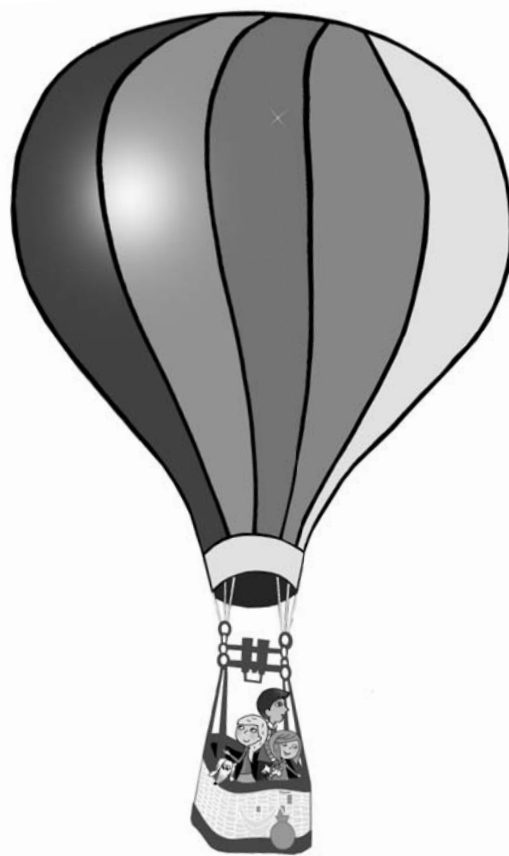


АНГЛИЙСКИ ЕЗИК ЗА 2. КЛАС
ОБЩООБРАЗОВАТЕЛНА ПОДГОТОВКА
КНИГА ЗА УЧИТЕЛЯ



Talk, Learn and Explore with Echo
Teacher's Book
Grade 2

© Даниела Северинова Лалова, Цветанка Димитрова Доганова, Силвия Красиминова Челебиева,
Виолета Денчева Богданова, Елена Цанкова Ташева, автори, 2018

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Скъпи колега,

Talk, Learn and Explore with Echo е учебник за втори клас на общообразователното училище, който е изграден въз основа на възгледите на иновационната система за ранно чуждоезиково обучение Talk with Echo.

Учебникът има за цел да помогне на учениците да изградят умения за общуване на чужд език, да тропат активен и пасивен лексикален запас и най-важното – да опознават английската реч и да се чувстват комфортно в условията на чуждоезикова среда.

В самото начало на своето познанство с английския език учениците се запознават с буквите от английската азбука, с особеностите в произношението на гласните и на съгласните звукове, което стои в основата на успешното изграждане на уменията за четене. По време на своето пътешествие по света с Echo, учениците опознават фонетичното, лексикалното и граматичното ниво на английския език и в същото време научават много нови и забавни факти за заобикалящия ги свят.

Учебникът дава възможност за реализиране на междупредметни връзки с останалите общообразователни предмети. Като приложения в учебника са предложени обогатяващи стихове и песни, както и речник с ключовата лексика, в който учениците могат да се ориентират сами и така да развиват уменията си за самостоятелно търсене и за работа с информация.

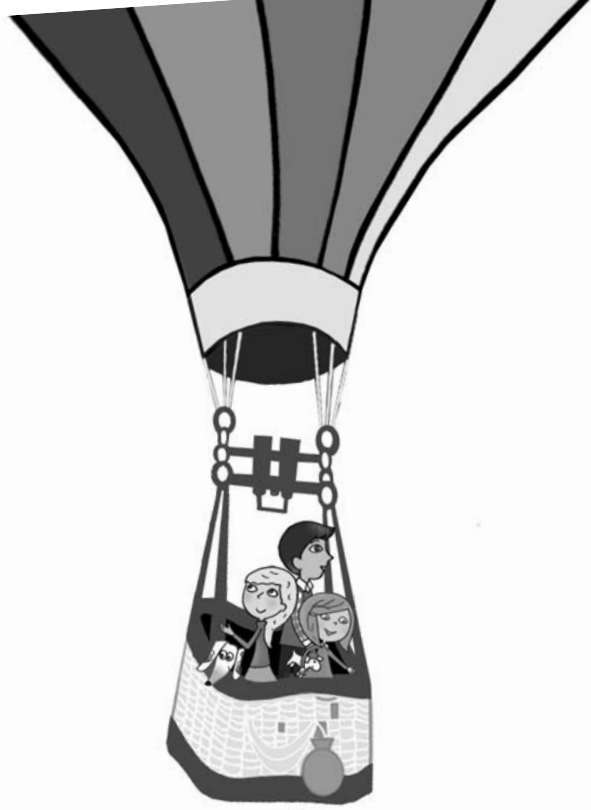
Учебникът е структуриран така, че да съблюдава основните принципи на чуждоезиковото обучение – принцип на нагледност, принцип на съзнателност (принцип на мотивираността), принцип на активност (детето учи, когато прави), принцип на достъпност, принцип на системност, принцип на трайност на знанията и уменията, принцип на индивидуален подход, принцип на комуникативност (учене на езика с цел използване, а не с цел знаене), принцип на ситуативност, принцип на комплексност, принцип на интензивност (промяна на темпото на преподаване в зависимост от количеството и трудността на изучавания материал).

Дигиталният програмен продукт, разработен в подкрепа на системата има за цел, както да внесе разнообразие в учебния процес, така и да подпомогне учителя при поднасяне на учебното съдържание, удовлетворявайки потребностите на съвременните деца. Дигиталният продукт е основан на заложеното в системата учебното съдържание и с потенциал да разгръща знанията и уменията на учениците.

В настоящата Книга за учителя са предоставени напътствия към преподавателите по отношение на реализацията на учебните часове. Книгата за учителя има за цел да подпомогне работата както на утвърдените вече професионалисти, така и на младите учители, които все още нямат натрупан педагогически опит.

Във всеки урок, освен примерните диалози с учениците, са предложени конкретни задачи за диференциране на работата с ученици с различно ниво на умения, както и задачи за домашна работа. Освен задачите, свързани с учебното съдържание, в учебника са предоставени и забавни игри, тематично обвързани с всеки урок, които освен забавния си и в същото време образователен характер, имат за цел да осигурят на децата плавен преход между отделните типове задачи.

Пожелаваме Ви творческо въдъхновение и успехи!



СЪДЪРЖАНИЕ

МЕТОДИЧЕСКИ НАСОКИ ЗА РАБОТА С УЧЕБНИКА И РАБОТНАТА ТЕТРАДКА5
ГОДИШНО ТЕМАТИЧНО РАЗПРЕДЕЛЕНИЕ.9
ПРИМЕРЕН ХОД НА УРОЦИТЕ.25
REVISION84
ENGLISH FOR 2ND GRADE FINAL TEST86

МЕТОДИЧЕСКИ НАСОКИ ЗА РАБОТА С УЧЕБНИКА И РАБОТНАТА ТЕТРАДКА

Системата Talk with Echo предлага нов образователен модел на педагогическо взаимодействие, основан върху принципите на комуникативност, приемственост, интерактивност в условията на подкрепяща заобикаляща среда и съобразен с интересите и възможностите на децата.

При разпределение на учебното съдържание в системата са спазени принципите за цикличност и спираловидност. Тематичните области във всеки следващ модул са разработени така, че да затвърдяват, разширяват и задълбочават имплицитно въвежданите граматичните структури и тематичните лексикални полета. Учебникът дава възможност на учениците за изграждане и развиване на умения за общуване на чужд език, както и за поемане на голям обем от информация чрез:

- възприемане през асоциации;
- периферно възприемане на информация;
- слушане и общуване;
- песни и движения;
- редуване на дейностите;
- уважение към личността на детето;
- предоставяне на свобода на учителя при прилагане на собствената му педагогическа преценка и педагогическо майсторство.

Творчески и иновативни идеи

Специфични за системата Talk with Echo и в частност за Talk, Learn and Explore with Echo са някои творческите и новаторски идеи, които помагат на децата в процеса на навлизане в гълбочината на езика:

– Ехо – Ехо е главният герой на системата, възшебен персонаж, който задоволява детската потребност от среща с възшебното, с новото и непознатото. Макар и невидим, Ехо е интересен разказвач, мъдър съветник и помощник на учениците в различни ситуации. Ехо е водещият персонаж, който разказва на децата интересни кратки истории, които неусетно въвеждат учениците в конкретно учебно съдържание. Ролята на Ехо е важна, защото освобождава вниманието на децата и то не се концентрира в определен образ. Ехо е важен коректив за работата и поведението на децата и „изземва“ от учителя ролята на оценител на детските постижения по начин, който запазва авторитета на учителя.

– Calendar Time – Calendar Time е специфична и уникална за системата Talk with Echo дейност. Calendar Time е началото на всеки учебен час и се използва като преход към специалния час по английски език. По време на Calendar Time учителят и учениците разговарят за дните от седмицата, за текущия месец, за текущата дата, за времето в текущия ден. Отработват се времевите концепции „вчера, днес и утре“. След като се обсъди концепцията за времето, учителят запознава учениците с това, което предстои през часа и плавно ги въвежда в темата. Ако пространството позволява, учениците могат да започнат часа си с Calendar Time, сигнали на пода с кръстосани крака. Концепциите за атмосферното и астрономическо време са визуализирани на специално табло. Препоръчителната продължителност на тази дейност е около пет минути. Calendar time осигурява възможност не само учениците неусетно и по забавен начин да натрупат солиден речников запас (метеорологично време, числа, времеви концепции, цветове), но и им осигурява езиково въздействие, което се усвоява както на съзнателно, така и на подсъзнателно ниво.

– Магическа чанта – магическата чанта носи елемент на изненада и създава усещане за очакване на нещо интересно да се случи. Децата се научават, че учителят винаги носи специална изненада за тях и с нетърпение я очакват. Учителят носи всичко необходимо за урока в магическата чанта. Желателно е учителят да е подготвен така, че да предизвика любопитството и откривателския интерес на децата.

– Интонация – в общуването с учениците по време на часа и изобщо по време на целия час по английски език се препоръчва смяна на тона – възходящо, умерено и низходящо (близо до шепот). Децата имат различно ниво на възприемане и използвайки трите нива на тона, учителят може да достигне до всяко от тях. Освен достигането до всяко дете интонацията подсилва емоционалното въздействие и засилва ефективността на възприемане.

– Фонова музика – в помощ на концентрацията на учениците в класната стая може да звучи тиха, умерена музика. Препоръчваме Моцарт, защото неговата музика е създадена в ритъм, който е едновременно с ритъма на сърцето. Класическата музика е красота и възпитава учениците в естетика.

– Атмосфера – атмосферата е важен компонент от учебната среда, с оглед на периферното възприятие. Комбинацията от топли и светли цветове в украсата, таблата, учебни материали на децата,

закачени по стените и цялостният дизайн на класната стая помагат на детето да извлече информация от света около него. Когато изработва периферията, учителят я прави цветна, изразителна, така че да бъде запомнена по несъзнателен и траен начин.

Ролята на учителя

Ролята на учителя в процеса на усвояване на езика-цел е изключително важна. Учителят въвежда детето в тайните на езика с любов, търпение, толерантност, свобода, усет за естетически красиво-то и с твърдата убеденост, че нещо необикновено се случва във всеки един момент от учебния час. Учителят вярва в огромния потенциал и в скритите резерви на човешкия ум и помага на детето да покаже всичко, на което е способно по толерантен начин. Учителят е модел за подражание, а неговите ценности създават ценностна система у децата. Учителят използва ненасилствени методи на общуване при работата си с децата, дори самият той е участник в ученето. Ролята на учителя е първостепенна – учителят е модел за подражание, режисьор, „консултант“ и „знаещ приятел“ на децата. Учителят деликатно, без назидателен привкус, повтаря правилно думата и избягва директното коригиране на допуснатата грешка. По този начин на преден план се поставя убедеността, че е важна свободата да общуваш на конкретния език (а не „знаенето“ на конкретно правило), като специфичните граматически категории по естествен начин се усвояват в хода на комуникацията. Учителят е творческа личност, която поставя детето в центъра на възпитателно-образователния процес и му осигурява възможност то да бъде водещата фигура. Talk and Explore with Echo позволява овладените от детето знания и умения на родния език да станат асоциативна основа за изучаването на английския език.

Структуриране на учебния час

- Разпределение на времето в учебния час е от изключителна важност за ефективното протичане на часа. Всеки час е разделен на три етапа: подготвителен (Before the Lesson), основен (Course of the Lesson), заключителен (To Remember, Goodbye Time). При планирането на часа е важно учителят внимателно да разпредели времето, с което разполага, вземайки предвид особеностите на групата. Препоръчително е 20% от времетраенето на ситуацията да бъдат предвидени за моментите, различни от т.нар. „чисто време за преподаване“ (задължителните моменти за проверяване на списъчния състав, попълване на дневника на класа, овладяване на учениците при необходимост, придвижване от едно място на друго в зависимост от типа на дейността, раздаване на материали за творческа работа и т.н.). Важно от гледна точка съхраняване концентрацията и мотивацията на учениците, е да се редуват пасивни с активни моменти.

След премахването на 20% от чистото време за преподаване, от 35-минутния учебен час остават 28 минути „чисто време на преподаване“, които се разпределят по следния начин:

Урок № 1 за седмицата

	Етап	Продължителност	Описание
Before the Lesson	Goal of the lesson	Целеполагането и подготовката на материалите се случват преди учебния час.	В зависимост от поставените цели, учителят планира дейностите, обмисля всяка стъпка и подготвя материалите за часа в зависимост от спецификите на съответния клас.
	Preparation for the lesson		
Course of the Lesson	Greetings and Calendar Time	5 минути	Calendar Time се провежда в началото на всеки учебен час. Задължително завършва със съобщаване на децата какво ще правят по време на заниманието. В зависимост от темата, която предстои, може да се използва песен, стих, танц или друг вид активност, която да раздвижи учениците.
	Reading Comprehension	5 минути	Диалогът между учителя и учениците преди самата дейност за четене с разбиране се използва с цел въвеждане в съответната тема. Диалогът подлежи на промяна от страна на учителя, но е важно посланието му да води към темата за часа. Дейността за четене/слушане с разбиране започва с прочит на историята от страна на учителя. Учителят чете с естествено темпо и с променлива интонация в зависимост от съдържанието на текста. След като запознае учениците с историята, учителят обсъжда новите думи с учениците, след което се преминава към първо упражнение, което има за цел да провери до каква степен учениците са разбрали съдържанието.
	Rhyme and Play	2 минути	Песента или стихчето се използват за преход и раздвижване преди концентрацията върху Grammar Point and Grammar Activity. Детето отново учи, но чрез песен.
	Grammar Point and Grammar Activity	13 минути	Предвиденият за часа фокус върху съответна граматическа категория се въвежда имплицитно чрез примери, които учениците могат да видят, чуят и усетят. Препоръчително е да звучи тиха класическа музика (Моцарт), за повишаване на концентрацията.
	To Remember	2 минути	Кратък преглед на това, което е правено през часа. Удачен е преговорът на въведената лексика и съответната граматическа категория. Учителят проверява какво са възприели учениците. Учениците имат възможност отново да се върнат към въведеното в часа. Учителят дава насоки за изпълнение на домашната работа.
	Goodbye Time	1 минута	Сбогуване с учениците. Похвала за добре свършената работа. Съществен момент в този етап на часа е съобщаването на темата, с която учениците ще се запознаят при следващата си среща с Ехо. По този начин у учениците се създава очакване и нагласа за следващия урок.

