texts, ask pairs of pupils to act out the dialogues.

Monitor the activity and help where necessary.

Repeat with a different pupil, but this time let pupils choose partners to act them out with.

Repeat with several different pupils.

Optional Activity

Game "Mime the flashcard"

Hold up flashcards in turn and say the names of pupils. Children do a mime in response e.g. they can pretend to eat a particular food (if you are using food flashcards), imitate a particular animal (animal flashcards) or put on clothes (clothes flashcards). Then do mimes of different flashcards yourself or invite individuals or pairs of children to take turns to do this. Children watch and call out the names or make sentences using Present Continuous.

Home work

Read p. 160, ex. 2.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 3. люблю поДорожувати

Дата _____

Клас _____

мета:

- **навчальна:** ознайомити з новими лексичними одиницями за темою «Подорож», активізувати вивчений лексико-граматичний матеріал, описувати когось/щось, виражати своє ставлення до когось/чогось, вдосконалювати компетенції читання, аудіювання й усного монологічного мовлення, збільшення обсягу знань про соціокультурну специфіку мови країни, що вивчається, вдосконалення умінь будувати своє мовне висловлювання, мовну поведінку адекватно цій специфіці;
- **розвиваюча:** розвивати логічне мислення, увагу та зорову пам'ять, спостережливість, удосконалювати фонетику та артикуляцію звуків, розвивати усні комунікативні уміння з опорою на наочність, уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні, учити працювати у парі;
- **виховна:** виховувати зацікавленість у розширенні своїх знань, скріплення навчального матеріалу з життям, загальну культуру учнів.

Обладнання: таблиця «Подорож», тематичні картки.

Хід уроку

Warm-up

1. Game "Card swap"

Play with the whole class. Give each pupil a picture card (from a mixture of different sets). Check the pupils know how to say the word on their card. Pupils walk around the classroom. They take turns to show another child their card. If both pupils can identify what is on each other's cards, they swap cards and the game continues in the same way. If a pupil can't identify what's on a card, the other pupil 'teaches' him the word. They then swap cards and the game continues in the same way. At the end, pupils report back on how many times they swapped cards and identify the pictures on all the cards.

Pr EsEnt ation

2. Listen and repeat (p. 163, ex. 1).

Ask pupils to look at the pictures.

Say the words.

Drill each new word two or three times.

Ask pupils to write these words down into their vocabularies.

Do choral and individual repetition of every word.

Stick the pictures of these words on the board.

Ask pupils to write the words near the pictures.

Monitor the activity and help where necessary. If you like, make sentences with these words.

Optional activity

Game "Can you see?"

Cut a hole in a piece of paper or card which is bigger or the same size as the flashcards. The hole should be about 5 cm across or 7 cm if you have a big class.

Choose a flashcard without showing it to the children and put the paper with the hole in front of the flashcard.

Move the piece of paper around so that children see glimpses of the flashcard beneath.

Ask: "What's this?" or another appropriate question.

The first child to call out the answer correctly comes to the front to choose the next flashcard.

Continue until all the words in the vocabulary set have been practised.

Practic E

3. Listen and read (p. 163, ex. 2).

Ask pupils to read the text. Ask pupils to read the sentences in silence after you. You can translate difficult sentences into the native language.

Pronounce the words clearly.

Do choral and individual repetition of difficult words. Follow the same procedure three or four times. Point at the photos of sights while you are reading the text.

Then pupils read the text themselves in a chain.

Help with pronunciation and sentence rhythm especially.

Monitor the activity and help where necessary.

4. Choose and complete (p. 164, ex. 3).

Pupils look at the pictures and say what they see.

Then ask pupils to complete the sentences using the necessary information from the text and the pictures.

Monitor the activity and help where necessary.

Then ask pupils to finish sentences using the correct answers. Ask pupils to write the sentences down.

Answers: 1. b; 2. c; 3. a; 4. b; 5. c; 6. a.

Ask pupils to read word combinations from the Section 'Remember'. Translate them into the native language. Ask pupils to make up sentences using these word combinations and write them down into their copybooks.

rEading and Writing

5. Complete with 'on', 'for' or 'by' (p. 165, ex. 4).

Ask pupils to read the task. Then read the sentences and fill gaps using prepositions 'on', 'for' or 'by'.

Monitor the activity and help where necessary.

Answers: 1. by; 2. for; 3. on; 4. by; 5. by; 6. on; 7. on, for.

Ending th E Lesson

6. Speak on travelling (p. 165, ex. 5).

Pair work: Pupils ask and answer the questions individually.

Monitor the activity and help where necessary.

Then pupils ask and answer the questions to each other. Ask two or three pairs to act out their dialogues about travelling. Repeat with a different pupil, but this time let pupils choose partners to act them out with.

Repeat with several different pupils.

Home work

Read p. 163, ex. 2.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 4. на вОКЗа лі

Дата _____

Клас _____

мета:

- **навчальна:** ознайомити з новими лексичними одиницями за темою «Подорож», активізувати вивчений лексико-граматичний матеріал, описувати когось/щось, виражати своє ставлення до когось/чогось, вдосконалювати компетенції читання, аудіювання й усного монологічного мовлення, збільшення обсягу знань про соціокультурну специфіку мови країни, що вивчається, вдосконалення умінь будувати своє мовне висловлювання, мовну поведінку адекватно цій специфіці;
- **розвиваюча:** розвивати логічне мислення, увагу та зорову пам'ять, спостережливість, удосконалювати фонетику та артикуляцію звуків, розвивати усні комунікативні уміння з опорою на наочність, уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні, учити працювати у парі;
- **виховна:** виховувати зацікавленість у розширенні своїх знань, скріплення навчального матеріалу з життям, загальну культуру учнів.

Обладнання: таблиця «Подорож», тематичні картки.

Хід уроку

Warm-u P

1. "Miming game"

Pupils mime the new transport words from this unit in pairs, and the other pupils try to guess the right answer.

Ask pupils to use sentences that express likes and dislikes.

Pr EsEnt ation

2. Listen and repeat (p. 166, ex. 1).

Pre-reading: Ask pupils to look at the pictures.

Say the words. Drill each new word two or three times. Ask pupils to write these words down into their vocabularies.

Do choral and individual repetition.

Ask pupils to read the words after you again.

While-reading: Monitor the activity and help where necessary. Use board sketches, miming and gestures to make sure the pupils understand the meaning of the new words.