Урок № 2 за седмицата

	Етап	Продължителност	Описание
Before the Lesson	Goal of the lesson	Целеполагането и подготовката на материалите се случват преди учебния час.	В зависимост от поставените цели, учителят планира дейностите, обмисля всяка стъпка и подготвя материалите за часа в зависимост от спецификите на съответния клас.
	Preparation for the lesson		
Course of the Lesson	Greetings and Calendar Time	3 минути	Calendar Time се провежда в началото на всеки учебен час. Загължително завършва със съобщаване на децата какво ще правят по време на заниманието. В зависимост от темата, която предстои, може да се използва песен, стих, танц или груп вид активност, която да раздвижи учениците.
	Checking Homework	5 минути	Учителят организира обща проверка на упражнение 1 от учебната тетрадка, което винаги се дава на учениците за домашна работа. Проверката на домашната работа не само има за цел да провери усвоеното от децата, но служи и като преход към това, с което учениците ще се занимават през часа.
	Workbook Activities	13 минути	Имплицитно въведената в предходния час граматическа категория се затвърждава чрез упражнение в работната тетрадка. При преминаването към всяко упражнение учителят дава пример за изпълнението му, за да се увери, че учениците разбират условието. След завършване на упражнението се пристъпва към проверка. Отново е препоръчително да звучи тиха класическа музика (Моцарт), за повишаване на концентрацията.
	Rhyme and Play	2 минути	Песента или стихчето се използват за раздвижване след концентрираната работа.
	To Remember	3 минути	Кратък преглед на това, което е правено през двата учебни часа, посветени на темата. Удачен е преговорът на въведената лексика и съответната граматическа категория. Учителят проверява какво са възприели учениците. Учениците имат възможност отново да се върнат към въведеното в часовете. Учителят дава насоки за изпълнение на домашната работа.
	Goodbye Time	2 минута	Сбогуване с учениците. Похвала за добре свършената работа. Съществен момент в този етап на часа е съобщаването на темата, с която учениците ще се запознаят при следващата си среща с Ехо. По този начин у учениците се създава очакване и нагласа за следващия урок.

УТВЪРДИЛ
 Директор:
 (име, фамилия, подпис)

ГОДИШНО ТЕМАТИЧНО РАЗПРЕДЕЛЕНИЕ
 по учебния предмет **АНГЛИЙСКИ ЕЗИК** за **ВТОРИ** клас

ПЪРВИ УЧЕБЕН СРОК

№ по ред	Учеб-на сед-мица	Тема на урочната единица	Урочна единица за	Компетентности като очаквани резултати от обучението	Нови понятия	Контекст и дейности за всяка урочна единица	Методи и форми на оценяване по теми и/или раздели	Забележка
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	1	Запознаване с кратките гласни звукове <i>a, e, i, o, u</i>	Нови знания	Полагане на основите на уменията за четене: учениците усвояват спецификите в произношението на кратките гласни звукове <i>a, e, i, o, u</i> .		Свързване на текст с илюстрация; песни и стихове; ролеви игри; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час	Учебник, стр. 5-6
2	1	Кратките гласни звукове <i>a, e, i, o, u</i>	Упражнения	Учениците могат правилно да произнасят кратките гласни звукове <i>a, e, i, o, u</i> . Учениците правилно изписват букви <i>a, e, i, o, u</i> .		Свързване на текст с илюстрация; песни и стихове; ролеви игри; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час	Учебна тетрадка, стр. 3-5
3	2	Запознаване със съгласните звукове <i>b, c, d, f, g, h, j</i>	Нови знания	Полагане на основите на уменията за четене: учениците усвояват спецификите в произношението на съгласните звукове <i>b, c, d, f, g, h, j</i> .		Свързване на текст с илюстрация; песни и стихове; ролеви игри; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час	Учебник, стр. 7-8
4	2	Съгласните звукове <i>b, c, d, f, g, h, j</i>	Упражнения	Учениците могат правилно да произнасят съгласните звукове <i>b, c, d, f, g, h, j</i> . Учениците правилно изписват букви <i>b, c, d, f, g, h, j</i> .		Свързване на текст с илюстрация; песни и стихове; ролеви игри; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час	Учебна тетрадка, стр. 5-8

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
5	3	Запознаване със съгласните звукове <i>k, l, m, n, p, q, r</i>	Нови знания	Полагане на основите на уменията за четене: учениците усвояват спецификите в произношението на съгласните звукове <i>k, l, m, n, p, q, r</i> .		Свързване на текст с илюстрация; песни и стихове; ролеви игри; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час	Учебник, стр. 9-10
6	3	Съгласните звукове <i>k, l, m, n, p, q, r</i>	Упражнения	Учениците могат правилно да произнасят съгласните звукове <i>k, l, m, n, p, q, r</i> . Учениците правилно изписват букви <i>k, l, m, n, p, q, r</i> .		Свързване на текст с илюстрация; песни и стихове; ролеви игри; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час	Учебна тетрадка, стр. 8-11
7	4	Запознаване със съгласните звукове <i>s, t, v, w, x, y, z</i>	Нови знания	Полагане на основите на уменията за четене: учениците усвояват спецификите в произношението на съгласните <i>s, t, v, w, x, y, z</i> .		Свързване на текст с илюстрация; песни и стихове; ролеви игри; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час	Учебник, стр. 11-12
8	4	Съгласните звукове <i>s, t, v, w, x, y, z</i>	Упражнения	Учениците могат правилно да произнасят съгласните звукове <i>s, t, v, w, x, y, z</i> . Учениците правилно изписват букви <i>s, t, v, w, x, y, z</i> .		Свързване на текст с илюстрация; песни и стихове; ролеви игри; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час	Учебна тетрадка, стр. 11-14
9	5	Hello Seva!	Нови знания	Изграждане на умения за слушане, разбиране и говорене. Учениците могат да се ориентират в кратък текст. Изграждане на умения за представяне на лица и предмети чрез употреба на конструираните <i>This is</i> и <i>These are</i> . Изграждане на умения за обръщане на множествено число на съществителните имена. Изграждане на умения за правилно произнасяне в думи на звуковете <i>bl, fr, gr</i> .	Речник, стр. 63	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на груповата работа	Учебник, стр. 13-14

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
10	5	Hello Seva!	Упражнения	Учениците могат да представят себе си, други лица и предмети. Учениците демонстрират умения за разбиране. Учениците се ориентират в правилната употреба на съществителни имена (едно и много). Учениците демонстрират фонетична грамотност.	Речник, стр. 63	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на групова работа	Учебна тетрадка, стр. 15-16
11	6	Hello George!	Нови знания	Развиване на умения за слушане, разбиране и говорене. Учениците могат да се ориентират в кратък текст. Учениците могат да изграждат отрицателна и въпросителна конструкция в ситуации на представяне на лица и предмети (<i>This is not ...; Is this...? These are not ...; Are these...?</i>) Изграждане на умения за правилно произнасяне на в думи на звукосъчетания <i>br, gr, fr</i> .	Речник, стр. 63	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на групова работа	Учебник, стр. 15-16
12	6	Hello George!	Упражнения	Учениците могат да представят себе си, други лица и предмети като използват утвърдителни, отрицателни и въпросителни конструкции. Учениците демонстрират умения за разбиране. Учениците могат да дават кратки отговори на поставен въпрос. Учениците демонстрират умения за разбиране. Учениците демонстрират фонетична грамотност.	Речник, стр. 63	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на групова работа	Учебна тетрадка, стр. 17-18

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
13	7	Hello Charlotte!	Нови знания	Развиване на умения за слушане, разбиране и говорене. Учениците могат да се ориентират в кратък текст и да отговорят на въпроси към него. Учениците могат да изградят утвърдителни, отрицателни и въпросителни конструкции. Изграждане на умения за правилно произнасяне в думи на звукосъчетания <i>fr, gl, fl</i> .	Речник, стр. 63	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на груповата работа	Учебник, стр. 17-18
14	7	Hello Charlotte!	Упражнения	Учениците демонстрират умения за задаване на въпроси и даване на отговори в конкретни ситуации. Учениците демонстрират умения за разбиране. Учениците демонстрират умения за правилна употреба на единствено и множествено число на съществителните имена. Учениците демонстрират фонетична грамотност.	Речник, стр. 63	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на груповата работа	Учебна тетрадка, стр. 19-20
15	8	Hello Thomas!	Нови знания	Развиване на уменията за слушане, разбиране и говорене. Учениците могат да се ориентират в кратък текст и да отговорят на въпроси към него. Изграждане на умения за задаване на въпроси чрез употреба на въпросителни местоимения (<i>Who is this?</i>). Изграждане на умения за правилно произнасяне в думи на звукосъчетания <i>br, tr, st, str</i> .		Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на груповата работа	Учебник, стр. 19

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
16	8	Hello Thomas!	Упражнения	Учениците демонстрират умения за разбиране на текст. Учениците могат да задават въпроси чрез употреба на въпросителни местоимения и да формулират съответни отговори. Учениците демонстрират фонетична грамотност.	Речник, стр. 63-4	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на групова работа	Учебна тетрадка, стр. 21-22
17	9	Thomas and His Dream	Нови знания	Развиване на уменията за слушане, разбиране и говорене. Учениците могат да се ориентират в кратък текст и да отговарят на въпроси към него. Учениците изграждат умения за правилна употреба на определителен и неопределителен член при работа със съществителни имена. Изграждане на умения за правилно произнасяне в думи на звукосъчетание <i>dr</i> .	Речник, стр. 64	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на групова работа	Учебник, стр. 20-21
18	9	Thomas and His Dream	Упражнения	Учениците демонстрират умения за разбиране на текст. Учениците правилно употребяват определителен и неопределителен член при работа със съществителни имена. Учениците демонстрират фонетична грамотност.	Речник, стр. 64	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на групова работа	Учебна тетрадка, стр. 23-24
19	10	The Fair	Нови знания	Развиване на уменията за слушане, разбиране и говорене. Учениците могат да се ориентират в кратък текст и да отговарят на въпроси към него. Запознаване с личните местоимения <i>I, you, he, she, we, you, they</i> и изграждане на умения за правилната им употреба. Изграждане на умения за правилно произнасяне в думи на звукосъчетание <i>th</i> .	Речник, стр. 64	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на групова работа	Учебник, стр. 22-23

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
20	10	The Fair	Упражнения	Учениците демонстрират умения за разбиране на текст. Учениците правилно употребяват лични местоимения. Учениците демонстрират фонетична грамотност.	Речник, стр. 64	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на групова работа	Учебна тетрадка, стр. 25-26
21	11	In England (Part 1)	Нови знания	Развиване на уменията за слушане, разбиране и говорене. Учениците могат да се ориентират в кратък текст и да отговарят на въпроси към него. Запознаване с въпросителните местоимения <i>what</i> и <i>where</i> . Изграждане на умения за правилно произнасяне в думи на комбинация от „дълги“ гласни звукове и <i>e</i> (когато е в края на думата, напр. <i>time, home</i>).	Речник, стр. 64-65	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на групова работа	Учебник, стр. 24-25
22	11	In England (Part 1)	Упражнения	Учениците демонстрират умения за разбиране на текст. Учениците демонстрират умения за представяне и за конструиране на прости изречения от типа <i>This is ...</i> , <i>These are ...</i> . Учениците демонстрират фонетична грамотност.	Речник, стр. 64-65	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на групова работа	Учебна тетрадка, стр. 27-28
23	12	In England (Part 2)	Нови знания	Развиване на уменията за слушане, разбиране и говорене. Учениците могат да се ориентират в кратък текст и да отговарят на въпроси към него. Развиване на уменията за работа с въпросителното местоимение <i>where</i> и включване употребата на предлозите <i>in</i> и <i>on</i> . Изграждане на умения за правилно произнасяне в думи на звукосъчетание <i>wh</i> .	Речник, стр. 65	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на групова работа	Учебник, стр. 26-27

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
24	12	In England (Part 2)	Упражнения	Учениците демонстрират умения за разбиране на текст. Учениците демонстрират умения за формулиране на въпроси с въпросителното местоимение <i>where</i> и даване на съответни отговори. Учениците демонстрират фонетична грамотност.	Речник, стр. 65	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на групова работа	Учебна тетрадка, стр. 29-30
25	13	In Italy (Part 1)	Нови знания	Развиване на уменията за слушане, разбиране и говорене. Учениците могат да се ориентират в кратък текст и да отговорят на въпроси към него. Запознаване с показателните местоимения <i>that</i> и <i>those</i> . Изграждане на умения за правилно произнасяне в думи на звукосъчетание <i>ous</i> .	Речник, стр. 65	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на групова работа	Учебник, стр. 28-29
26	13	In Italy (Part 1)	Упражнения	Учениците демонстрират умения за разбиране на текст. Учениците демонстрират умения за правилна употреба на показателните местоимения <i>that</i> и <i>those</i> . Учениците демонстрират фонетична грамотност.	Речник, стр. 65	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на групова работа	Учебна тетрадка, стр. 31-32
27	14	In Italy (Part 2)	Нови знания	Развиване на уменията за слушане, разбиране и говорене. Учениците могат да се ориентират в кратък текст и да отговорят на въпроси към него. Изграждане на умения за представяне на собствени умения и на умения на събеседника (напр. <i>I can read</i>). Изграждане на умения за правилно произнасяне в думи на звукосъчетание <i>mb</i> (напр. в <i>amb</i>).	Речник, стр. 65	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на групова работа	Учебник, стр. 30-31

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
28	14	In Italy (Part 2)	Упражнения	Учениците демонстрират умения за разбиране на текст. Учениците могат да представят на собствени умения и на умения на събеседника си. Учениците демонстрират фонетична грамотност.	Речник, стр. 65	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на групова работа	Учебна тетрадка, стр. 33-34
29	15	On the Beach in Bulgaria	Нови знания	Развиване на уменията за слушане, разбиране и говорене. Учениците могат да се ориентират в кратък текст и да отговорят на въпроси към него. Развиване на умения за представяне на собствени умения и на умения на събеседника чрез включване и на отрицателни и въпросителни конструкции (напр. / <i>cannot sing./Can she swim?</i>) Изграждане на умения за правилно произнасяне в думи на звукосъчетания <i>oi, ow</i> .	Речник, стр. 65-66	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на групова работа	Учебник, стр. 32-33
30	15	On the Beach in Bulgarian	Упражнения	Учениците демонстрират умения за разбиране на текст. Учениците могат да представят на собствени умения и на умения на събеседника си чрез употреба на отрицателни и въпросителни конструкции (/ <i>can...; He cannot ...; Can she...?</i>) Учениците демонстрират фонетична грамотност.	Речник, стр. 65-66	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на групова работа	Учебна тетрадка, стр. 35-36

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
31	16	In the Alps	Нови знания	Развиване на уменията за слушане, разбиране и говорене. Учениците могат да се ориентират в кратък текст и да отговорят на въпроси към него. Запознаване с конструкциите <i>There is ...</i> и <i>There are...</i> Развиване на уменията за правилно произнасяне в думи на звукосъчетанията <i>ou, ow</i> .	Речник, стр. 66	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на групова работа	Учебник, стр. 34-35
32	16	In the Alps	Упражнения	Учениците демонстрират умения за разбиране на текст. Учениците демонстрират умения за правилна употреба на конструкциите <i>There is ...</i> и <i>There are...</i> Учениците демонстрират фонетична грамотност.	Речник, стр. 66	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на групова работа	Учебна тетрадка, стр. 37-38
33	17	At School in Finland	Нови знания	Развиване на уменията за слушане, разбиране и говорене. Учениците могат да се ориентират в кратък текст и да отговорят на въпроси към него. Запознаване с предлози за време и място при употреба на въпросителните местоимения <i>where</i> и <i>when</i> . Изграждане на умения за правилно произнасяне в думи на звукосъчетание <i>oo</i> .	Речник, стр. 66	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на групова работа	Учебник, стр. 36-37
34	17	At School in Finland	Упражнения	Учениците демонстрират умения за разбиране на текст. Учениците демонстрират умения за правилна употреба на предлози за време и място. Учениците демонстрират фонетична грамотност.	Речник, стр. 66	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на групова работа	Учебна тетрадка, стр. 39-40

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
35	18	The Savanna	Нови знания	Развиване на уменията за слушане, разбиране и говорене. Учениците могат да се ориентират в кратък текст и да отговорят на въпроси към него. Запознаване с употребата на прилагателни имена в прости изречения от типа <i>The apple is red, The apples are red.</i> Развиване на уменията за правилно произнасяне в думи на звукосъчетание <i>oo</i> .	Речник, стр. 66	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на груповата работа	Учебник, стр. 38-39
36	18	The Savanna	Упражнения	Учениците демонстрират умения за разбиране на текст. Учениците демонстрират умения за правилна употреба на прилагателни имена. Учениците демонстрират фонетична грамотност.	Речник, стр. 66	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на груповата работа	Учебна тетрадка, стр. 41-42

ВТОРИ УЧЕБЕН СРОК

№ по ред	Учебна седмица	Тема на урочната единица	Урочна единица за	Компетентности като очаквани резултати от обучението	Нови понятия	Контекст и дейности за всяка урочна единица	Методи и форми на оценяване по теми и/или раздели	Забележка
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
37	1	In the Jungle: Congo (Part 1)	Нови знания	Развиване на уменията за слушане, разбиране и говорене. Учениците могат да се ориентират в кратък текст и да отговорят на въпроси към него. Запознаване със синтактичен модел <i>I have a car, She has a doll</i> за изразяване на притежание. Изграждане на умения за правилно произнасяне в думи на звукосъчетание <i>ee</i> .	Речник, стр. 66-67	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на груповата работа	Учебник, стр. 40-41

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
38	1	In the Jungle: Congo (Part 1)	Упражнения	Учениците демонстрират умения за разбиране на текст. Учениците демонстрират умения за правилна употреба на синтактични конструкции за изразяване на притежание. Учениците демонстрират фонетична грамотност.	Речник, стр. 66-67	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на груповата работа	Учебна тетрадка, стр. 43-44
39	2	In the Jungle: Congo (Part 2)	Нови знания	Развиване на уменията за слушане, разбиране и говорене. Учениците могат да се ориентират в кратък текст и да отговорят на въпроси към него. Развиване на уменията за изразяване на притежание чрез употреба на 's. Развиване на уменията за правилно произнасяне в думи звукосъчетание <i>mb</i> (напр. в <i>comb</i>)	Речник, стр. 67	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на груповата работа	Учебник, стр. 42-43
40	2	In the Jungle: Congo (Part 2)	Упражнения	Учениците демонстрират умения за разбиране на текст. Учениците демонстрират умения за правилна употреба на 's за изразяване на притежание. Учениците демонстрират фонетична грамотност.	Речник, стр. 67	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на груповата работа	Учебна тетрадка, стр. 45-46
41	3	Revision	Упражнения	Преговор и упражнения върху изучения до момента материал според потребностите на учениците.		Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на груповата работа	
42	3	Revision	Упражнения	Преговор и упражнения върху изучения до момента материал според потребностите на учениците.		Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на груповата работа	

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
43	4	Sahara	Нови знания	Учениците могат да се ориентират в кратък текст и да отговарят на въпроси към него. Учениците могат да изразяват умения и притежание чрез специфични синтактични конструкции.	Речник, стр. 67	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на груповата работа	Учебник, стр. 44-45
44	4	Sahara	Упражнения	Учениците демонстрират умения за разбиране на текст. Учениците могат да изразяват умения и притежание чрез специфични синтактични конструкции. Учениците демонстрират фонетична грамотност.	Речник, стр. 67	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на груповата работа	Учебна тетрадка, стр. 47-48
45	5	Madagascar	Нови знания	Учениците могат да се ориентират в кратък текст и да отговарят на въпроси към него. Учениците могат да употребяват утвърдителни, отрицателни и въпросителни синтактични конструкции според целта на ситуацията. Изградване на умения за правилно произнасяне в думи на звуко-съчетание <i>tion</i> .	Речник, стр. 67	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на груповата работа	Учебник, стр. 46-47
46	5	Madagascar	Упражнения	Учениците демонстрират умения за разбиране на текст. Учениците могат да употребяват утвърдителни, отрицателни и въпросителни синтактични конструкции според целта на ситуацията. Учениците пишат правилно съществителни собствени имена. Учениците демонстрират фонетична грамотност.	Речник, стр. 67	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на груповата работа	Учебна тетрадка, стр. 49-50

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
47	6	Approaching Asia	Нови знания	Учениците могат да се ориентират в кратък текст и да отговарят на въпроси към него. Изграждане на умения за писане на съществителни собствени имена. Изграждане на умения за правилно произнасяне в думи на звук у („Дълго“ и).	Речник, стр. 67-68	Свързване на текст с илюстрация; песни и стихове; роливи игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на групова работа	Учебник, стр. 48-49
48	6	Approaching Asia	Упражнения	Учениците демонстрират умения за разбиране на текст. Учениците демонстрират умения за правилно изписване на съществителни собствени имена. Учениците демонстрират фонетична грамотност.	Речник, стр. 67-68	Свързване на текст с илюстрация; песни и стихове; роливи игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на групова работа	Учебна тетрадка, стр. 51-52
49	7	Going North	Нови знания	Учениците могат да се ориентират в кратък текст и да отговарят на въпроси към него. Учениците демонстрират умения за правилна употреба на въпросителни местоимения. Изграждане на умения за правилно произнасяне в думи на звукосъчетание ск.	Речник, стр. 68	Свързване на текст с илюстрация; песни и стихове; роливи игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на групова работа	Учебник, стр. 50-51
50	7	Going North	Упражнения	Учениците демонстрират умения за разбиране на текст. Учениците демонстрират умения за правилна употреба на въпросителни местоимения и конструиране на съответни отговори. Учениците демонстрират фонетична грамотност.	Речник, стр. 68	Свързване на текст с илюстрация; песни и стихове; роливи игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на групова работа	Учебна тетрадка, стр. 53-54

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
51	8	In China	Нови знания	Учениците могат да се ориентират в кратък текст и да отговорят на въпроси към него. Учениците демонстрират умения за правилна употреба на въпросителни местоимения и за конструиране на отговори, съдържащи съответен предлог за време или място.	Речник, стр. 68	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на групова работа	Учебник, стр. 52-53
52	8	In China	Упражнения	Учениците демонстрират умения за разбиране на текст. Учениците развиват уменията си за изграждане на синтактични конструкции за изразяване на притежание. Учениците развиват уменията си за произнасяне на едносрични думи от типа <i>gate, bone, tube, smile, mule</i> .	Речник, стр. 68	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на групова работа	Учебна тетрадка, стр. 55-56
53	9	Japan	Нови знания	Учениците могат да се ориентират в кратък текст и да отговорят на въпроси към него. Учениците развиват уменията си за изразяване на умения (свои и на събеседник).	Речник, стр. 68	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на групова работа	Учебник, стр. 54-55
54	9	Japan	Упражнения	Учениците демонстрират умения за разбиране на текст. Учениците демонстрират умения за свързване на думи и фрази по смисъл. Учениците демонстрират фонетична грамотност.	Речник, стр. 68	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на групова работа	Учебна тетрадка, стр. 57-58
55	10	Going North Again	Нови знания	Учениците могат да се ориентират в кратък текст и да отговорят на въпроси към него. Учениците демонстрират умения за правилна употреба на прилагателни имена.	Речник, стр. 68-69	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на групова работа	Учебник, стр. 56-57

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
56	10	Going North Again	Упражнения	Учениците демонстрират умения за разбиране на текст. Учениците умеят за откриват прилагателни имена с противоположен смисъл. Учениците умеят да комбинират въпроси и отговори според смисъла им. Учениците демонстрират фонетична грамотност.	Речник, стр. 68-69	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на груповата работа	Учебна тетрадка, стр. 59-60
57	11	On the Way Back Home	Нови знания	Учениците могат да се ориентират в кратък текст и да отговарят на въпроси към него. Учениците демонстрират умения за изграждане на синтактични конструкции според речевата ситуация.	Речник, стр. 69	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на груповата работа	Учебник, стр. 58-59
58	11	On the Way Back Home	Упражнения	Учениците демонстрират умения за разбиране на текст. Учениците демонстрират увереност при употреба на конкретни синтактични конструкции. Учениците демонстрират умения за произнасяне на звук у в края на думата. Учениците демонстрират фонетична грамотност.	Речник, стр. 69	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на груповата работа	Учебна тетрадка, стр. 61-63
59	12	Back Home	Нови знания	Учениците могат да се ориентират в кратък текст и да отговарят на въпроси към него. Учениците умеят да употребяват словосъчетания със специфично значение.	Речник, стр. 69	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на груповата работа	Учебник, стр. 60-61

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
60	12	Back Home	Упражнения	Учениците демонстрират умения за разбиране на текст и за употреба на словосъчетания със специфично значение. Учениците демонстрират фонетична грамотност.	Речник, стр. 69	Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на групова работа	Учебна тетрадка, стр. 64-66
61	13	Revision	Преговор	Преговор и упражнения върху изучения през учебната година материал според индивидуалните и груповите потребности на учениците.		Свързване на текст с илюстрация; песни и стихове; ролеви игри и драматизации; диференцирани индивидуални задачи; задачи за работа по групи.	Участие в час Устна проверка Домашна работа Взаимно оценяване в ситуации на групова работа	
62	13	Revision	Проверка	Диагностичен тест за установяване ниво на постигнати знания и умения			Писмена проверка	
63	14	Revision	Преговор	Анализ на диагностичния тест за изходно ниво		Игри, песни и забавни творчески задачи с цел създаване на позитивно отношение и очакване на срещите с английския език през следващата учебна година.	Участие в час Устна проверка	
64	14	Revision	Преговор	Насоки за лятото. Задаване на творческа задача/работа по проект.		Игри, песни и забавни творчески задачи с цел създаване на позитивно отношение и очакване на срещите с английския език през следващата учебна година.		

Разработил:.....

(Име, фамилия, подпис)

ПРИМЕРЕН ХОД НА УРОЦИТЕ

Short Vowels: a, e, i, o, u

Lesson 1

• Before the Lesson

Goal of the lesson

This lesson is the first for the school year. The lesson does not only have an educational goal but a motivational one as well. This is the first time a large part of the children will be introduced to Calendar Time – an activity specific to the system.

In this lesson, the teacher will introduce the short vowels a, e, i, o, u and their proper pronunciation to the children and thus make the beginning steps in reading.

Being the first lesson for the year:

- Calendar Time might take longer than it would take after the children are familiar with it.
- The teacher will be the one to speak more.

Preparation for the lesson

- pictures of objects beginning with the short vowels
- a poster of the English alphabet
- the phonics song

• Course of the Lesson

Greetings and Calendar Time (8 min.)

Teacher: Hello, children. My name is Miss... (name of teacher). I am your English teacher. We will have lots of fun during the year while learning to speak, read, write, and of course, play in English. I have many friends: Echo, George, Charlotte, Seva and Thomas but they will join us later. First we have a very important job. We need to think about what the weather is like today. Look through the window. Is it sunny? (The teacher points at the weather pictures on the Calendar Time poster.)

Is it cloudy? Is it windy?, etc. (Each time the teacher asks what the weather is, they point at the calendar time poster to visualize the word for the children. The teacher should encourage the children to say the weather words too. After the weather 'options' have been discussed, the teacher moves to the next steps of Calendar Time – discussing the season, the month, the day of the week and the date by counting how many days have passed from the beginning of the month to 'today'. At the end of Calendar Time the teacher should smoothly lead the children into the topic for the day.)

Teacher (poking into the Magic Bag): Children, do you know what this is? (the teacher shows the children a poster of the English alphabet).

Children: The English alphabet (expected answer).

Teacher: Yes, that is right! The English alphabet. Do you know that each letter has a special sound? Listen to it. (The teacher plays the phonics song twice – first time for the children to hear it, second time – the children sing together with the teacher.)

Teacher: Now, let's look at some of the letters. (The teacher writes the capital and the small letters Aa, Ee, Ii, Oo, Uu on the board). These are the English vowels. Just like there are vowels in the Bulgarian alphabet – а, ъ, о, у, е, и. How many vowels are there in English? Let's count. (The teacher and the children count 1, 2, 3, 4, 5). Look at the vowels. When we say them, they sound in a special way (the teacher pronounces each phonic). Let's say them together.

Teacher: Great work, children! Now, let's see what I have in my Magic Bag... (The teacher takes out an apple.)

Children: Apple, ябълка! (probably most of the children will know the English word.)

Teacher: Yes! That's right! Apple. (It is very important that the teacher pronounces the phonic a properly. By no means apple should sound like [epəl]. Now, what is this? (a small figure of an elephant appears from the bag). Ball. B – ball. (the children also say the 'b-bal'). And this? (the teacher shows a picture of an igloo). This (a picture of an octopus)? Oh, and this? (the teacher takes out an umbrella from the Magic Bag). Now, let's say these again: apple, elephant, igloo, octopus, umbrella.

Rhyme and Play (3 min.)

Teacher: Well, I think it is time to have a little rest and say a rhyme. Listen first:

A is for apple and arrow, and ant.

E is for egg and for elephant.

I – for igloo and for insect, you see.

O is for ostrich and octopus – there in the sea.

U – for unhappy, umpire and under.

Quick! Open your umbrella! I just heard some thunder!

Teacher: Now, let us all try. (The teacher and the children say the rhyme together.)

Phonics and Letters Activity (13 min.)

After the rhyme the children will be relaxed enough to move to the next activity which requires their full concentration and attention.

Teacher: Children, now it is time to open your books. Please open your textbook to page 5. Look at the pictures. There are words under the pictures. Look at each word! Oh, there are some letters missing (the teacher points at the blank spaces). We need to write them and make words. But before we write them in your notebooks, let's first have some practice. Open your workbooks to page 3.

The teacher shows on the board the proper way of writing letters Aa, Ee, Ii, Oo, Uu. After the teacher's demonstration the children to trace only the first two lines for each of the capital and the small letters a, e, i, o, u. After this is done, the children move back to the textbook to complete the exercises. The children look at the word in the textbook and write the whole word in their notebook (Textbook: ___nt → notebook: ant). After the children finish with letter Aa, the teacher goes over the words with them – the teacher says the word, the children echo the word).

To Remember (teacher assessment) (3 min.)

Teacher: Children, what a busy first lesson we had! We learned so much today. Let me see if you remember how these were called (the teacher writes a, e, i, o, u on the whiteboard) – consonants or vowels?

Children: Vowels (expected answer).

Teacher: Yes, that's right. Vowels. Let's say them again: a, e, i, o, u. (the children and the teacher pronounce the phonics). Great. And again...

Goodbye (1 min.)

Teacher: Thank you, children! Our first lesson is over. Next time we will practice the vowels again and we will learn how to write their letters properly. Goodbye. See you next time.

Children: Goodbye, Miss..., see you next time.

Lesson 2

• Before the Lesson

Goal of the lesson

This lesson concentrates on the proper writing of the letters of the vowels the children have already got acquainted with. The lesson also aims at practicing the new vocabulary through games.

Preparation for the lesson

- pictures of objects beginning with the short vowels
- a poster of the English alphabet
- the phonics song
- small cards/pieces of paper with the vowels written on them (there should be a vowel for each child)

• Course of the Lesson

Greetings and Calendar time (5 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Workbook Activities (13 min.)

Teacher: Children, last time we learned some new words. Let's see if you remember them. Let's first start with the words which have i. (The teacher starts with the 'i' words from last time first because they were the verbs (sit, swim, dig) and might be actively demonstrated.

Teacher: Swim (the teacher shows a swimming movement and the children 'swim' and echo the word; the same is valid for the other two verbs).

Teacher: Let's now see what else you remember... (the practice continues with the teacher showing words from the textbook, asking what the word is and which vowel it contains. The teacher encourages the children to speak as much as possible).

Teacher: Thank you, children! You were great! Now it is time for some writing practice. But before that, let's sing our phonics song. (Song)

The lesson continues with writing practice. The children need to trace and then write the letters of the vowels independently. While writing, the children might be listening to quiet Mozart music.