Pupils take turns to read out the words. Help with pronunciation. If you like, make sentences with these words.

Post-reading: Ask further questions "What can you see at the railway station/bus station/airport? What colour are the buses in your town/city?"

Pr act ic E

3. Complete with the words from the box (p. 166, ex. 2).

Read the words in the box and translate into the native language.

Then explain to pupils that they are going to complete the dialogues using the words from the box.

Pair work: Pupils read the dialogues and complete them. Ask pupils to read the completed dialogues

Monitor the activity and help where necessary. Check up the dialogues.

Ask pupils to act out the dialogues pretending they are at the railway station.

Answers: 1. ticket; 2. passengers, platform; 3. arrives, time-table board;

4. railway station, taxi; 5. luggage.

Reading and Writing

4. Role-play the situation. Use the example (p. 167, ex. 3).
Read the instruction. Then look at the time-table board. Pupils read the information about trains leaving and arriving.
Pair work: Pupils read the example. Then they make their own dialogues pretending to be a passenger and a clerk at the information desk. Ask them to use the necessary information from the table.
5. a) Match to make up a dialogue (p. 168, ex. 4).
Pair work: Ask pupils to look at the sentences in columns. Pupils look and read them.
Then ask pupils to read the sentences and match them together. Monitor the activity and help where necessary.
Pupils may also be asked to write the pairs of sentences in their copybooks and on the board.
Answers: 1. 3; 2. 2; 3. 1; 4. 4; 5. 6; 6. –
b) Act out the dialogue in pairs.
Ask pupils to read the completed dialogue again.
Monitor the activity and help where necessary.
Ask pupils to act out the dialogue pretending they are at the ticket office.
6. Ask questions. Use the words in brackets as in the example (p. 168, ex. 5).
Ask pupils they are going to make Wh- questions to the sentences. Ask pupils to read the examples in the exercise.
Then pupils read the sentences and the Wh- words in brackets. Then they use the words in brackets as the beginning of questions. Monitor the activity and help where necessary. Pupils may also be asked to write the pairs of sentences in their copy books and on the board.
Answers:
 1. When did their train arrive in London?
 2. How are you going to go to France?
 3. When does the train number 51 leave for Paris?
 4. Where did you buy the tickets?
 5. What is there at the station?
 6. Who went by bus?

Ending the Lesson

7. Game "Jump"
Ask children to stand at their desks.
Hold up a flashcard from the vocabulary set and say a word.
If the word is the same as the flashcard, they jump. If it isn't, they keep still.
Alternatively, ask pupils to put their hands up if the word you say and the flashcard are the same.
Home work
Read p. 168, ex. 4.
Further practice
Use Workbook tasks at the lesson or at home.

Lesson 5. місь Кі ви Ди трансп Орту

Дата _____

Клас _____

мета:

- **навчальна:** ознайомити з новими лексичними одиницями за темою «Подорож», активізувати вивчений лексико-граматичний матеріал, описувати когось/щось, виражати своє ставлення до когось/чогось, вдосконалювати компетенції читання, аудіювання й усного монологічного мовлення, збільшення обсягу знань про соціокультурну специфіку мови країни, що вивчається, вдосконалення умінь будувати своє мовне висловлювання, мовну поведінку адекватно цій специфіці;
- **розвиваюча:** розвивати логічне мислення, увагу та зорову пам'ять, спостережливість, удосконалювати фонетику та артикуляцію звуків, розвивати усні комунікативні уміння з опорою на наочність, уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи;
- **виховна:** виховувати зацікавленість у розширенні своїх знань, скріплення навчального матеріалу з життям, загальну культуру учнів.

Обладнання: таблиця «Подорож», тематичні картки.

Хід уроку

Warm-up

1. "Miming game"

Pupils mime the new transport words from this lesson in pairs, and the other pupils try to guess the right answer.

Ask pupils to use the sentences that express likes and dislikes.

Pr EsEnt ation

2. Listen and repeat (p. 169, ex. 1).

Pre-reading: Ask pupils to look at the pictures.

Say the words. Drill each new word two or three times. Ask pupils to write these words down into their vocabularies.

Do choral and individual repetition.

While-reading: Monitor the activity and help where necessary. Use board sketches, miming and gestures to make sure the pupils understand the meaning of the new words.

Pupils take turns to read out the words. Help with pronunciation.

Post-reading: Ask further questions "What kinds of transport are there in your town/city? Do you like walking?"

3. Listen and say (p. 169, ex. 2).

Ask pupils to look at the picture.

Ask if pupils like playing computer games. What is Nick doing?

Read the dialogue while pupils listen and read silently. Explain any words that pupils ask for.

Read the dialogue again. Pupils listen and repeat. Do choral and individual repetition of difficult words and word combinations.

Ask groups of pupils to act out the dialogue. Repeat with several different pupils.

Pr act ic E

4. Choose and complete (p. 170, ex. 3).

Ask pupils to read the dialogue again and complete the sentences using the necessary information from it.

Monitor the activity and help where necessary.

Then ask pupils to finish sentences using the correct answers. Ask pupils to write the sentences down.

Answers: 1. c; 2. b; 3. b; 4. a; 5. b.

Ask pupils to read word combinations from the Section 'Remember'. Translate them into the native language. Ask pupils to make up sentences using these word combinations and write them down into their copybooks.

5. Ask and answer in pairs (p. 170, ex. 4).

Explain to pupils that they are going to answer the questions using the words from the box. Ask pupils to read the speech bubbles in silence. Ask a bright pupil the first question. A pupil answers. If it is difficult to answer, help him/her.

Ask the second question. Do the same procedure with some words from the box. Ask some other pupils. Do choral and individual repetition.

Pair work: Pupils read and answer the questions. Monitor the activity and help where necessary.

Reading and Writing

6. Listen and read (p. 171, ex. 5).

Ask pupils to read the new words and sentences with these words.

Say the new words.

Do choral and individual repetition.

Then ask pupils to read the text. Ask pupils to read the sentences in silence after you. You can translate difficult sentences into the native language.

Do choral and individual repetition of difficult words. Follow the same procedure three or four times. Point at the photos of sights while you are reading the text.

Then pupils read the text themselves in a chain. Help with pronunciation and sentence rhythm especially. Monitor the activity and help where necessary.

7. Describe an airport and a plane flight (p. 173, ex. 6).

Pair work: Pupils read the questions and answer them using the information from the text. At first, pupils ask and answer the questions individually.