Games (5 min.)

After the writing activity which is monotonous and requires concentration, the children will need some change of activity. The teacher organizes the children for a quick game.

The teacher goes around and has each child draw a card/a piece of paper with a vowel on it from the Magic Bag. Each child is asked to say a word containing the vowel written on it.

To Remember (teacher assessment and directions for homework) (3 min.)

The game that has just been played serves as an excellent revision exercise.

Teacher: Children, thank you! You did an amazing job! Let me see, do you remember how we pronounce the phonics? (The teacher shows a phonic and the children pronounce it together with the teacher). Great!

Goodbye (2 min.)

Teacher: Children, this was about vowels. I am very proud of you. Next time we will start with some consonants. (The teacher shows the children some of the consonants, pointing at the Alphabet Poster). Goodbye. See you soon!

Children: Goodbye, see you soon!

Consonants: b, c, d, f, g, h, j

Lesson 1

• Before the Lesson

Goal of the lesson

This lesson aims at introducing the first seven consonants to the children. The children need to be acquainted with these consonants' proper pronunciation as well as with some examples (words) these consonants can be seen in.

Preparation for the lesson

- alphabet poster
- phonics song
- larger pictures of the words in the textbook

• Course of the Lesson

Greetings and Calendar Time (5 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Teacher: Good morning/Good afternoon, children! How are you today?

Children: Fine, thank you! (expected answer)

Teacher: Today we will learn some new phonics but first let's do our Calendar Time.

Calendar Time is done according to the description given in the previous lesson.

Rhyme and Play (3 min.)

Teacher: Children, now, after discussing the weather, it is phonics time. I have a short rhyme for you. Listen to it.

Balls are bouncing.

Crocodiles cry.

Dogs do dancing.

Foxes fly.

Goats go gardening and

Hens hop high.

Jaguars juggle in the jungle – I don't know why.

Teacher: Now I will say the rhyme slowly. Please echo after me.

The teacher says the first line, writes it on the whiteboard and underlines letter b. The children echo the line.

Teacher: Children, did you hear the the first phonic in the words balls and bouncing (pointing at balls and bouncing)? B (the teacher pronounces the phonic.) Its name is [bi] but when speaking we pronounce is /b/ – ball.

The same structure of introduction applies for the rest of the lines and phonics.

Phonics and Letters Activity (13 min.)

After the teacher finishes introducing all phonics planned for the lesson, they invite the children to open their workbooks to page 5 and trace only the first lines of the capital and of the small letters for the phonics planned for the lesson.

Teacher: Children, let's now open the textbooks to page 5. Listen to my instructions and write the missing letter.

The teacher says each word and asks the children which letter they should write and which phonic the letter stands for.

Remember: the children should write the words in their notebooks!

After this activity is completed, the teacher plays the 'Echo' game with the children: the teacher says a word and the children echo it after the teacher.

To Remember (teacher assessment) (2 min.)

Teacher: Children, thank you for working so well. Now it is time to go over what we did today. Did we learn about vowels or about consonants? (the teacher might point at some vowels and some consonants on the alphabet board in order to make it easier for the children to answer the question).

Children: Consonants (expected answer).

Teacher: That's right. Can you tell me the names of these consonants?

Children: B, c, d, f, g, h, j. (the children say the names of the letters).

Teacher: Thank you. Now, let me hear the phonics these letters stand for.

The teacher writes a consonant on the whiteboard and the children say the phonic. This is valid for all phonics planned for this lesson.

Goodbye (1 min.)

Teacher: Thank you, children. You did great today! Next time we will write the letters for the consonants we became acquainted with, so be ready! It's time for me to go now. Goodbye.

Children: Goodbye, Ms. ..., see you soon.

Lesson 2

• Before the Lesson

Goal of the lesson

This lesson concentrates on the proper writing of the letters of the seven consonants the children got acquainted with the previous time. The lesson also aims at practicing the new vocabulary through games.

Preparation for the lesson

- pictures of objects beginning with the seven consonants
- a poster of the English alphabet
- the phonics song
- small cards/pieces of paper with the consonants written on them (there should be enough cards made so that each child can draw one when game time comes)

• Course of the Lesson

Greetings and Calendar time (5 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Workbook Activities (13 min.)

Teacher: Children, last time we learned some new words. Let's see if you remember them.

The teacher can use the digital book here – the teacher ask the children to show them where the belt or the drum, etc. is. The child who is chosen to answer the specific question points at the word displayed on the page of the digital book. The game should not last very long because the main concentration of the lesson is the writing practice.

The lesson continues with writing practice. The children need to trace and then write the letters of the consonants independently. While writing, the children might be listening to quiet Mozart music.

Games (5 min.)

Teacher: Children, do you remember the game we played last time.

Children: Yes!

Teacher: Let's play then!

The teacher organizes the children for a quick game – the same as in the lesson before the previous but using the seven consonants the children have become acquainted with.

The teacher goes around and has each child draw a card/a piece of paper with a consonant written on it from the Magic Bag. Each child is asked to say a word containing the consonant written on it.

To Remember (teacher assessment and directions for homework) (3 min.)

The game that has just been played serves as an excellent exercise for revision. In addition to this, the teacher asks the children to open their notebooks and write the letter for the phonic they hear. The teacher says the phonic and the children write the corresponding letter in their notebook. After this exercise is done, the teacher collects the notebooks for checking.

Goodbye (2 min.)

The teacher says 'goodbye' to the children and tells them that next time – the next seven consonants (k, l, m, n, p, q, r) will be covered.

Consonants: k, l, m, n, p, q, r

Lesson 1

• Before the Lesson

Goal of the lesson

This lesson aims at introducing the next seven consonants to the children. The children need to be acquainted with these consonants' proper pronunciation as well as with some examples (words) these consonants can be seen in.

Preparation for the lesson

- alphabet poster

- phonics song
- larger pictures of the words in the textbook

- **Course of the Lesson**

Greetings and Calendar Time (5 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Teacher: Good morning/Good afternoon, children! How are you today?

Children: Fine, thank you! (expected answer)

Teacher: Today we will learn the next seven consonants – k, l, m, n, p, q, r, but first let's do our Calendar Time. Calendar Time is done according to the description given in the first lesson.

Rhyme and Play (3 min.)

Teacher: Children, now, after discussing the weather, it is phonics time. I have a short rhyme for you. It is about animals whose names begin with the phonics we will learn about today. Listen to the rhyme.

*Kind koalas,
Livey larks,
Mischievous monkeys,
Naughty newts,
Playful parrots,
Queer quails,
Rushing rabbits –
all of these have tails.*

Teacher: Now I will say the rhyme slowly. Please echo after me.

The teacher says the first line, writes it on the whiteboard and underlines letter k. The children echo the line.

Teacher: Children, did you hear the the first phonic in the words kind and koala (pointing at kind and koala)? /k/ (the teacher pronounces the phonic.) Its name is [kei] but when speaking we pronounce it /k/ – koala...

The same structure of introduction applies for the rest of the lines and phonics.

Phonics and Letters Activity (13 min.)

After the teacher finishes introducing all phonics planned for the lesson, they invite the children to open their workbooks to page 8 and trace only the first lines of the capital and of the small letters for the phonics planned for the lesson.

Teacher: Children, let's now open the textbooks to page 9. Listen to my instructions and write the missing letter.

The teacher says each word and asks the children which letter they should write and which phonic the letter stands for.

Remember: the children should write the words in their notebooks!

After this activity is completed, the teacher plays the 'Echo' game with the children: the teacher says a word and the children echo it after the teacher.

To Remember (teacher assessment) (2 min.)

Teacher: Children, thank you for working so well. Now it is time to go over what we did today. Did we learn about vowels or about consonants? (the teacher might point at some vowels and some consonants on the alphabet board in order to make it easier for the children to answer the question).

Children: Consonants (expected answer).

Teacher: That's right. Can you tell me the names of these consonants?

Children: K, l, m, n, p, q, r. (the children say the names of the letters).

Teacher: Thank you. Now, let me hear the phonics these letters stand for.

The teacher writes a consonant on the whiteboard and the children say the phonic. This is valid for all phonics planned for this lesson.

Goodbye (1 min.)

Teacher: Thank you, children. You did great today! Next time we will write the letters for the consonants we became acquainted with, so be ready! It's time for me to go now. Goodbye.

Children: Goodbye, Ms., see you soon.

Lesson 2

- **Before the Lesson**

Goal of the lesson

This lesson concentrates on the proper writing of the letters of the seven consonants the children got acquainted with the previous time. The lesson also aims at practicing the new vocabulary through games.

Preparation for the lesson

- pictures of objects beginning with the seven consonants

- a poster of the English alphabet
- the phonics song
- small cards/pieces of paper with the consonants written on them (there should be enough cards made so that each child can draw one when game time comes)

• **Course of the Lesson**

Greetings and Calendar time (5 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Workbook Activities (13 min.)

Teacher: Children, last time we learned some new words. Let's see if you remember them.

The teacher can use the digital book here – the teacher ask the children to show them where the key or the kite, or the lamp, etc. is. The child who is chosen to answer the specific question points at the word displayed on the page of the digital book. The game should not last very long because the main concentration of the lesson is the writing practice.

The lesson continues with writing practice. The children need to trace and then write the letters of the consonants independently. While writing, the children might be listening to quiet Mozart music.

Games (5 min.)

Teacher: Children, do you remember the game we played last time.

Children: Yes!

Teacher: Let's play then!

The teacher organizes the children for the quick game they already know.

The teacher goes around and has each child draw a card/a piece of paper with a consonant written on it from the Magic Bag. Each child is asked to say a word containing the consonant written on it.

To Remember (teacher assessment and directions for homework) (3 min.)

The game that has just been played serves as an excellent exercise for revision. In addition to this, the teacher asks the children to open their notebooks and write the letter for the phonic they hear. The teacher says the phonic and the children write the corresponding letter in their notebook. After this exercise is done, the teacher collects the notebooks for checking.

Goodbye (2 min.)

The teacher says 'goodbye' to the children and tells them that next time – the next seven consonants (s, t, v, w, x, y, z) will be covered.

Consonants: s, t, v, w, x, y, z

Lesson 1

• **Before the Lesson**

Goal of the lesson

This lesson aims at introducing the next seven consonants to the children. The children need to be acquainted with these consonants' proper pronunciation as well as with some examples (words) these consonants can be seen in.

Preparation for the lesson

- alphabet poster
- phonics song
- larger pictures of the words in the textbook

• **Course of the Lesson**

Greetings and Calendar Time (5 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

The structure of the lesson is the same as the structure of the previous lessons on phonics. This is done in order to create routine and build confidence in the children.

Teacher: Good morning/Good afternoon, children! How are you today?

Children: Fine, thank you! (expected answer)

Teacher: Today we will learn the next seven consonants – k, l, m, n, p, q, r, but first let's do our Calendar Time. Calendar Time is done according to the description given in the first lesson.

Rhyme and Play (3 min.)

Teacher: Children, now, after discussing the weather, it is phonics time. I have a short rhyme for you. It is about animals whose names begin with the phonics we will learn about today. Listen to the rhyme.

*Stop, smile, see the sky.
Turn, taste, try.
Vanish, venture, visit, view.
Walk and wonder why.
X-ray,
Yawn and...
Zip.
Oh, what a 'verb' trip!*

Teacher: Now I will say the rhyme slowly. Please echo after me.

The teacher says the first line, writes it on the whiteboard and underlines letter s. The children echo the line.

Teacher: Children, did you hear the the first phonic in the words kind and koala (pointing at kind and koala)? /K/ (the teacher pronounces the phonic.) Its name is [kei] but when speaking we pronounce it /k/ – koala...

The same structure of introduction applies for the rest of the lines and phonics.

Phonics and Letters Activity (13 min.)

After the teacher finishes introducing all phonics planned for the lesson, they invite the children to open their workbooks to page 11 and trace only the first lines of the capital and of the small letters for the phonics planned for the lesson.

Teacher: Children, let's now open the textbooks to page 11. Listen to my instructions and write the missing letter.

The teacher says each word and asks the children which letter they should write and which phonic the letter stands for.

Remember: the children should write the words in their notebooks!

After this activity is completed, the teacher plays the 'Echo' game with the children: the teacher says a word and the children echo it after the teacher.

To Remember (teacher assessment) (2 min.)

Teacher: Children, thank you for working so well. Now it is time to go over what we did today. Did we learn about vowels or about consonants? (the teacher might point at some vowels and some consonants on the alphabet board in order to make it easier for the children to answer the question).

Children: Consonants (expected answer).

Teacher: That's right. Can you tell me the names of these consonants?

Children: K, l, m, n, p, q, r. (the children say the names of the letters).

Teacher: Thank you. Now, let me hear the phonics these letters stand for.

The teacher writes a consonant on the whiteboard and the children say the phonic. This is valid for all phonics planned for this lesson.

Goodbye (1 min.)

Teacher: Thank you, children. You did great today! Next time we will write the letters for the consonants we became acquainted with today, so be ready! It's time for me to go now. Goodbye.

Children: Goodbye, Ms. ..., see you soon.

Lesson 2

• Before the Lesson

Goal of the lesson

This lesson concentrates on the proper writing of the letters of the seven consonants the children got acquainted with the previous time. The lesson also aims at practicing the new vocabulary through games.

Preparation for the lesson

- pictures of objects beginning with the seven consonants
- a poster of the English alphabet
- the phonics song
- small cards/pieces of paper with the consonants written on them (there should be enough cards made so that each child can draw one when game time comes)

• Course of the Lesson

Greetings and Calendar time (5 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Workbook Activities (13 min.)

Teacher: Children, last time we learned some new words. Let's see if you remember them.

The teacher can use the digital book here – the teacher asks the children to show them where the star, the tent, the van, etc. is. The child who is chosen to answer the specific question points at the word displayed on the

page of the digital book.

The game should not last very long because the main concentration of the lesson is the writing practice. The lesson continues with writing practice. The children need to trace and then write the letters of the consonants independently. While writing, the children might be listening to quiet Mozart music.

Games (5 min.)

Teacher: Children, do you remember the game we played last time.

Children: Yes!

Teacher: Let's play then!

The teacher organizes the children for the quick game they already know.

The teacher goes around and has each child draw a card/a piece of paper with a consonant written on it from the Magic Bag. Each child is asked to say a word containing the consonant written on it.

To Remember (teacher assessment and directions for homework) (3 min.)

The game that has just been played serves as an excellent exercise for revision. In addition to this, the teacher asks the children to open their notebooks and write the letter for the phonic they hear. The teacher says the phonic and the children write the corresponding letter in their notebook. After this exercise is done, the teacher collects the notebooks for checking.

Goodbye (2 min.)

Teacher: Thank you, children! Today was our last consonants day. Next time I will introduce you to my friends Echo, Seva, George, Charlotte and Thomas. We will go through many adventures with them. Do you want to meet them?

Children: Yes (expected answer).

Teacher: Great. I leave you now – I want to look for my friends. Goodbye! See you soon.

Children: Goodbye, Ms. ... See you soon.

STORY 1 (Hello Seva!)

Lesson 1

• Before the Lesson

Goal of the lesson

This is the first lesson in which the children become acquainted with the main characters Echo, Seva, George, Charlotte and Thomas. The children will become acquainted in greater detail with the first character from the text-book – Seva, a girl at their age who is from Bulgaria.

With respect to the grammar, the children need to become acquainted with the rule for turning singular nouns into plural and with the rule for using the pronouns this and these.

Preparation for the lesson

- a CD player
- demonstration materials in the Magic Bag: pictures of objects or real objects pens, pencils, notebooks, etc.
- pictures of Seva, George, Charlotte and Thomas

• Course of the Lesson

Greetings and Calendar Time (5 min.)

Teacher: Hello children! How are you today?