Then pupils ask and answer the questions to each other. Ask two or three pairs to act out their dialogues about travelling. Repeat with a different pupil, but this time let pupils choose partners to act them out with.

Answers:

Usually passengers buy their tickets at the ticket offices beforehand.

1. They arrive at the airport by taxi or by bus.

2. An airport is like a little town because it has got own shops, banks and cafes.

3. They can wait in comfortable chairs in the waiting hall.

4. Children like to watch the pilots and mechanics through the big airport windows.

5. They weigh their luggage, check their tickets and passports.

6. They can get to their planes by airbus.

7. The airhostess helps passengers to find their places in the plane.

Repeat the answers with several different pupils. Then pupils can retell the text using the answers and other information about an airport.

Ending the Lesson

8. Role-play the situation. Use the example (p. 167, ex. 3).

Read the instruction. Then look at the picture.

Pair work: Pupils read the questions and answer them. Then they make their own dialogues pretending to be a passenger and a clerk at the information desk. Ask them to use the necessary information from the table.

Home work

Read p. 171, ex. 5.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 6. **виДатні міс Ця лОнДона**

Дата _____

Клас _____

мета

- **навчальна:** ознайомити з новими лексичними одиницями за темою «Подорож», активізувати вивчений лексико-граматичний матеріал, описувати когось/щось, виражати своє ставлення до когось/чогось, вдосконалювати компетенції читання, аудіювання й усного монологічного мовлення, збільшення обсягу знань про соціокультурну специфіку мови країни, що вивчається, вдосконалення умінь будувати своє мовне висловлювання, мовну поведінку адекватно цій специфіці;
- **розвиваюча:** розвивати логічне мислення, увагу та зорову пам'ять, спостережливість, удосконалювати фонетику та артикуляцію звуків, розвивати усні комунікативні уміння з опорою на наочність, уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні, учити працювати у парі;
- **виховна:** виховувати зацікавленість у розширенні свої знань, скріплення навчального матеріалу з життям, загальну культуру учнів.

Обладнання: таблиця «Подорож», карта Лондона, тематичні картки.

Хід уроку

Warm-u P

1. "Miming game"

Pupils mime the new travelling words from this lesson in pairs, and the other pupils try to guess the right answer.

Pr EsEnt ation

2. Listen and read (p. 174, ex. 1).

Ask pupils to read the new words and sentences with these words.

Say the new words. Drill each new word two or three times. Ask pupils to write these words down into their vocabularies.

Do choral and individual repetition.

Monitor the activity and help where necessary. Use board sketches, miming and gestures to make sure the pupils understand the meaning of the new words. Help with pronunciation. If you like, make sentences with these words.

Then ask pupils to read the text. Ask pupils to read the sentences in silence after you. You can translate difficult sentences into the native language.

Do choral and individual repetition of difficult words. Follow the same procedure three or four times. Point at the photos of sights, while you are reading the text.

Then pupils read the text themselves in a chain. Help with pronunciation and sentence rhythm especially. Monitor the activity and help where necessary.

Read the Section 'Remember' and pay attention to irregular verbs.

Pr act ic E

3. Choose and compare the sentences (p. 176, ex. 3).

Ask pupils to read the sentences and complete them with suitable words.

Monitor the activity and help where necessary.

Ask pupils to write the sentences down.

Answers: 1. b; 2. a; 3. b; 4. a; 5. b.

rEading and Writing

4. Look, read and compare (p. 176, ex. 4).

Ask pupils to look at the pictures and read the explanation to them. Pay pupils' attention to the actions, which these sentences demonstrate. You can explain this grammar in the native language.

Read the Section 'Remember' and pay attention to irregular verbs. Translate them and pay attention to the words 'already' and 'yet'. You can explain this grammar in the native language too.

5. a) Listen and read (p. 178, ex. 5).

Ask pupils to read the new words.

Say the new words. Drill each new word two or three times. Ask pupils to write these words down into their vocabularies or copybooks.

Do choral and individual repetition.

Monitor the activity and help where necessary. Use pictures or photos to make sure the pupils understand the meaning of the new words. Help with pronunciation. If you like, make sentences with these words.

Optional activity

Game "Who's got the flashcard?"

Have a music CD ready for this activity. Children stand close together in a circle with their hands behind their backs. Choose one child to stand in the middle of the circle. Show the flashcard you are going to use first and elicit or remind children of the name. Explain that when you play the music, children should pass the flashcard round the circle behind their backs. When the music stops, they should stop passing it round. The child in the centre has three tries to find out who's got the flashcard by asking questions e.g.

"Have you got the sweater? Yes, (I have). / No, (I haven't)". If he or she finds the child with the flashcard, that child has the next turn. The game continues in the same way using a different flashcard each time.

- b) Read and say what the tourists have already seen or visited and what they have not seen in London.

Read the text and find out what the tourists have already seen or visited and what they have not seen in London using the examples. You can stick the pictures of interesting places, which the tourists have already seen or visited in one column on the board and what they have not seen in London yet in another one.

Ending th E Lesson

Find some songs about London and sing them with your pupils, e.g. "London's burning".

Game "Poster race"

Prepare a short description of the poster leaving out some key words. Stick the poster in a place where it is not visible to the class e.g. behind the door. Divide the class into groups and give a copy of the description with missing words to each group. Children take turns to run and look at the poster to find the missing information and report back to the group so they can complete the gaps.

Home work

Read p. 174, ex. 1.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 7. **в**иДатні міс Ця лОнДона

Дата _____

Клас _____

мета:

- **навчальна:** ознайомити з новими лексичними одиницями за темою «Подорож», активізувати вивчений лексико-граматичний матеріал, описувати когось/щось, виражати своє ставлення до когось/чогось, вдосконалювати компетенції читання, аудіювання й усного монологічного мовлення, збільшення обсягу знань про соціокультурну специфіку мови країни, що вивчається, вдосконалення умінь будувати своє мовне висловлювання, мовну поведінку адекватно цій специфіці;
- **розвиваюча:** розвивати логічне мислення, увагу та зорову пам'ять, спостережливість, удосконалювати фонетику та артикуляцію звуків, розвивати усні комунікативні уміння з опорою на наочність, уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні, учити працювати у парі;
- **виховна:** виховувати зацікавленість у розширенні своїх знань, скріплення навчального матеріалу з життям, загальну культуру учнів.

Обладнання: таблиця «Подорож», карта Лондона, тематичні картки.