Children: Fine, thank you! (expected answer)

After greeting the children, the teacher and the children start discussing the weather. Teaching Tip: when it is time for the children and the teacher to count the days of the month, the teacher may count fast or slow, loud or quiet.

After discussing the weather, the teacher introduces the topic of the day and quickly introduces the children to what will be done in today's lesson.

Teacher: Children, last time I promised that you will meet my friends. Here they are: this is Seva (the teacher shows the picture of Seva). We will talk about her today. This is George (the teacher shows the picture of George). He is from England. This is Charlotte (the teacher shows the picture of Charlotte). Charlotte is French. This is Thomas (the teacher shows the picture of Thomas). Thomas is a dog. Say 'hello' to them, children!

Children: Hello, Seva! Hello, George! Hello, Charlotte! Hello, Thomas!

Teacher: Children, I have one more friend – Echo. He is a great helper and a great friend. Echo is here somewhere but we cannot see Echo. We can only hear Echo.

Reading Comprehension (5 min.)

Teacher: Where is Echo? Echo, Echo, where are you? I need you to help me with the story.

Echo: Hello, friends! I'm here! Today I am going to introduce to you a girl from Bulgaria. Her name is Seva and she is in second grade – just like you. Seva is one of the main characters, with whom you will go through many adventures during the school year. I have to go now. See you later!

Teacher: Goodbye, Echo! Children, I cannot wait to read to you the first story from the book. Are you ready to start?

The teacher reads the story slowly. The children can listen to the story again (on a CD). After the story is read/heard, the teacher discusses the new words with the children and explains what they mean. The teacher draws the children's attention to the word of the day – she.

The teacher then invites the children to answer the true/false questions and guides them in order to make sure that task is understood and successfully completed.

Rhyme and Play (3 min.)

'Colours of the Rainbow' rhyme. To make the comprehension of the rhyme easier, the teacher could act it out.

Say "red, red, red"

A poppy in the grass.

Say "orange, orange, orange"

Orange juice in the glass.

Say "yellow, yellow, yellow"

A lemon in the bowl.

Say "green, green, green"

A lizard – fast and small.

Say "blue, blue, blue"

the water in the sea.

Say "purple, purple, purple"

The lilac on the tree.

Say "indigo, indigo, indigo"

the ink in the pens.

Say "rainbow, rainbow, rainbow"

Look above, my friends!

Grammar Point and Grammar Activity (13 min.)

The teacher approaches a child and takes their book. The teacher asks: "What's this?" (expected answer: This is a book.) The teacher helps the children if necessary. Then they take two or more books and ask: "What are these?" (expected answer: These are books.) The exercise is repeated with different objects found in the room as well as with the objects from the Magic Bag.

The teacher writes the examples from the textbook (Grammar Point) on the whiteboard.

Teacher: Let's now do the Grammar activity from the book in pairs. (The teacher gives an example)

Example: What is this? – This is a pen.

Example: What are these? – These are crayons.

The teacher reads and explains the word of the day: she. An example with the word is given:

A: Who is this?

B: This is Seva. She is Bulgarian.

To Remember (teacher assessment and directions for homework) (2 min.)

The teacher points at different objects in the classroom and asks a question (What is this? or What are these?), and the children answer respectively: This is or These are The teacher reminds, by giving examples, how to turn singular into plural nouns (Teaching tip: the children may revise the colours with this exercise).

Teacher: Thank you very much, children! This will be the first time you will have homework! Please do exercise 1 on page 15 at home. You need to look at the pictures and match them with a sentence. (the teacher gives more instructions on completing the homework, depending on the level of the class).

Goodbye (1 min.)

Teacher: Children, I am very pleased with you today. You did great! Goodbye!

Children: Goodbye, Ms.!

Lesson 2

• Before the Lesson

Goal of the lesson

Apart from practicing the grammar points from the main lesson, the teacher will help the children introduce themselves using the questions "What's your name?" ("My name is...", "How old are you?") "I am.... years old."

Preparation for the lesson

– demonstration materials: pictures and school objects in the Magic Bag

• Course of the Lesson

The teacher greets the children and proceeds to Calendar Time.

Greetings and Calendar Time (3 min.)

- Greet the children

Teacher: Hello children! How are you today?

Children: Great, thank you! (expected answer)

Do calendar time. Announce what you will be doing in this lesson.

Homework Checking (3 min.)

Teacher: Children, open your Activity books to page 13. Let's check your homework first! (The teacher shows the children the exercise in their workbook, reads the sentences and asks which pictures go with them.)

Workbook Activities (13 min.)

Teacher: Very well done, children! Now it is time to learn how to pronounce some phonics. We already know which are the vowels and the consonants. I will introduce to you some special combinations of letter called blends. The blends we are going to learn to pronounce today are bl, gr and fr. (the teacher writes these on the whiteboard).

The teacher pronounces each blend and the words with this blend given in the workbook. After this is done, the teacher says the words once more, giving time for the children to write the respective blend in each blank space.

Teacher: It's time to go to exercise 3. Here you have to write the missing article a or an.

The teacher explains when we write a/an, by giving examples (an – when the following word begins with a vowel sound, a – when the following word begins with a consonant sound). The teacher gives an example on the whiteboard. In exercise 4 the children are required to make regular plural nouns. After explaining that this is done by adding letter s to the word, the teacher leaves the children to complete the task independently. After the children finish, the teacher reads the sentences to the class. Some of the children may also try to read.

Additional exercise /Find 9 colours/

The teacher reads Seva's words: 'I love to draw. These are my paints. I like green, pink, yellow, blue, brown, orange and purple. But my favourite colour is red.' A pupil might be asked to go to the whiteboard and stick the pictures of the colours that Seva's talking about. The children have to find and circle the nine colours mentioned.

N R Z B L U E
Y E L L O W O
L D O A M H R
N B Q C L I A
P I N K M T N
G R E E N E G
Z P U R P L E

Games

First game: Tell me something about you. Work in pairs

Echo introduces the questions: "What's your name?", "How old are you?" with the answers: "My name is...", "I am... years old."

Second game: What's in my Magic Bag?

- The teacher needs some objects which the children use at school: rubber, ruler, pencils, etc.
- The teacher chooses a student and asks: What's this?
- The student has to give an answer: This is a/an... or These are...

To Remember (teacher assessment and directions for homework) (5 min.)

Teacher: You did a great job today, children! Now let's revise what we have learned. (The teacher quickly goes through the exercises and assesses what the children have learned by some examples.) Your homework for next time will be to draw a word or some words in your Word Books. You can draw as many words or pictures as you want. Enjoy your work!

Goodbye (1 min.)

Teacher: Goodbye, children! I am looking forward to seeing you next time when we will get acquainted with George – my other friend who will help you with English.

STORY 2 (Hello, George!)

Lesson 1

• Before the Lesson

Goal of the lesson

In this lesson the teacher introduces the children with the second character from the textbook – George, a boy, who comes from England. The lesson aims at developing the children's listening skills, as well as their comprehension and speaking skills. With respect to grammar, the teacher should train the children on constructing negative and interrogative statements when introducing persons and objects (This is not...; Is this...? These are not...; Are these...?)

Preparation for the lesson

- a CD player
- demonstration materials: pictures of objects (or cut outs from magazines) in the Magic Bag

• Course of the Lesson

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson (Teacher: Children, today, I will introduce you to George – a boy from England who is Seva's friend. etc.).

Homework Checking (2 min.)

Teacher: Children, it is time to tell Echo what words you drew at home.

The teacher goes around the classroom and asks the children what is their word or picture. There might not be a chance for all of the children to be asked because of lack of time. The teacher should make sure that the children who did not have the chance of saying their words do this next time.

Reading Comprehension (5 min.)

Teacher: Children, it is time for our new story now. Echo is here today to tell us more about George – my other friend. George and Seva are friends and they will travel together to different places during the school year.

Echo: Hello, friends! I'm happy to see you!

Children: Hello, Echo!

Echo: Children, I cannot wait to tell you the new story. Please open your textbooks to page 15 and look at the picture.

The teacher gives the children a couple of minutes to look at the pictures and in the meantime the teacher displays the lesson on the whiteboard – if such a resource is available. After the children look at the pictures, the teacher starts reading the story. The children can listen to the story again (on CD). After the teacher finishes reading the story, the teacher discusses the new words with the children and clarifies their meaning with the children. The teacher draws the children's attention to the word of the day – guitar. The teacher then invites the children to answer the true/false questions and guides them through the task.

Rhyme and Play (3 min.)

The teacher uses 'Hello!' rhyme to make a transition from the previous activity to the next – introduction of grammar. The teacher reads the rhyme at a normal speed. The children echo after the teacher.

Hello, hello, my friend!

Hey, how are you?

Hello, hello, my friend

I'm glad to see you!

Hello, hello, my friend,

What an amazing day!

Hello, hello, my friend,

Hey, come with me, let's play!

Grammar Point and Grammar Activity (13 min.)

Teacher: Children, it is time now for some special exercises. Please look at the pictures on page 15. What are these (the teacher points at the books and the pens)? Is this a pen? (pointing at the books).

Children: No.

Teacher: That is correct! This is not a pen. Now let's see...

The teacher continues in this manner.

Teacher: Let's now do the Grammar activity from the textbook in pairs. We need to make questions with these words and then answer the questions. Let me show you first...

The teacher needs to show the children that when the places of 'This' and 'is' are swapped, a question is 'made'.

The children practice this skill in pairs.

If the level of the class allows it, the teacher may ask the children to copy the pairs of questions and answers in their notebooks after the teacher writes the examples on the board.

To Remember (teacher assessment and directions for homework) (3 min.)

Teacher: Whom did we meet today? Seva?

Children: No, George! (expected answer)

The teacher points at different objects in the classroom (or takes out pictures of objects from the Magic Bag) and asks the question "Is this a ...?" or "Are these...?". The children answer respectively: "This is not a..." or "These are not...", etc.

Teacher: Well done! Now homework! Please complete exercise 1 on page 17 in the workbook at home. We will

check it next time. (the teacher reminds the children the requirements for completing this type of exercise).

Goodbye (1 min.)

Teacher: Children, thank you for your attention and wonderful work. Echo, will we see you next time?

Echo: Of course, see you soon. Goodbye!

Teacher: This was all for today. Next time we will work more on how to make questions and Echo will help us more with reading. Good bye! Have a lovely day!

Lesson 2

• Before the Lesson

Goal of the lesson

The goal of this lesson is for the children to practice their listening and reading comprehension skills (exercise 1), to practice giving short answers to questions (exercise 3) and to practice the formation of the plurals with regular nouns. Besides this the goal of this lesson is to practice the phonemic awareness by learning how to pronounce properly the blends *br* and *fr* in words.

Preparation for the lesson

- demonstration materials: name tags
- objects or pictures of words which contain the mentioned blends (in the Magic Bag)
- materials – old magazines, colour paper, glue, pencils

• Course of the Lesson

Greetings and Calendar time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (3 min.)

Teacher: Children, open your Activity Books to page 14. Let's check your homework first! (The teacher shows the children the exercise on their workbook, reads the sentences and asks which pictures go with them.)

Workbook Activities (13 min.)

Teacher: Very well done, children! Last time I showed you some special combinations of letters called blends. Today we are going to explore more blends – *br* and *fr*. (the teacher writes these on the whiteboard).

The teacher pronounces each blend as well as the words with this blend given in the workbook. After this is done, the teacher says the words once more, giving time to the children to write the respective blend in each blank space.

Exercise 3 aims at providing practice of giving short answers to questions. There is an example which the teacher shows and clarifies. The children should pay attention to the fact that a short answer does not only consist of 'Yes' or 'No' but is followed by 'this is', 'this isn't', etc., depending on the question.

Exercise 4 provides practice for the children on forming regular plurals. The children should be able to complete the exercise with ease, since it has already been practiced. If there is time, the teacher may ask the children to make more examples (in their notebooks).

Additional exercise

Ask questions

Draw some pictures with blank spaces under them. In this space, the children should ask a question about the picture by themselves using: Is this.../Are these...?

The pictures show parts of the body. If there is not enough space for pictures, only the answers could be given, and the children should write the expected question. An example is also given.

Games

1: Directions

Twice to the left

Twice to the right

Left, left, left

Right, right, right

Twice up

Twice down

Up, up, up

Down, down, down

Twice ahead

Twice back

Ahead, ahead, ahead

Back, back, back

2: Arts and Crafts

"Let's make a human body!"

The teacher shows parts of the body and the children repeat after the teacher. The children are provided with different materials – old magazines, colour paper, glue, pencils.

To Remember (teacher assessment and directions for homework) (5 min.)

Teacher: You did a great job today, children! Now let's revise what we have learned. (The teacher quickly goes through the exercises and assesses what the children have learned by some examples.) Your homework for next time will be to draw a word or some words in your Word Books. You can draw as many words or pictures as you want. Enjoy your work!

Goodbye (1 min.)

Teacher: Goodbye, children! I am looking forward to seeing you next time when we will meet Charlotte, who is a friend of Seva and George.

STORY 3 (Hello, Charlotte!)

Lesson 1

• Before the Lesson

Goal of the lesson

In this lesson the teacher acquaints the children with the third character from the textbook – Charlotte, a girl at the age of six, who comes from France.

The children continue to develop their listening comprehension and speaking skills. The children practice the formation of affirmative, negative and interrogative sentences.

Preparation for the lesson

- a CD player
- demonstration materials: a picture of the teacher's family

• Course of the Lesson

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (2 min.)

Teacher: Children, let's show Echo what new words you drew at home.

The teacher goes around the classroom and asks the children what their word or picture is. There might not be a chance that all children are asked because lack of time. The teacher should make sure that the children who did not have the chance of announcing their words last time, do it now.

Reading Comprehension (5 min.)

Echo: Hello, friends! I'm happy to see you! Today I am going to tell you who Charlotte is. Charlotte is a friend of Seva and George, and is the other main character we will travel to different places with during the school year.

Teacher: Children, I cannot wait to read the new story. Let's open the textbooks!

The teacher gives the children a couple of minutes to look at the pictures and in the meantime the teacher displays the lesson on the whiteboard (if such a resource is available). After the children look at the pictures, the teacher starts reading the story. The children could listen to the story again (on CD). After the teacher finished reading the story, the teacher discusses the new words with the children and clarifies their meaning. The teacher draws the children's attention to the word of the day – guitar. The teacher then invites the children to answer the true/false questions and guides them through the task.

Rhyme and Play (3 min.)

The teacher uses 'My Family' rhyme to make a transition from the previous activity to the next – introduction of grammar.

The teacher reads the rhymes and shows the picture of her family. The children repeat, play and get acquainted with family members while having fun.

My aunt dances really nice,

My sister skates on ice.

My uncle likes to read,

My baby brother is so sweet.

My grandma likes to sing,

My grandpa is the house's king.

My father loves to rest,

My mother cooks the best!

Grammar Point and Grammar Activity (13 min.)

The planned grammar point and grammar activity aim at practicing the formation of different types of sentences (affirmative, negative and interrogative).

To make sure that the children understand the concepts, the teacher might use various objects found in the classroom (or ask each child to take an object from their desk/schoolbag).

When doing the grammar activity, the teacher may start with simpler constructions.

Example:

Teacher: What are these? (pointing at the apples)

Children: These are apples. (expected answer)

Teacher: Correct. These are apples. The apples are red. What colour is the grass?, etc.

If there is time, the exercise could continue with talking about objects found in the classroom.

To Remember (teacher assessment and directions for homework) (3 min.)

Teacher: Whom did we meet today? Seva?

Children: No, Charlotte! (expected answer)

Teacher: Oh, of course, we met Charlotte! Let's see what else we learned. How about some new words?

The teacher points at different objects from the classroom (or takes out pictures of objects from the Magic Bag) and asks the children what this is, what colour it is, is it big or small, etc.

Teacher: Well done! Now homework time! Please complete exercise 1 on page 19 in the workbook at home. We will check it next time. (the teacher reminds the children the requirements for completing this type of exercise).