Хід уроку

Warm-u P

1. Game "Disappearing cards"

Stick five or seven flashcards "Sightseeing of London" on the board. Do choral repetition of the words. Then remove one of the flashcards in the sequence. Pupils chant the whole sequence of the words, including the missing one. Repeat the words, removing another flashcard. Continue until there are no flashcards on the board and pupils are saying the whole sequence from memory. You can also play the game by writing the words on the board, then rubbing them out one at a time.

Pr EsEnt ation

2. Read and role-play the situation (p. 179, ex. 1).

Stick a map of London on the board and some photos of interesting places in London.

Read the instructions. Pupils open their back covers of the books. Then read the sentences pretending you are a guide. You point at the things on the map and the photos on the board. Pupils do the same in their books.

Pr act ic E

3. Listen to your classmate's sightseeing tour and show it on the map (p. 179, ex. 2).

Ask pupils to make their own sightseeing tours. Ask pupils to go to the board and show interesting places on the map.

Then pupils choose the best sightseeing tour.

Optional activity

Game "Teacher can't remember"

Tell pupils you can't remember some of the words from a particular vocabulary set, so you want them to help you.

Tell pupils you are going to show them some flashcards and say some words. This time use the verbs with prepositions.

4. Listen, read and remember (p. 179, ex. 3).

Pupils read irregular verbs. Ask them to translate into the native language. If you have enough time, make sentences with these words. Pay attention to the third form of these verbs.

Optional activity

Game "Anagrams race"

Divide the class into two teams. Each team makes up an anagram for any irregular verb, e.g., "thguac" (caught) or any other words.

Play two or three rounds.

Reading and Writing

5. Make true answers to the following questions (p. 180, ex. 4).

Write short answers 'Yes, I have.' and 'No, I haven't.'

Then ask pupils to read the questions and answer them using the phrases, which you have written on the board.

Pupils read the questions and give the answers to them.

Optional activity

Game "Poster Bingo"

Children draw a grid with six squares and draw a picture or write the name of one thing they can see on the "My City" poster in each square. When children are ready, say the names of different things on the poster in random order.

Children listen and write a cross on the picture or word if they have included it in their grid. The first child to write a cross on all six words in their grid calls "Bingo!" and is the winner.

6. Ask your classmate what he/she has done. Use the verbs from the box and answer (p. 180, ex. 5).

Explain to pupils that they are going to answer the questions using the words from the box.

Ask pupils to read the speech bubbles in silence. Ask a bright pupil the first question. A pupil answers. If it is difficult to answer, help him/her.

Ask the second question. Do the same procedure with some words from the box. Ask some other pupils. Do choral and individual repetition.

Pair work: Pupils read and answer the questions. Monitor the activity and help where necessary.

Ending the Lesson

Game "Question Tennis"

Divide the class into two teams. Team A asks a question: "Have you ever...?" Team B answers using a short answer. They then ask Team A a question. Teams take turns in this way and score points for correct questions and answers.

Home work

Learn the irregular verbs p. 179, ex. 3.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 8. мОї враження від пОДорОжі

Дата _____

Клас _____

мета:

- **навчальна:** ознайомити з новими лексичними одиницями за темою «Подорож», активізувати вивчений лексико-граматичний матеріал, описувати когось/щось, виражати своє ставлення до когось/чогось, вдосконалювати компетенції читання, аудіювання й усного монологічного мовлення, збільшення обсягу знань про соціокультурну специфіку мови країни, що вивчається, вдосконалення умінь будувати своє мовне висловлювання, мовну поведінку адекватно цій специфіці;
- **розвиваюча:** розвивати логічне мислення, увагу та зорову пам'ять, спостережливість, удосконалювати фонетику та артикуляцію звуків, розвивати усні комунікативні уміння з опорою на наочність, уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні, учити працювати у парі;
- **виховна:** виховувати зацікавленість у розширенні свої знань, скріплення навчального матеріалу з життям, загальну культуру учнів.

Обладнання: таблиця «Подорож», тематичні картки.

Хід уроку

Warm-up

1. Game "Question Tennis"

Divide the class into two teams. Team A asks a question: "Have you ever...?" Team B answers using a short answer. They then ask Team A a question. Teams take turns in this way and score points for correct questions and answers.

2. "Miming game"

Pupils mime transport words from this unit in pairs, and the other pupils try to guess the right answer.

Ask pupils to use sentences that express likes and dislikes.

Pr EsEnt ation

3. Listen and say how the Americans call their taxis and underground in New York (p. 181, ex. 1).

Pre-listening: Ask pupils to look at the pictures.

Say the words. Drill each new word two or three times. Ask pupils to write these words down into their vocabularies.

Do choral and individual repetition. Ask pupils to read the words after you again.

Monitor the activity and help where necessary.

Ask pupils to look at the picture.

Ask if pupils like playing computer games. What is Nick doing?

While-listening: Read the dialogue while pupils listen and read silently. Explain any words that pupils ask for.

Read the dialogue again. Pupils listen and repeat. Do choral and individual repetition of difficult words and word combinations. Follow the same procedure three or four times.

Monitor the activity and help where necessary.

When pupils are familiar with the text, they can read the dialogue. Ask groups of pupils to act out the dialogue. Repeat with several different pupils.

Post-listening: Ask further questions "How do the Americans call their taxis and underground in New York?"

Answer:

1. The Americans call their taxis cabs.
2. The Americans call their underground 'the subway'.

Practic E

4. Match to make up a dialogue. Act out in pairs (p. 183, ex. 4).

Pair work: Ask pupils to look at the sentences in columns. Pupils look and read them.

Then ask pupils to read the sentences and match them together to make up a dialogue. Monitor the activity and help where necessary.

Pupils may also be asked to write the pairs of sentences in their copybooks and on the board.

Answers: 1. B 2; 2. B 3; 3. B 1.

Ask pupils to read the completed dialogue again. Act out the dialogue in pairs.

Monitor the activity and help where necessary.

Ask pupils to act out the dialogue pretending they are at the ticket office.

Game "Who's got the flashcard?"

Have a music CD ready for this activity. Children stand close together in a circle with their hands behind their backs. Choose one child to stand in the middle of the circle. Show the flashcard you are going to use first and elicit or remind children of the name. Explain that when you play the music, children should pass the flashcard round the circle behind their backs. When the music stops, they should stop passing it round. The child in the centre has three tries to find out who's got the flashcard by asking questions e.g.