Goodbye (1 min.)

Teacher: Children, it was a wonderful day today! What is your opinion, Echo?

Echo: Well done, children! I'm looking forward to our next meeting! Goodbye!

Children: Goodbye, Ms. ..., goodbye, Echo!

Lesson 2

• Before the Lesson

Goal of the lesson

The lesson aims at training the children to pronounce the blends *fl* and *gl* properly. Another goal of the lesson is that the children demonstrate their skills to make questions and give answers (including short ones) to these questions. The lesson also aims to ensure the children to use properly the plural of regular nouns.

Preparation for the lesson

demonstration materials: a picture of a family

• Course of the Lesson

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (3 min.)

Teacher: Children, do you remember whom we met last time?

Children: Yes. Charlotte.

Teacher: Correct! We met Charlotte. Now it is time to check your homework on the lesson about Charlotte. Please open your workbooks to page 16. (The teacher shows the children the exercise in their workbook, reads the first sentence and asks which picture goes with it.)

Workbook Activities (13 min.)

Teacher: Very well done, children! Now it is time for more blends. Today we are doing these two (the teacher writes the blends on the board, does not pronounce them yet).

Teacher: This is 'fl' and this is 'gl'. Let's say them together: 'fl', 'gl'. Very well done! Now listen to some words with these blends please.

The teacher pronounces the words from exercise 2 in the Workbook and the children write the blend appropriate for each word.

Remember! The teacher should first say the word because the children most probably don't feel comfortable with reading yet.

Exercise 3 is an excellent practice on the 'Who is this?' question. The children need to be acquainted with the words on the left and then decide who is who judging by the picture above the empty box.

Exercise 4 aims at providing practice for giving short answers to the questions. If there is time left or if the teacher feels the children need more practice on this, the teacher may ask the children to copy the questions and the answers in their notebooks.

Additional exercise - Link and write

Drawn are the flags of France, Bulgaria, the UK, as well as the pictures of our three characters. The children should link each character with the country they come from. Below (or at the side) there are blank rows, where they have to complete the sentences:

Charlotte is ... (French)

Seva is ... (Bulgarian)

George is ... (British)

To make the exercise more accessible, the teacher could write the three nationalities on the board in a random order.

Games

First game: Association

Preparation for the game: The teacher writes words such as food, weather, colours, animals, clothes, etc. on sheets of paper. The teacher divides the children into teams.

Rules of the game:

1. A representative of each team draws a sheet with a word.
2. The children should say words which are related to the word on the sheet.
3. The teacher gives a point for each word they produce.

For example: weather – sun, wind, sunny, cloudy, etc.

Second game: Simon wants to know

The teacher shows different family members. The children should use a pronoun when giving the answer.

- The teacher acting as Simon asks: 'Who's this?' or 'Who are these?'
- The child needs to give the right answer: This is ... or These are

To Remember (teacher assessment and directions for homework) (5 min.)

Teacher: You did a great job today! Now let's check what we have learned. (The teacher revises with the children not only what they have done during this lesson but also the different pronouns they have used).

Teacher: Children, remember! Your homework for next time will be to draw a word or some words in your Word Books. You can draw as many words or pictures as you want. Enjoy your work!

Goodbye (1 min.)

Teacher: I had a great day today. Did you, Echo?

Echo: Yes, I did! Thank you, children. Goodbye!

Teacher: I am looking forward to seeing you next time, children, when we will get acquainted with Thomas the dog. You are eager to meet him, aren't you? Goodbye now!

Children: Goodbye, Mrs. ...!

STORY 4 (Hello, Thomas!)

Lesson 1

• Before the Lesson

Goal of the lesson

In this lesson the teacher acquaints the children with a new character from the textbook – Thomas, which is our friends' dog.

The teacher needs to introduce and explain the meanings of the new vocabulary (see Vocabulary).

The grammar included in this lesson is: how to form questions with "Who"

This lesson aims at developing the listening comprehension and speaking skills by introducing the story about Thomas the dog – the last of the characters who travel around the world. The lesson also aims at developing the skills for asking questions by using interrogative pronouns (Who is this?).

Preparation for the lesson

- a CD player
- demonstration materials: Magic Bag, items that the teacher finds useful as visual aid

• Course of the Lesson

Greetings and Calendar time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (2 min.)

Teacher: Children, let's show Echo what new words you drew at home.

The teacher goes around the classroom and asks the children what their word or picture is. There might not be a chance for all children are asked because of lack of time. The teacher should make sure that the children who did not have the chance of announcing their words last time during the previous lesson, do it now.

Reading Comprehension (5 min.)

Teacher: It's a great day because we are together but where is Echo? Echo promised me to help me with the story. Let's call Echo! Echo, Echo!

Echo: Hello, friends! I'm happy to see you! Are you ready for the new story?

Children: Yes! (some of the children may answer with 'Yes, we are!')

Teacher: Children please open your textbooks to page 19. This is the story about Thomas the cat.

Children: No! Thomas is not a cat! Thomas is a dog!

Teacher: Oh, of course! A dog! Listen to his story.

The teacher gives the children a couple of minutes to look at the pictures and in the meantime the teacher displays the lesson on the whiteboard – if such a resource is available. After the children look at the pictures, the teacher starts reading the story. The children could listen to the story again (on CD). After the teacher finishes reading the story, the teacher discusses the new words with the children and clarifies their meaning. The teacher draws the children's attention to the word of the day.

The teacher then invites the children to answer the true/false questions and guides them through the task.

Rhyme and Play (3 min.)

The teacher uses 'Numbers' rhyme to give the children the opportunity to relax and to move smoothly to the next activity.

The teacher says the rhyme and shows the movements that go with it. The children say the verses and make the movements.

On this lovely, sunny day,
"Hide-and-peek" let us play!
One, two, three,
Come and hide with me!
Four, five, six,
I've got a bag of tricks!
Seven, eight, nine,
He is behind the pine!
At last say ten,
Let us count once again!

Grammar Point and Grammar Activity (13 min.)

The grammar point and the grammar activity aim at building and developing the skills for asking questions, using the interrogative pronoun who.

A similar course of the activities might be taken.

Teacher: Children, look at this sentence (the teacher writes 'This is Seva' on the board). A question we may ask if we don't know her is 'Who is this?' (the teacher writes the question on the board). We use "who" when we asks questions about people.

- The teacher approaches a child and asks 'Who is this?'; the other children answer;
- The teacher writes examples given in the Grammar Point section in the textbook on the board;
- The Grammar activity might be done in pairs. (The teacher gives an example).

The teacher reads and explains the word of the day: who. The teacher may ask the children to design several sentences in their notebooks using "who" in order to practice its spelling.

To Remember (teacher assessment and directions for homework) (3 min.)

The teacher creates several examples (written on the board) aiming to check whether the children understand the role of who and whether they can use it properly.

The teacher then assigns exercise 1 on page 21 in the workbook for homework and gives instructions for its completion.

Goodbye (1 min.)

Teacher: Children, thank you very much! It was a wonderful day today. Goodbye!

Echo: Children, you were great! I would love to come next time too! See you next time.

Children: See you next time, Echo!

Lesson 2

• Before the Lesson

Goal of the lesson

The lessons aims at developing the skill to use interrogative pronouns. The lesson also aims at teaching the children how to pronounce the blends tr, str, and st properly.

Preparation for the lesson

- demonstration materials: Magic Bag, pictures of different animals

• Course of the Lesson

The teacher greets the children and proceeds to Calendar Time.

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (3 min.)

Teacher: Children, as you know, today we will get busy with some special question words but let's check your homework first. Open your workbooks to page 18 please. (Check homework sentence by sentence.)

Workbook Activities (13 min.)

Teacher: Well, you were great, children! I know now how much you've learned about Thomas! Let's do some more blends now. It is time to learn some more. Our blends today are these: str, tr, st (The teacher writes them on the board and pronounces them once more.) Look at exercise 2 now. I will say each word, and you will tell me which of these three blends you will need to write.

The teacher says the words one at a time and gives the children enough time to write the blend in each blank.

Exercise 3 aims at encouraging the children to use the interrogative pronoun "who" by constructing questions using it.

Another aim of the exercise is to use the interrogative pronoun "where". After the children finish asking the "who" questions, the teacher encourages them to construct questions with the pronoun where. This exercise gives an opportunity for practicing the use of some prepositions of place.

Example:

Q: Where is George?

A: George is behind the house.

Exercise 4 continues what has already been done in the previous exercise. This time the question is given, the children should only complete the answer.

Additional exercise

Draw an Alien

A picture of Thomas is drawn. Thomas peeks behind a pine tree and speaks in a bubble: 'I love to run and hide. My favourite game is Hide-and-Seek. I am afraid of aliens'.

The children have to draw an alien according to a given description: I have two heads and four hands. My fingers are 16. I have three legs and six feet. I have three eyes, one mouth and one nose. I have no ears.

Games

First game: I Am a Dog

Teacher: Children, stand up next to the desks.

Ask the children to bark like a dog, to wiggle their 'tails', to jump, lift up their front paws.

Second game: Echo Wants to Know

The teacher shows different animals. The children have to use a pronoun when giving the answer.

- The teacher, acting as Echo, asks: "Who's this?" or "Who are these?"
- The child has to give the right answer: "This is..." or "These are..."

To Remember (teacher assessment and directions for homework) (5 min.)

Teacher: You did a great job today! Now let's check what we have learned. (The teacher revises with the children not only what they have done during this lesson but also the different pronouns they have used).

Teacher: Children, remember! Your homework for next time will be to draw a word or some words in your Word Books. You can draw as many words or pictures as you want. Enjoy your work!

Goodbye (1 min.)

The teacher wishes goodbye to the children and informs them that next time there will be some more interesting information about Thomas.

STORY 5 (Thomas and His Dream)

Lesson 1

• Before the Lesson

Goal of the lesson

This lesson tells the story about Thomas and his dream. The teacher explains the new words in the lesson. The grammar point aims to introduce definite and indefinite articles, their meaning and use.

Preparation for the lesson

- a CD player
- a plastic glove with the vowels a, o, i, e, u – on each finger.

• **Course of the Lesson**

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (2 min.)

Teacher: Children, let's show Echo what new words you drew at home.

The teacher goes around the classroom and asks the children what their word or picture. There might not be a chance that all children are asked because of lack of time. The teacher should make sure that the children who did not have the chance of announcing their words last time, do it now.

Reading Comprehension (5 min.)

The introduction to the reading comprehension starts with the teacher asking some of the children if they have dogs and if they have, what the dog's name is.

Teacher: Children, I see you are very excited because you love dogs very much. Dogs are our best friends. We love them, we take care of them, we feed them, we train them, we make them happy. But some dogs are sad. They haven't got an owner. They haven't got a home. They are homeless. These dogs live in animal shelters. Sometimes they are happy in their dreams.

Children, do you remember our new friend Thomas? OK! Let's read his story!

The teacher gives the children a couple of minutes to look at the pictures and in the meantime the teacher displays the lesson on the whiteboard – if such a resource is available. After the children look at the pictures, the teacher starts reading the story. The children could listen to the story again (on CD). After the teacher finished reading the story, the teacher discusses the new words with the children and clarifies their meaning. The teacher draws the children's attention to the word of the day.

The teacher then invites the children to answer the true/false questions and guides them through the task.

Rhyme and Play (3 min.)

The teacher uses 'Numbers' rhyme to make a transition from the previous activity to the next – introduction of grammar.

The teacher reads the rhyme slowly and shows the movements that go with it (if any). The children follow and repeat the teacher's words and movements.

On this lovely, sunny day,
"Hide-and-seek" let us play!
One, two, three,
Come and hide with me!
Four, five, six,
I've got a bag of tricks!
Seven, eight, nine,
He is behind the pine!
At last say ten,
Let us count once again!

Grammar Point and Grammar Activity (13 min.)

Teacher: Well done, children! Now I need your attention please.

The teacher writes the following sentence on the board: 'This is a parrot' and underlines the indefinite article 'a'.

Teacher: We use 'a' in front of things you can count when we talk about one thing: a cat, a dog, a car (the teacher may be showing pictures of these while speaking). Be very careful now with the sentence 'This is an orange'. (The teacher writes the sentence on the whiteboard and underlines the indefinite article 'an'). The meaning is the same – 1 orange. We use 'an' only in front of vowels: a, e, i, o, u. (the teacher puts on the plastic glove with the vowels on it and shows each vowel by moving the definite finger). The teacher writes the sentences given in the textbook and asks: 'a' or 'an'?

Example: This is ... dog.

This is ... elephant.

Teacher: Very well, you're doing great!

The teacher writes the following sentences on the whiteboard:

This is a dog. The dog is small.

This is an elephant. The elephant is big.

Teacher: Do you see the difference? First we say "a dog", then in the next sentence we say "the dog" because we know what the dog is. The same with the elephant. ('the' in front of vowels sounds like [ði]). Now, try to complete the next exercise. Remember – you need to copy each sentence in your notebooks.

The teacher walks along the desks and helps if it's necessary.

To Remember (teacher assessment and directions for homework) (3 min.)

Teacher: You did a great job! Let's do some revision now. What can we use in front of a noun when it is only 1?

Children: A (expected answer)

Teacher: And when the next word begins with a vowel what do we use – 'a' or 'an'?

Children: An! (expected answer)

Teacher: That is correct! How many vowels there are in the English alphabet?

Children: Five! (expected answer).

Teacher: Yes, there are five vowels – just like the five fingers of the hand (the teacher shows the vowels using the plastic glove again). We use 'a' or 'an' when we name a thing for the first time and when we talk about it again in the next sentence we use 'the' in front of the noun to show that we already know what we talk about. I know you find these rules a little difficult now but you will soon become really good using them.

Oh, I must not forget! Homework! Homework is the usual – please complete exercise 1 on page 23 from the workbook. (The teacher reminds the children the requirements for completing exercise 1 from the workbook).

Goodbye (1 min.)

Teacher: Children, next time we are going to work in the workbook. I have prepared a game for you. It will be great! I promise!

Echo: May I join too?

Teacher: Of course you may, Echo! Goodbye and have a nice day, children, Echo!

Children: Goodbye, Mrs. ..., Echo!

Lesson 2**• Before the Lesson****Goal of the lesson**

The children learn how to pronounce the blend 'dr' properly in words beginning with it. The lessons also aims at revising the use of definite and indefinite article.

Preparation for the lesson

– a mirror or a laser

• Course of the Lesson**Greetings and Calendar Time (3 min.)**

– Greet the children

– Do calendar time

– Announce what you will be doing in this lesson

Homework Checking (3 min.)

Teacher: Children, as you remember, we have work to do in the workbook today but let's check your homework first. Open your workbooks to page 23 please. (Check homework sentence by sentence.)

Workbook Activities (13 min.)

Teacher: Well, you were great, children! I know now how much you've learned about Thomas and his dream! Let's do some more blends today. Our new blend is dr. (The teacher writes the blend on the board and pronounces it once more.) Look at exercise 2 now. I will say each word. Please say the word after I say it. (The teacher says the words one at a time and gives the children enough time to write the blend in each blank.)

Teacher: I think it's time to do exercise 3. You were great with the blend. You will have a lot of fun with exercise 3. Look, there are 5 animals on the left. Let's write them on the whiteboard. The teacher writes the numbers from 1 to 5 and asks 5 children to write the words one by one. Then the class fill the crossword in the workbook.

Teacher: Well done, children! Now, try to complete exercise 4 by yourselves. Let's look at the example together and then you will continue without my help. Let's see what you remember about the articles a, an and the.

The teacher writes the sentences from the exercise 4 on the whiteboard and asks some children to complete it (the teacher helps if it's necessary).

Game „Follow the light and answer“

Rules of the game: First the teacher fixes the reflected sunlight beam (laser beam) on a specific place (a desk) and says "This is a desk. The desk is brown."

The teacher continues to direct the light on different objects in the classroom and the children have to follow that example.