"Have you got the sweater?" "Yes, (I have). / No, (I haven't)". If he or she finds the child with the flashcard, that child has the next turn. The game continues in the same way using a different flashcard each time.

5. Interview a British tourist in Kyiv (p. 183, ex. 5).

Pupils read the sentences and make questions.

Monitor the activity and help where necessary.

Then ask pupils to ask and answer these questions in pairs.

Pair work: Then they make their own dialogues pretending to be a British tourist and a guide.

Ending th E Lesson

Game "Anagrams race"

Divide the class into two teams. Each team makes up an anagram for any irregular verb, e.g., "thguac" (caught) or any other words. Ask pupils to give three forms of every verb.

Play two or three rounds.

Home work

Read p. 181, ex. 1.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 9. м Ої враження від п ОД О р О жі

Дата _____

Клас _____

мета:

- **навчальна:** ознайомити з новими лексичними одиницями за темою «Подорож», активізувати вивчений лексико-граматичний матеріал, описувати когось/щось, виражати своє ставлення до когось/чогось, вдосконалювати компетенції читання, аудіювання й усного монологічного мовлення, збільшення обсягу знань про соціокультурну специфіку мови країни, що вивчається, вдосконалення умінь будувати своє мовне висловлювання, мовну поведінку адекватно цій специфіці;
- **розвиваюча:** розвивати логічне мислення, увагу та зорову пам'ять, спостережливість, удосконалювати фонетику та артикуляцію звуків, розвивати усні комунікативні уміння з опорою на наочність, уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні, учити працювати у парі;
- **виховна:** виховувати зацікавленість у розширенні свої знань, скріплення навчального матеріалу з життям, загальну культуру учнів.

Обладнання: таблиця «Подорож», карта Лондона, тематичні картки.

Хід уроку

Warm-up

1. Game "Question Tennis"

Divide the class into two teams. Team A asks a question: "Have you ever...?" Team B answers using a short answer. They then ask Team A a question. Teams take turns in this way and score points for correct questions and answers.

2. "Miming game"

Pupils mime transport words from this unit in pairs, and the other pupils try to guess the right answer.

Ask pupils to use sentences that express likes and dislikes.

Pr EsEnt ation

3. Listen and read (p. 184, ex. 1).

Pre-reading: Ask pupils to look at the pictures and describe the children.

Read the dialogue while pupils listen and read silently. Explain any words that pupils ask for.

Read the dialogue again. Pupils listen and repeat. Do choral and individual repetition of difficult words and word combinations. Follow the same procedure three or four times.

While-reading: Monitor the activity and help where necessary.

When pupils are familiar with the text, they can read the dialogue. Ask groups of pupils to act out the dialogue. Repeat with several different pupils.

Post-reading: Ask further questions "What has Peter seen/visited in London?"

Optional activity

Game "Who's got the flashcard?"

Have a music CD ready for this activity. Children stand close together in a circle with their hands behind their backs. Choose one child to stand in the middle of the circle. Show the flashcard you are going to use first and elicit or remind children of the name. Explain that when you play the music, children should pass the flashcard round the circle behind their backs. When the music stops, they should stop passing it round. The child in the centre has three tries to find out who's got the flashcard by asking questions e.g.

"Have you got the sweater?" "Yes, (I have). / No, (I haven't)". If he or she finds the child with the flashcard, that child has the next turn. The game continues in the same way using a different flashcard each time.

Practic E

4. Complete the table (p. 185, ex. 1).

Write the table on the board. Ask pupils to copy it down in their copybooks.

Now complete the table and explain how pupils have to complete their table in the copybooks.

Compare 'Present Perfect Simple' and 'Past Simple'. Use the native language to be sure that pupils understand your explanation.

Reading and Writing

5. Make up questions (p. 185, ex. 3).

Ask pupils to write the first sentence in their copybooks.

Do the same procedure on the board. Then write Wh- words in a column and ask pupils to make up questions starting with these words.

Answers:

1. a) Did he go to Oxford yesterday?
b) When did he go yesterday?
c) Where did he go yesterday?
d) Who went to Oxford yesterday?
2. a) Has he ever been to Oxford before?
b) Who has ever been to Oxford before?
c) Where has he ever been before?

Optional Activity

Game "Silent dictation"

Hold up a picture of a transport (or a real photo).

Pupils write down the word or the word with a preposition in their copybooks.

Ask two or three pupils to write the words on the board to check up the spelling.

6. Ask and answer in pairs (p. 185, ex. 4).

Explain to pupils that they are going to answer the questions. Ask pupils to read the dialogue in silence. Ask a bright pupil the first question. A pupil answers. If it is difficult to answer, help him/her.

Ask the second question. Do the same procedure with some words from the box. Ask some other pupils. Do choral and individual repetition.

Pair work: Pupils read and answer the questions. Monitor the activity and help where necessary.

Ending the Lesson

7. Game "Anagrams race"

Divide the class into two teams. Each team makes up an anagram for any irregular verb, e.g., "thguac" (caught) or any other words. Ask pupils to give three forms of every verb.

Play two or three rounds.

Home work

Read p. 184, ex. 1.

Further practice

Use Workbook tasks at the lesson or at home.

Lesson 10. тепер ти можеш ...

Дата _____

Клас _____

мета:

- **навчальна:** активізувати та закріпити вивчений лексико-граматичний матеріал, вдосконалювати вміння та навички аудіювання, читання, письма, усного мовлення, реагувати вербально на запитання, які вимагають як простих так і складних відповідей, формувати в учнів комунікативну компетенцію, розвивати та удосконалювати вживання та написання речень у минулому неозначеному часі, вживання правильних та неправильних дієслів;
- **розвиваюча:** уважно стежити за презентованою інформацією, ефективно співпрацювати під час парної та групової роботи, мотивувати готовність брати участь в іншомовному спілкуванні, мотивувати бажання до подальшого самовдосконалення у галузі володіння іноземною мовою, розвивати мовну здогадку;
- **виховна:** зацікавити учнів темою уроку, привернути їхню увагу до вивченого матеріалу, допомогти їм бути розкутими у спілкуванні, толерантного ставлення до однокласників, викликати в дітей бажання вчитися; вивчати іноземну мову; виховувати дисципліну, повагу до однокласників, звичку до систематичної розумової праці, ефективно співпрацювати під час парної та групової роботи.

Обладнання: плакати за темою «Подорож», карта Лондона, тематичні картки.

Хід уроку

Warm-up

1. Game "Disappearing cards"

Stick from five to seven flashcards "City Buildings" on the board. Do choral repetition of the words. Then remove one of the flashcards in the sequence. Pupils chant the whole sequence of the words, including the missing one. Repeat removing another flashcard. Continue until there are no flashcards on the board and pupils are saying the whole sequence from memory. You can also play the game by writing seven words on the board, then rubbing them out one at a time.

Revision

2. Say how people get to different places (p. 186, ex. 1).

Revise transport words. Ask pupils to name every kind of transport and make a sentence with these words saying how people get to different places. Pupils may also be asked to write sentences in their exercise books and on the board using the phrases "Some people go by ... or Some go by ..."

Tell pupils they are going to write the sentences about themselves "I go by ...".

Pair work: Pupils read the sentences to each other.

Pay attention to the preposition 'by' with different kinds of transport and the word combination 'on foot'. Translate it into the native language.

Practice

3. Ask and answer in pairs (p. 186, ex. 2).

Explain to pupils that they are going to answer the questions using speech bubbles. Ask pupils to read the dialogue in silence. Ask a bright pupil the first question. A pupil answers. If it is difficult to answer, help him/her.

Ask the second question. Do the same procedure with some words from the box. Ask some other pupils. Do choral and individual repetition.

Pair work: Pupils read and answer the questions. Monitor the activity and help where necessary.

Reading and Writing

4. Read the text and say if the statements below are true or false (p. 187, ex. 3).
Pair work: Ask pupils to read the letter from Alice and find correct statements.
Pupils read and explain if the sentences are true or false.
Ask pupils to read the true statements.
Answers: 1. True; 1. True; 1. True; 1. True; 1. True.
5. Read, then agree or disagree (p. 188, ex. 4).
Ask pupils to read the statements. Ask pupils to read them in silence after you. You can translate difficult sentences into the native language.
Pronounce the words clearly.
Point at the demonstrative flashcards while you are reading the sentences.
Then pupils read the sentences themselves in a chain and agree or disagree.
Ask pupils to use the example patterns.
6. Read the text and say what there is at Heathrow Airport (p. 188, ex. 5).
Ask pupils to read the text about Heathrow Airport in London. Ask pupils to read the text in silence after you. You can translate difficult sentences into the native language.
Pronounce the words clearly.
Then pupils read the text themselves in a chain.
Monitor the activity and help where necessary.
7. Choose the right word about the airport (p. 189, ex. 6).
Ask pupils to read the sentences and choose the right word about the airport.
Ask pupils to finish the sentences using the correct words.
Ask pupils to write the sentences down. Go round helping.
If you have time, repeat with several different pupils.
Answers: 1. cities; 2. eighty; 3. sixty-four; 4. many.
8. Answer the questions and tell your classmate what you have done today (p. 189, ex. 7).
Pair work: Explain to pupils that they are going to ask and answer questions about themselves. Explain to pupils that they are going to answer the questions. Ask pupils to read the questions in silence. Ask a bright pupil the first question. A pupil answers. If it is difficult to answer, help him/her.
Ask the second question. Do the same procedure with some words from the box. Ask some other pupils. Do choral and individual repetition.
Pair work: Pupils read and answer the questions. Monitor the activity and help where necessary.
9. Write some notes in your Traveller's Diary about your favourite way of travelling (p. 189, ex. 9).
Ask pupils to describe their favourite way of travelling.
Write some patterns, for example:
Travelling is very I like travelling by.... It is a short/long ...
Ending the lesson

Home work

Read p. 188, ex. 5.

Further practice

Use Workbook tasks at the lesson or at home.

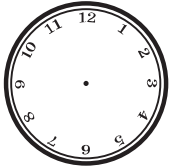
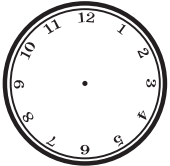
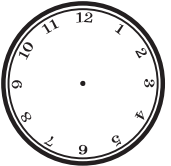
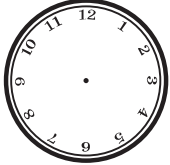
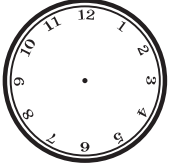
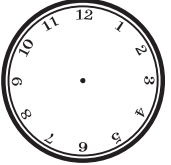
TEST 1 a (units 1-2)

Name _____ Form _____ Date _____

1. match (3 points)

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Where are you from? 2. What's your name? 3. How old are you? 4. What is his favourite sport? 5. What is her telephone number? 6. What is your favourite subject? | <ol style="list-style-type: none"> a) We love English. b) He likes playing football. c) I'm nine years old. d) I don't know her telephone number. e) I'm Ann. f) I am from Kharkiv, Ukraine. |
|--|--|

2. draw the clock (3 points)

 It's three o'clock	 It's a quarter to one	 It's a quarter past one
 It's half past two	 It's half past nine	 It's half past ten

3. complete the text with the Present simple (3 points)

This is Ann. She _____ (*live*) in a big house. Ann _____ (*get up*) at seven o'clock every day. She _____ (*brush*) her teeth and dresses her uniform.

Ann _____ (*go*) to school with her friends. After school Ann and her brother _____ (*go*) swimming. They _____ (*love*) swimming.

4. complete the questions and answers (3 points)

_____ they like Maths? Yes, _____

_____ you play computer games? Yes, _____

_____ he go to school? No, _____

_____ Vicky and Kate like pizza? Yes, _____

_____ you listen to music every morning? No, _____

_____ you study every day? No, _____

Total 12

Your result _____

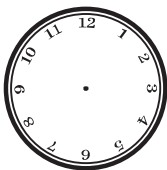
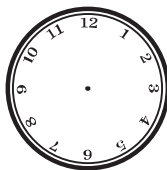
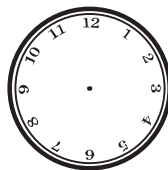
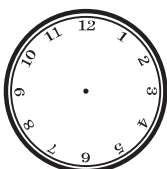
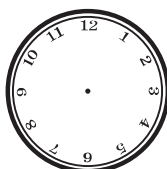
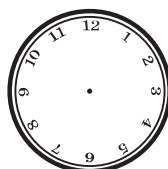
TEST 1 B (units 1-2)

Name _____ Form _____ Date _____

1. match (3 points)

- | | |
|---|--|
| <p>1. Where are you from?</p> <p>2. What's your name?</p> <p>3. How old are they?</p> <p>4. What is her favourite sport?</p> <p>5. What is his telephone number?</p> <p>6. What is their favourite subject?</p> | <p>a) They love Maths.</p> <p>b) She likes playing tennis.</p> <p>c) They're nine years old.</p> <p>d) I don't know his telephone number.</p> <p>e) I'm Max.</p> <p>f) I am from Odesa, Ukraine.</p> |
|---|--|

2. draw the clock (3 points)

 It's one o'clock	 It's a quarter to three	 It's a quarter past three
 It's half past eight	 It's half past eleven	 It's half past six

3. complete the text with the Present simple (3 points)

This is Tom. He _____ (*live*) in a big house. Tom _____ (*get up*) at eight o'clock every day. He _____ (*brush*) his teeth and dresses his uniform.