To Remember (teacher assessment and directions for homework) (5 min.)

Teacher: Good job, children. Before I go, let me check whether you remember how to pronounce this blend (the teacher writes dr on the board as well as words beginning with it. To revise previous blends, the teacher may also write words with previously learned blends).

Example: drop, dragon, train, straw, stone, step

Teacher: Remember to write and draw the new words in your Word Book for homework. I am looking forward to seeing your pictures!

Goodbye (1 min.)

Teacher: Children, Echo, it's time to say goodbye. Next time we will find out how the story about our friends goes on. We are going to learn how to name people or objects with other words. This is all for today. Have a great day!
Children: Have a great day you too!

STORY 6 (The Fair)

Lesson 1

• Before the Lesson

Goal of the lesson

The adventure of the children starts in this story. Besides the comprehension and communicative skills, the lesson's grammar point aims at developing the children's awareness on using personal pronouns.

Preparation for the lesson

- a CD player
- labels (A5 size) with the personal pronouns written on them
- pictures of: a boy, a girl, children

• Course of the Lesson

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (2 min.)

The teacher goes around the classroom and asks the children what their word or picture is. There might not be a chance that all children are asked because of lack of time. The teacher should make sure that the children who did not have the chance of announcing their words last time, do it now.

Reading Comprehension (5 min.)

Teacher: Children which is your favorite vehicle?

Children: A train, a car, a ship, an airplane.../expected answer/.

Teacher: Have you ever travelled by an airplane? Have you ever flown in a hot-air balloon? Do you know, I think it will be fun and a pleasure to travel in a hot-air balloon. Now close your eyes and imagine that you and your friends are in the hot-air balloon. The weather is sunny. It's so beautiful, it's so nice. Echo, it's time to open your eyes. Don't worry, it's not the end of our flight. It's just the beginning. Now let's read the next story!

The teacher reads the story slowly. After the teacher reads the story, it might be played on the CD again. After the listening part, the teacher discusses the new words together with the children.

Rhyme and Play (3 min.)

The teacher uses the 'To Be' rhyme to make a transition from the previous activity to the next – introduction of grammar.

The teacher reads the rhyme slowly and shows the movements that go with it. The children repeat and act.

I am happy.
You are sad.
He is good.
She is glad.
It is short.
We are tall.
You are big.
They are small.

Grammar Point and Grammar Activity (13 min.)

Teacher: Children, it's time to continue with our next activity but before we start I would like to introduce to you some special words. They are short but very important. These special words replace the names of people when we speak.

The teacher shows the picture of the boy and says 'he'. Then the teacher shows the picture of the girl and says 'she'.

The teacher touches children one by one and asks: 'He or she?'

The teacher shows the picture of the children and says 'they'.

The teacher does this again but this time asking: "he", "she" or "they".

Teacher: Children, I think you are ready to do the Grammar Activity in the textbook.

The teacher reads the first sentence takes, the crayons and asks: "he", "she" or "they"?

The teacher touches a boy, after that a girl and asks the same question.

The teacher writes the sentences on the whiteboard and the children write them in their notebooks.

After the grammar activity is completed, the word of the day, 'autumn', might be explained in more detail (Autumn is a season between summer and winter. At this time of the year the leaves fall from the trees. The autumn colours are orange, yellow and brown. It's the season when fruits are gathered.) or only the specifics in the pronunciation might be explained.

To Remember (teacher assessment and directions for homework) (3 min.)

Teacher: Children, before I leave, I would like us to revise when we use "he", "she" and "they" (the teacher goes through the grammar point again).

Well done! Do exercise 1 from the workbook for homework (the teacher reminds the children the requirements for completing exercise 1). This was all for today.

Goodbye (1 min.)

The teacher says goodbye to the children and tells them what they will do next time.

Lesson 2

• Before the Lesson

Goal of the lesson

This lesson aims at teaching the children how to pronounce "th" and words beginning with it. The children complete exercises to revise the use of the personal pronouns.

Preparation for the lesson

- pictures of people and objects
- hats for the different seasons, umbrella, mittens and sunglasses

• Course of the Lesson

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (3 min.)

Check homework sentence by sentence – page 25.

Workbook Activities (13 min.)

Teacher: Children, today we are going to practice how to pronounce the blend "th" and we will do some exercises to practice it. We can pronounce "th" in two ways. Look at my mouth, please. Put the tip of your tongue between your teeth like me and try to say ... (the teacher demonstrates how to pronounce the blend). The teacher writes the words from exercise 2 on the whiteboard and invites some children to write "th" in each gap. The children have to pronounce the word at the same time. After the words on the board are completed, the children fill in the gaps in their workbooks.

Teacher: Very well done! And now it is time to revise what we did last time.

The teacher takes a small bag or box with some pictures in it, approaches a child and says to them: 'Close your eyes and take out a picture!'. The child needs to see the picture and answer she, he, it or they? The game continues until all children have had their turn. The teacher thanks them for the good job and asks them to try to complete exercise 3 in the workbook. Meanwhile the teacher monitors their work.

Teacher: Excellent, children! Now, look at me, please. Can you guess what the weather is by my accessories?

The teacher puts on a winter hat and helps the children with the question: cold or hot?

Children: Cold (expected answer)

Then the 'demonstration' continues with an umbrella, mittens and sunglasses.

Teacher: I think you are ready to do the next exercise without my help.

The teacher invites the children to do exercise 4.

Game "A Die Game with Letters"

Preparation for the game: Dice with a letter written on each side (in pencil) is needed. Divide the children into teams.

Rules of the game:

- select a child to throw the dice and to announce the letter (if the letter has already been chosen, the child throws the dice once again)
- invite the children to say out loud as many words as they know beginning with this letter
- draw a chart on the whiteboard to write the words and the points of the teams.

To Remember (teacher assessment and directions for homework) (5 min.)

The teacher revises the pronunciation of 'the' with the children and gives directions for the homework assignment.

Teacher: Remember to write and draw the new words in your Word Book for homework. I am looking forward to seeing your pictures!

Goodbye (1 min.)

Teacher: Children, you did great today! Next week our friends' adventure will continue and I can't wait to find out what will happen! Now I have to go, have a nice day everyone!

STORY 7 (In England 1)

Lesson 1

• Before the Lesson

Goal of the lesson

The lesson introduces – Europe and England in particular. In this respect, the information about Europe can be revised as well as the European countries. In respect of grammar, the lesson aims at getting the children acquainted with the interrogative pronouns “what” and “where” and their meaning and use.

Preparation for the lesson

- a poster/map of Europe
- a CD player

• Course of the Lesson

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (2 min.)

The teacher goes around the classroom and asks the children what their word or picture is. There might not be a chance that all children are asked because of lack of time. The teacher should make sure that the children who did not have the chance of announcing their words last time, do it now.

Reading Comprehension (5 min.)

Teacher: Children, do you know how many the continents on our planet are? (Count the continents on the poster. Discuss which the biggest one is and which continent we live in.)

Echo: Hello, children! I heard you talking about continents. May I help?

Teacher: Of course you may, Echo! Thank you very much!

Echo: Well, there are seven continents, you know that, but let's talk more about your continent – Europe. Which European countries do you know? (Discuss. Point at Italy, Bulgaria, France, Finland and others). Children, look, this is Great Britain. (point at it) The people who live there are British and the language that they speak is English. I'd love to talk with you about Britain, but I have to go because George, Seva and Charlotte might need me.

Teacher: Good bye Echo, see you and thank you for your visit. Children, open your books! Let's read the new story!

The teacher reads the story and then the children can listen to it on CD again. The lesson continues with discussing the new words. The teacher then invites the children to answer the true/false questions and helps them in order to make sure that task is understood and successfully completed.

Story: The balloon is in the air. There is a big piece of land underneath.

Charlotte: What is this?

Echo: This is Europe. Europe is a continent. There are many countries in Europe.

Seva: Oh, Echo, you are here!

George smiles and his face says 'I told you so'.

Echo: This over there is the United Kingdom or Britain. England is one of its countries.

George: England is my home.

Charlotte (mumbling, hungry): I am very hungry!

Echo: George, maybe it is time for English breakfast?

Rhyme and Play (3 min.)

- The teacher uses 'The English Breakfast' rhyme to make the transition to the grammar activity;
- The teacher reads the rhyme slowly and shows the movements that go with it. The children repeat and act.

Crack two eggs in a pan.

Take some beans from a can.

Bacon and sausage all fried.

Grilled tomatoes on the side.

Put mushrooms on the plate.

English breakfast is so great!

Grammar Point and Grammar Activity (13 min.)

The teacher takes an object and asks: What is this? (the children answer)

Then the teacher puts the same object on the desk and asks: 'Where is it now?'(the teacher guides the children

while answering). The same question-and-answer exercise is repeated with a few other objects.

Teacher: Children, let us now look at our textbooks. Please look at the two pictures at the bottom of the page. What is that? (the teacher points at the picture on the left – Seva pointing at England, and writes the question on the board).

Children: England. (expected answer; if the children hesitate what to answer, the teacher might ask guiding questions: 'Is this Bulgaria?', 'Is this Greece?', etc.)

Teacher: Yes. That is England. (The teacher writes 'That is England' on the board.)

Teacher: And... where is England?

Children: England is in Europe. (expected answer; the teacher writes the answer on the board).

The lesson continues with the grammar activity, asking and answering the four given questions. In case there is time left, the teacher might design more questions using the interrogative pronouns 'what' and 'where'.

To Remember (teacher assessment and directions for homework) (3 min.)

The teacher goes through the Grammar Point in the textbook once again and stresses on how questions beginning with interrogative pronouns are formed.

Teacher: Thank you, children! You did a great job! I think you remember what follows now. Yes, your homework. Please complete exercise 1 from the textbook (the teacher reminds the children the requirements for completing exercise 1 from the workbook).

Goodbye (1 min.)

Teacher: Next time we will continue that story. I cannot wait to see where the adventurers find themselves.

Goodbye and have a nice day!

Lesson 2

• Before the Lesson

Goal of the lesson

In this lesson the children will develop skills to pronounce words containing 'silent e'. The children will also develop their skills for introducing themselves to other people. The lesson also aims at practicing the 'there is...'/ 'there are...' construction.

Preparation for the lesson

- pictures of silent e words
- some sheets with the following words written on them: 'food', 'weather', 'objects', 'animals'

• Course of the Lesson

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (3 min.)

Check homework sentence by sentence – page 27.

Workbook Activities (13 min.)

Teacher: Great work, children! Now I will tell you a secret about some special words. Look at this word (the teacher writes 'home' on the board). Look at this word as well (the teacher writes 'time' on the board). Now listen. (the teacher pronounces the two words). Did you hear the 'e' sound at the end?

Children: No.

Teacher: That's correct. We don't pronounce 'e'. It is silent. Let's look at some more examples. (The teacher shows pictures of words containing silent e. It is important that the children know these words so they can name the pictures. After each picture is named, the teacher writes the words on the board).

This activity smoothly transits into exercise two – the children need to name the pictures. Depending on the level of the group and the time planned, the teacher might ask the children to copy the words in their notebooks.

Exercise 3 requires asking the 'What is your name' question and giving the answer 'My name is...'. If the children find this activity easy, the question can be transformed depending on the picture: 'What is his name?', 'What is her name'.

This second set of questions and answers might be written in the notebook.

Exercise 4 aims at practicing the construction there is.../ 'there are...'. The teacher should make a note for the children that they should always pay attention to the number of objects they are talking about.

Associations Game

The teacher writes words like: food, animals, weather, objects. The teacher divides the children into two teams.

Rules of the game:

1. A representative of each team draws out a sheet with a word written on it.
2. The children should say words, which are related to the word on the sheet.
3. A point is awarded for each word said.

For example: weather-sun, wind, cloudy, etc.

To Remember (teacher assessment and directions for homework) (5 min.)

The teacher revises with the children what they learned in this lesson writing examples on the whiteboard.

Teacher: Thank you children, you did good job today. Remember to write and draw the new words in your vocabulary notebook.

Goodbye (1 min.)

Teacher: Children, next time we are going to England again to see what will happen with our friends. Now I have to go. See you next time, children! Have a nice day.

STORY 8 (In England 2)

Lesson 1

· Before the Lesson**Goal of the lesson**

This lesson continues the story about England. The children will learn what the specific English breakfast includes. The Grammar Point concentrates on the use of the interrogative pronoun 'where' and develops the skills for forming interrogative structures.

Preparation for the lesson

- a poster of Europe
- a CD player

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (2 min.)

The teacher goes around the classroom and asks the children what their word or picture is. There might not be a chance that all children are asked because of lack of time. The teacher should make sure that the children who did not have the chance of announcing their words last time, do it now.

Reading Comprehension (5 min.)

Teacher: Children, how do you feel? Do you feel happy or sad? I'm very happy to be here with you. Today we are going to talk about doing good. Look outside. Can you see the rainbow in the sky? No? Well, I can't see it too. Sometimes things are invisible. We can't see them but we can feel them. They are in our hearts. Rainbows appear in the sky after rain. A rainbow is beautiful and makes people happy. I think that the rainbow is a symbol of good and it holds a special message for people. I hope that after reading the new story, you will understand me. Open your books to page 24 please.

The teacher reads the story. The children can listen to it on CD again. The lesson continues with discussing the new words. The teacher then invites the children to answer the true/false questions and helps them in order to make sure that task is understood and successfully completed.

Story:

George: Here is a good restaurant.

The children and Thomas enter and sit at a table.

George: May we have breakfast please? Some bacon, sausages, eggs, beans, bread with butter, grilled tomatoes and mushrooms.

Charlotte: Oh, it is raining!

Charlotte looks through the window. There is a man sitting on a bench outside. He is dressed in shabby clothes and does not have a jacket. Charlotte takes her plate and gives it to the man outside.

Charlotte: Here you are!

The owner of the restaurant sees this and takes a blanket.

The owner: Here is a blanket for you.

Echo: George, maybe you have something for this man too.

George gives his umbrella to the man.

The homeless man (eyes full of tears): Thank you very much!

The rain stops. The sun is shining and there is a beautiful rainbow outside.

Echo: This is so kind of you, children! This is so kind of you, sir!

Rhyme and Play (3 min.)

The teacher uses 'The English Breakfast' rhyme to make a transition to the introduction of grammar.

The teacher reads the rhyme slowly and shows the movements that go with it. The children repeat and act.

Crack two eggs in a pan.

Take some beans from a can.

Bacon and sausage all fried.
Grilled tomatoes on the side.
Put mushrooms on the plate.
English breakfast is so great!

Grammar Point and Grammar Activity (13 min.)

The teacher writes the question from the Grammar Point and the different answers to it.

The teacher reads the question out loud and, pointing at the correct picture, helps the children answer.

Teacher: Children let's now change our roles! You ask questions and I answer them. (The children have to try asks questions beginning with 'where are/is').

Teacher: Let's now do the Grammar activity from the book.

The teacher writes the words: fruit, flowers, books, children and gives an example: Where are the fruit? Following the example the children write the next questions.

To Remember (teacher assessment and directions for homework) (3 min.)

The teacher goes back through the Grammar Point to revise the way 'where' questions are constructed. The teacher assigns the homework and gives clarifications if needed.

Goodbye (1 min.)

Teacher: Thank you for your attention, everyone! Goodbye! See you next time when we are going to play a great game. Goodbye!

Lesson 2

• **Before the Lesson**

Goal of the lesson

In this lesson the teacher introduces WH-questions, their meaning and pronunciation.

Preparation for the lesson

- sheets of paper with questions written on them (What do you have in your bag?; Where is the whiteboard?; Which day is it today?; What is your name?; Which season is it now?)

• **Course of the Lesson**

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (3 min.)

Check homework sentence by sentence – page 29.

Workbook Activities (13 min.)

Teacher: Excellent! Now, let's look at ex 2 and see what we need to do. Oh, look at these two letters (the teacher writes 'wh' on the board). Look at this word now (the teacher writes the word 'when'). Now listen. (the teacher pronounces the word). Did you notice?