Tom _____ (*go*) to school with his friends. After school Tom and his sister _____ (*go*) to play tennis. They _____ (*love*) playing tennis.

4. complete the questions and answers (3 marks)

_____ they like English? Yes, _____

_____ Mike play computer games? Yes, _____

_____ they go swimming? No, _____

_____ Vicky and Kate like tea? No, _____

_____ you play football every morning? No, _____

_____ you study every day? Yes, _____

Total 12

Your result _____

TEST 2 a (units 3–4)

Name _____ Form _____ Date _____

1. Put the verbs into the Present simple or the Present continuous (3 points)

V i c k y. Hello, Kate. What _____ (you/do)?

K a t e. I _____ (cook) dinner.

V i c k y. But you _____ (never/cook) dinner on Fridays. You
_____ (always/go to Granny).

K a t e. Not today. Our Granny _____ (be) here. We
_____ (make) a lemon pie.

V i c k y. A lemon pie? Can I come, too?

2. answer the questions about your classroom (3 points)

1. Is there a TV in your classroom? _____
2. Are there twenty chairs in your classroom? _____
3. Is there a teacher in your classroom? _____
4. Are there two windows in your classroom? _____
5. Are there five desks in your classroom? _____
6. Is there a fish in your classroom? _____

3. Write some or any (3 points)

1. There are _____ books in the bag.
2. There is _____ butter in the fridge.
3. Is there _____ cheese on the table?
4. Are there _____ eggs on the table?
5. There aren't _____ chairs in the classroom.
6. There isn't _____ cola in the bottle.

4. read and write (3 points)

I usually live in a house or on the farm. I am _____ (small) than a rabbit
but I'm _____ (big) than a butterfly. I am _____ (fast) than a hen.
I am _____ (careful) than a bird. I am _____ (slow) than a cat but I'm
_____ (clever) than a hamster. I love cheese!

What am I?

I'm a _____.

Total 12

Your result _____

TEST 2 B (units 3–4)

Name _____ Form _____ Date _____

1. Put the verbs into the Present simple or the Present continuous (3 points)

T o m. Hello, Bill. What _____ (you/do)?

B i l l. I _____ (cook) dinner with my Dad.

T o m. But you _____ (never/cook) dinner. Where
_____ (be) your mother?

B i l l. Not today. This Saturday is a special day for her. It is her birthday today! We
_____ (make) a birthday cake! I _____
(help) my Dad.

T o m. My congratulations!

2. answer the questions about your classroom (3 points)

1. Is there a board in your classroom? _____

2. Are there two chairs in your classroom? _____

3. Are there teachers in your classroom? _____

4. Are there three windows in your classroom? _____

5. Are there ten desks in your classroom? _____

6. Is there a bird in your classroom? _____

3. Write some or any (3 points)

1. There are _____ pens in the bag.

2. There is _____ water in the fridge.

3. Is there _____ bread on the table?

4. Are there _____ oranges on the table?

5. There aren't _____ tables in the classroom.

6. There isn't _____ milk in the bottle.

4. read and write (3 points)

I usually live in a tropical forest or in the zoo. I am _____ (small) than
a monkey but I'm _____ (big) than a mouse. I am _____ (fast) than
a penguin but I'm _____ (slow) than a dolphin. I am _____ (clever)
than a bird. I am _____ (beautiful) than a cock. I can talk!

What am I?

I'm a _____.

Total 12

Your result _____

TEST 3 a (units 5–6)

Name _____ Form _____ Date _____

1. Write sentences about what you are going to do (3 points)

1. I _____. (*play/tennis*)
2. He _____. (*play/football*)
3. She _____. (*sleep*)
4. She _____. (*wash/the dishes*)
5. They _____. (*do/homework*)
6. We _____. (*watch/cartoons*)

2. What are your plans for next week? Write sentences (3 points)

Monday — On _____ I am going to _____

Tuesday — _____

Wednesday — _____

Friday — _____

Saturday — _____

Sunday — _____

3. complete the text with the Past simple (3 points)

Yesterday my family and I _____ (*visit*) my grandparents. My Mum _____ (*help*) my grandma with the housework. My Dad _____ (*clean*) the windows. My brother and I _____ (*watch*) cartoons. Our Granny _____ (*bake*) a cake. We _____ (*have*) a good afternoon yesterday.

4. complete the text with the correct prepositions (3 points)

My name is Tina. I live _____ New York. I have a flat _____ the 10th floor of an apartment block. My friend Mary lives _____ the 8th floor. We like walking together _____ Sundays. We usually meet _____ one o'clock _____ the afternoon. We like walking in Central Park.

Total 12

Your result _____

TEST 3 B (units 5–6)

Name _____ Form _____ Date _____

1. Write sentences about what you are going to do (3 points)

1. We _____. (*play/computer games*)

2. He _____. (*ride/a bike*)

3. She _____. (*read/a book*)

4. You _____. (*make/a cake*)

5. They _____. (*clean/the windows*)

6. I _____. (*watch/cartoons*)

2. What are your mother's plans for the next week? Write sentences about her plans (3 points)

Monday — On _____ she is going to _____

Tuesday — _____

Wednesday — _____

Friday — _____

Saturday — _____

Sunday — _____

3. complete the text with the Past simple (3 points)

Yesterday my sister and I _____ (*help*) our mother in the house. We _____ (*clean*) our rooms and _____ (*water*) flowers in the garden. We _____ (*cook*) some pizza in the evening. The pizza _____ (*be*) good. Then we _____ (*wash*) our dishes.

4. complete the text with the correct prepositions (3 points)

My name is Sam. I live _____ York. I have a big flat _____ the 2nd floor of an apartment block. My friend Peter lives _____ a house. We like riding bikes together _____ Sundays _____ the afternoons. We usually meet _____ four o'clock. We like riding bikes in Central Park.

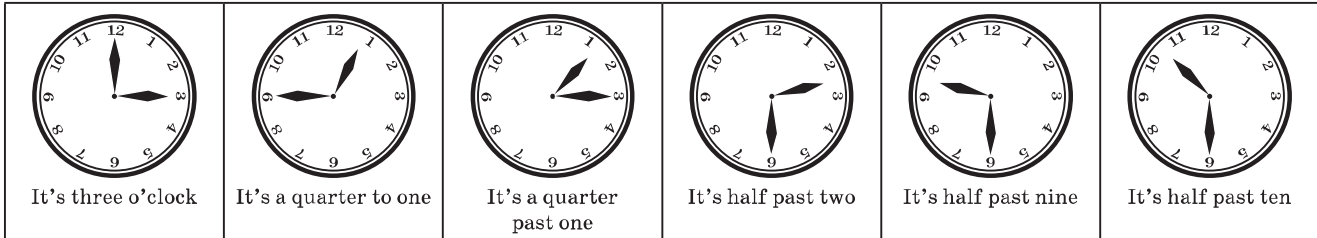
Total 12

Your result _____

ANSWERS

tEst 1 a (units 1-2)

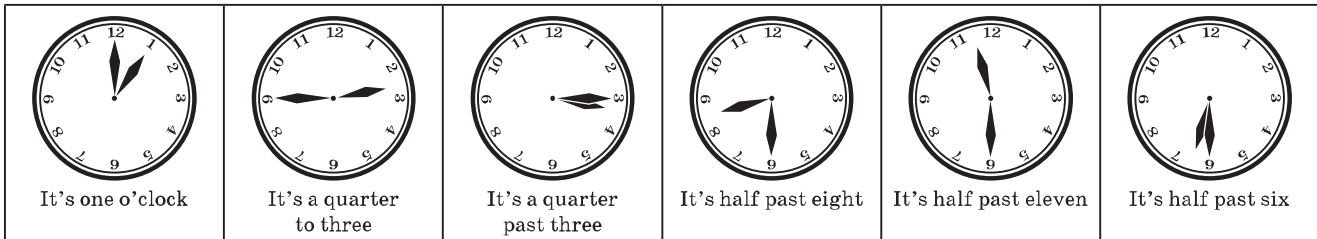
1. **match.** 1. f; 2. e; 3. c; 4. b; 5. d; 6. a.
2. **draw the clock.**



3. **complete the text with the Present simple.** 1. lives; 2. gets up; 3. brushes; 4. goes; 5. goes; 6. love.
4. **complete the questions and answers.** 1. Do they like Maths? Yes, they do. 2. Do you play computer games? Yes, I/we do. 3. Does he go to school? No, he doesn't. 4. Do Vicky and Kate like pizza? Yes, they do. 5. Do you listen to music every morning? No, I/we don't. 6. Do you study every day? No, I/we don't.

tEst 1 B (units 1-2)

1. **match.** 1. f; 2. e; 3. c; 4. b; 5. d; 6. a.
2. **draw the clock.**



3. **complete the text with the Present simple.** 1. lives; 2. gets up; 3. brushes; 4. goes; 5. go; 6. love.
4. **complete the questions and answers.** 1. Do they like English? Yes, they do. 2. Does Mike play computer games? Yes, he does. 3. Do they go swimming? No, they don't. 4. Do Vicky and Kate like tea? No, they don't. 5. Do you play football every morning? No, I/we don't. 6. Do you study every day? Yes, I/we do.

tEst 2 a (units 3-4)

1. **Put the verbs into the Present simple or the Present continuous.** 1. are you doing; 2. am cooking; 3. never cook; 4. always go; 5. is; 6. are making.
2. **answer the questions about your classroom.** 1. Yes, there is. / No, there isn't. 2. Yes, there are. / No, there aren't. 3. Yes, there is. 4. Yes, there are. / No, there aren't. 5. Yes, there are. / No, there aren't. 6. Yes, there is. / No, there isn't.
3. **Write some or any.** 1. some; 2. some; 3. any; 4. any; 5. any; 6. any.
4. **read and write.** 1. smaller; 2. bigger; 3. faster; 4. more careful; 5. slower; 6. cleverer. *Answer:* I'm a mouse.

tEst 2 B (units 3-4)

1. **Put the verbs into the Present simple or the Present continuous.** 1. are you doing; 2. am cooking; 3. never cook; 4. is; 5. are making; 6. am helping.
2. **answer the questions about your classroom.** 1. Yes, there is. 2. Yes, there are. / No, there aren't. 3. Yes, there are. / No, there aren't. 4. Yes, there are. / No, there aren't. 5. Yes, there are. / No, there aren't. 6. Yes, there is. / No, there isn't.
3. **Write some or any.** 1. some; 2. some; 3. any; 4. any; 5. any; 6. any.
4. **read and write.** 1. smaller; 2. bigger; 3. faster; 4. slower; 5. cleverer; 6. more beautiful. *Answer:* I'm a parrot.

tEst 3 a (units 5-6)

1. **Write sentences what you are going to do.** 1. I am going to play tennis. 2. He is going to play football. 3. She is going to sleep. 4. She is going to wash the dishes. 5. They are going to do homework. 6. We are going to watch cartoons.
2. **What are your plans for next week? Write sentences.** *Pupils' answers*
3. **complete the text with the Past simple.** 1. visited; 2. helped; 3. cleaned; 4. watched; 5. baked; 6. had.
4. **complete the text with the correct prepositions.** 1. in; 2. on; 3. on; 4. on; 5. at; 6. in.

tEst 3 B (units 5-6)

1. **Write sentences what you are going to do.** 1. We are going to play computer games. 2. He is going to ride a bike. 3. She is going to read a book. 4. You are going to make a cake. 5. They are going to clean the windows. 6. I am going to watch cartoons.
2. **What are your mother's plans for the next week? Write sentences about her plans.** *Pupils' answers*
3. **complete the text with the Past simple.** 1. helped; 2. cleaned; 3. watered; 4. cooked; 5. was; 6. washed.
4. **complete the text with the correct prepositions.** 1. in; 2. on; 3. in; 4. on; 5. in; 6. at.

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