Echo: Oh, I noticed.

Teacher: Oh, Echo! I didn't know you were here.

Echo: Well, teacher, you said it last time – some things are invisible.

Teacher: So, Echo, what did you notice?

Echo: I noticed that we don't say the 'h' sound.

Teacher: Absolutely correct, Echo! Children, remember this combination of letters and remember that we do not pronounce the 'h'. Back to exercise 2, everyone!

The teacher invites the children to write the two letters in the blanks and after this is done, the children and the teacher revise the pronunciation of the 'wh' words. At the teacher's discretion, a task might be assigned for copying the 'wh' words in the notebooks.

Exercises 3 provides an opportunity for revising the skills for constructing 'where' questions as well as for using prepositions for place when giving the answers.

Exercise 4 provides the opportunity for gaining confidence in constructing "where" question. The spelling of where might be learned easily with this exercise. The exercise also provides an opportunity for revising 'food' vocabulary.

Games: Answer the Question

Sheets of paper with questions written on each of them are needed.

The questions: What do you have in your bag?; Where is the whiteboard?; Which day is it today?; What is your name?; Which season is it now?

Children draw sheets and answer the questions.

To Remember (teacher assessment and directions for homework) (5 min.)

Teacher: I am proud of you, children. We had so much practice on how to form 'where' questions! Remember to add more in your vocabulary notebook for homework.

Goodbye (1 min.)

Teacher: Children, next time we are going to talk about Italy and Venice. I hope our friend Echo will be able to come and tell us something interesting. Now I have to go! Goodbye, dear children! Have a nice day!

STORY 9 (In Italy 1)

Lesson 1

• Before the Lesson**Goal of the lesson**

In this lesson the teacher tells the children more about Italy and Venice. In respect of grammar, the children learn how to use the demonstrative pronouns *this, that, these, those*.

Preparation for the lesson

- a poster of Europe
- a CD player

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (2 min.)

The teacher goes around the classroom and asks the children what their word or picture is. There might not be a chance that all children are asked because of lack of time. The teacher should make sure that the children who did not have the chance of announcing their words last time, do it now.

Reading Comprehension (5 min.)

Teacher: Children, do you remember that I told you we were going to Italy? Italy is a very beautiful country and there are many interesting places there. There are unique cities. One of them is Venice. Have you ever been there? I have heard that the people there use boats instead of buses to get from one place to another. Echo promised to tell us more about Venice. Are you here, Echo?

Echo: I'm coming. Here I am. Hello friends! Do you need me?

Teacher: Echo, we hope you can tell us more about Venice and about Italy. Do you know this country?

Echo: Yes, I know it but I think it will be better to read the next story. The story takes place in Italy.

The teacher reads the story and then the children can listen to it on CD again. The lesson continues with discussing the new words. The teacher then invites the children to answer the true/false questions and helps them in order to make sure that task is understood and successfully completed.

Story:

George: It is time to go! Everyone, back in the hot-air balloon! Let's go home.

The children wave a hand to say 'goodbye' to the shabby man and get into the balloon. The balloon goes up in the air.

Charlotte: Look at this a big boot!

Charlotte is pointing at Italy but does not know yet that this is Italy.

George: This is Italy, Charlotte!

Charlotte: What is Italy?

Echo: Italy is a country, Charlotte. It is famous for its delicious pizza, spaghetti and ice cream, and also for Venice.

Charlotte: What is Venice, Echo?

Echo: Venice is a beautiful town. Its streets are actually canals – small rivers where gondolas go.

Charlotte: What is a gondola, Echo?

Echo: It looks like a boat.

Seva: Let's go! May I have a ride on a gondola, George, please!

George smiles. He will agree to go down. Charlotte looks scared...

Rhyme and Play (3 min.)

The teacher uses 'Vehicles' rhyme to give the children some time to relax before they concentrate on the next activity.

In the sea come to float

On a ship, submarine or boat.

On the road ride with us

In a car, lorry or bus.
Through the air come to fly
In an aeroplane so high.
On the tracks down the lane
Runs a trolley and a train.

Grammar Point and Grammar Activity (13 min.)

The teacher draws on the whiteboard:

- a big circle on the whiteboard, points at it and says: This is a circle.
- a small circle in the distance, points at it and says: That is a circle.
- two big circles, points at them and says: These are circles.
- two big circles in a distance, points at them and says: These are circles.

After this is done, the teacher invites two children for ‘helpers’ and asks one of them to stay close and the other to move to a distant corner of the classroom. The teacher points at the child who is close and says ‘This is ...’. The teacher then points at the child in the distance and says ‘That is ...’.

Teacher: Children, remember: we use ‘this is’ or ‘these are’ to talk about things that are close to us and ‘that is’ or ‘those are’ to talk about things in the distance. Let’s see now whether you can manage with the grammar activity. It will be a good writing skills practice to have the children write the formed sentences in their workbooks.

To Remember (teacher assessment and directions for homework) (3 min.)

Briefly go through the grammar point again and give instructions for completing the homework.

Goodbye (1 min.)

Teacher: Children, it was pleasure for me to be with you today! I am looking forward to the next lesson when we will read the rest of the story we started today. Have a nice day everyone!

Lesson 2

• Before the Lesson

Goal of the lesson

The lesson aims getting the children acquainted with the pronunciation of words ending with “ous”. They also revise how to use the demonstrative adjectives “this” and “that”.

Preparation for the lesson

- Some pictures of vehicles (car, airplane, helicopter, bus, truck, ship, boat, train, bicycle, motorcycle, etc.). Cutouts from magazines can be used instead.
- Pictures showing things which are: delicious/dangerous/enormous/famous.

• Course of the Lesson

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (3 min.)

Check homework sentence by sentence – page 31.

Workbook Activities (13 min.)

Teacher: Children, it is time to learn some more new words. Look at exercise 2 on page 31. Do you see the letters in red? We need to write these letters in the blanks. Let’s do this and then I will tell you how to pronounce these words properly.

The teacher has the children fill in the blanks. While the children are writing, the teacher goes around the desks to check how each child is doing.

Teacher: Now listen. Do you notice something when I say these words?

The teacher takes out of the Magic Bag the displays for the words delicious, famous, dangerous, enormous out of the Magic Bag.

Example: This cake is delicious. (acting delicious out)

Ariana Grande is famous. (acting famous out)

This elephant is enormous. (acting enormous out)

Swimming in the stormy sea is dangerous.

Teacher: Did you notice that I didn’t say all three phonics.

The teacher clarifies the pronunciation rule.

Teacher: Great job so far! Now let’s continue with exercise 3. Look at the pictures and write “this” or “that”. Look at the airplane. It is so small! The airplane is in the distance. What shall we write – this or that?, etc. (The teacher helps the children if necessary.)

Teacher: It is time for exercise 4. You can see pictures of vehicles. Look at each vehicle and say if it travels on

the road, in the sky, in the water or on the rails. Then write the vehicle's name in the proper column.

With this exercise it would be great for the teacher to display this page on the whiteboard. This will make things more friendly to the children and the teacher will be able to guide them more effectively.

Game 'Water, Ground, Air'

Rules of the game: The teacher shows a picture of a vehicle and says the word. The children have to raise their hands in the air if it travels in the sky; if the vehicle goes on the road or on the rails – they have to kneel; if the vehicle goes in the water they will have to act swimming with their hands. Then the teacher stops showing the pictures and only says the words for the vehicles. The teacher can choose a pupil to say the names of the vehicles instead of them.

To Remember (teacher assessment and directions for homework) (5 min.)

Teacher: Children, you did a great job! Let's revise what we have learned.

The teacher goes near the chair, points at it and says: "This is a chair". Then the teacher moves away, points at the same chair and says: "That is a chair".

It's enough for today. For homework you'll have to draw the new words in your vocabulary notebook.

Goodbye (1 min.)

Teacher: It's time to say goodbye, children. Next time we'll see what will happen to our friends in Italy. Have a nice day everyone!

STORY 10 (In Italy 2)

Lesson 1

• Before the Lesson

Goal of the lesson

The lesson continues the story about Italy and Venice. The story teaches the children how one can overcome fear. In respect of grammar, the lesson aims to show and teach the children how to explain what their abilities are. They need to use the modal verb *can* together with some other verbs.

Preparation for the lesson

- a poster of Europe
- a CD player
- pictures of a rabbit, a mouse, a bird and fish.

• Course of the Lesson

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (2 min.)

The teacher goes around the classroom and asks the children what their word or picture is. There might not be a chance that all children are asked because of lack of time. The teacher should make sure that the children who did not have the chance of announcing their words last time, do it now.

Reading Comprehension (5 min.)

Echo: Hello children! Today I will tell you a story about a little boy called Alex. He was strong and brave but he was afraid of water. One day while he was fishing he saw a little kitten in the lake. It was helpless. Alex jumped in the lake and saved the little kitten. Then he realized what he had done. From this moment on he swims every day in the lake and he is not afraid of water anymore. Do you think that our friends are afraid of something? Let's hear the next story.

The teacher reads the story and then the children can listen to it on CD again. The lesson continues with discussing the new words. The teacher then invites the children to answer the true/false questions and helps them in order to make sure that task is understood and successfully completed.

Story:

George: Here are the gondolas, Seva. Let's go.

Charlotte starts crying because she cannot swim and she is afraid of water.

Echo: Charlotte, everything is fine. We are here with you!

Charlotte hugs her lamb tight and gets into the gondola. Thomas jumps in. The gondola shakes and the lamb falls into the water.

Charlotte (crying): Oh, no! My lamb is in the water! I cannot swim!

Thomas jumps in the water and saves the lamb.

Charlotte: Thank you, Thomas!

Thomas: Woof! Woof!

The gondola passes by beautiful buildings.

Seva: There are so many bridges and so beautiful buildings! Watch out! A low bridge!

Charlotte: I can touch it!

George lifts Charlotte so she can touch the bridge. When Charlotte steps back into the gondola, the gondola shakes. Charlotte is still on her feet!

Charlotte (laughing): Oh, it's like skating. What a fun! I am not afraid of boats anymore!

Echo: You are ready to learn to swim, Charlotte! Let's go!

Rhyme and Play (3 min.)

The teacher uses 'Vehicles' rhyme as a transition to the next activity.

In the sea come to float

On a ship, submarine or boat.

On the road ride with us

In a car, lorry or bus.

Through the air come to fly

In an aeroplane so high.

On the tracks down the lane

Runs a trolley and a train.

Grammar Point and Grammar Activity (13 min.)

To introduce the concept, the teacher displays on the whiteboard the pictures of the rabbit, the mouse, the fish and the bird, then asks which of these can hop (the teacher hops up).

Children: The rabbit (expected answer).

The teacher says the sentence one more time: 'The rabbit can hop.' and continues with the next questions. The teacher needs to draw the children's attention to the fact that when we use the modal verb 'can' with other verbs, the other verb does not change.

Teacher: Let's do the Grammar activity from the book now. Look at the first picture and tell me what can the girls do? (the teacher says the verbs swim, read, skate, etc. outloud).

To Remember (3 min.)

Teacher: Let's revise who can hop, who can climb and who can fly. Let's do it together: The rabbit can hop. The mouse can climb. The bird can fly.

Good work, as always! Please, remember to do ex. 1 from the textbook for homework (the teacher reminds the children the requirements for completing exercise 1 from the workbook).

Goodbye (1 min.)

Teacher: Children, we did great job today. I can't wait until next time. We will write and play an interesting game. This was all for today. Good bye! See you next time!

Lesson 2

• Before the Lesson

Goal of the lesson

This lesson teaches the children how to pronounce silent "b". The children will practice how to form sentences using *can* and *can't*.

Preparation for the lesson

- pictures of animals (turtle, squirrel, horse, whale, parrot, kangaroo)
- a box
- a comb

• Course of the Lesson

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (3 min.)

Check homework sentence by sentence – page 33.

Workbook Activities (13 min.)

Teacher: Very well done, children! I think you are ready to move to the next exercise. I will show you some more special words. Again there will be something we do not pronounce. (The teacher takes out a comb out of the Magic Bag.) This is a comb. Let me write the word for you. (The teacher writes the word on the board)

Listen: comb. How many phonics did you hear?

Children: Three (expected answer).

Teacher: Yes, three. Well, how many letters have I written on the board?

Children: Four!

Teacher: Can you guess what happened to the 'b'.

Children: We do not say it. (expected answer).

Teacher: Absolutely right. We do not pronounce it. Let's see if we are able to read the words in exercise 2.

Teacher: Let's continue with exercise 3. Can you name the pictures? (The teacher helps the pupils to name all the pictures.)

Teacher: Now we'll see what the animals can do. Some of them can run or jump, some can swim or walk, other can fly, climb trees or talk. (The teacher acts the verbs out.) Your task is to write in the blanks what these animals can do.

Teacher: Great job! It's time for exercise 4.

Games 'Guess the Animal'

The teacher shows the children some pictures of animals (a kangaroo, a whale, a turtle, a parrot, a horse, a squirrel). Next the teacher puts them in a box and gives an example of the game. The teacher takes out a picture with closed eyes (the children do not see the picture) and describes the animal: "It can jump, it can climb trees, but it can't swim or fly. Can you guess what it is?" (the verbs are also shown with actions) The class have to guess what the animal is.

Children: Squirrel! (expected answer)

The teacher asks a child to come and continue the game.

To Remember (5 min.)

Teacher: Brilliant work, children! Now let's see what people can and can't do. They can walk, they can run, they can jump, they can talk but they can't fly.

That was all for today. For homework please draw action words (verbs) in your Word Books.

Goodbye (1 min.)

Teacher: Next time we are going to the beach! I am looking forward to it! Have a lovely day! Goodbye!

STORY 11 (At the Beach in Bulgaria)

Lesson 1

• Before the Lesson

Goal of the lesson

In this lesson the adventurers are going to visit Bulgaria and together we will go to the sea shore.

The teacher needs to introduce and explain the meanings of the new vocabulary (see Vocabulary).

The grammar point helps the children understand and practice the use of *cannot*.

Preparation for the lesson

- a poster
- a CD player
- demonstration materials: Magic Bag with sea creatures, newspaper hats for all children

• Course of the Lesson

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (2 min.)

The teacher goes around the classroom and asks the children what their word or picture is. There might not be a chance that all children are asked because of lack of time. The teacher should make sure that the children who did not have the chance of announcing their words last time, do it now.

Reading Comprehension (5 min.)

Echo: Hello, friends! I'm happy to see you!

Teacher: Hello, Echo! Today we will be sailors. Come with us! We will go for a walk to see the sea shore. Seva, George and Charlotte will be there too.

Echo: Hello! Let's go! Open the books!

The teacher reads the story and then the children can listen to it on CD again. The lesson continues with discussing the new words. The teacher then invites the children to answer the true/false questions and helps them in order to make sure that task is understood and successfully completed.

Story:

Echo: Look! The Balkan Peninsula is down there. There are many beautiful mountains and rivers! That over there is the Black Sea. Charlotte, are you ready for your first swimming lesson?

Charlotte: Yes! I am not afraid!

Seva: Let's go home. Let's go to the beach in Bulgaria!

George: All right!

The children land. George goes fishing. Seva paints dolphins, crabs and sea horses.

Charlotte: There is a shark in the water!

George: Oh, Charlotte, this is Thomas!

Charlotte calms down and starts building a sandcastle.

Charlotte: Oh, my sandcastle is so pretty!

There is a girl next to Charlotte. The girl is building a sandcastle too. The girl's castle is smaller and is not that well decorated.

Charlotte: Ha, ha, your castle is not as pretty as mine!

All of a sudden a big wave carries Charlotte's castle away. Charlotte starts crying.

The girl (smiling at Charlotte): Let's make a new castle together!

Charlotte: Thank you! Let's be friends!

The girls build a beautiful castle.

Echo: This is the castle of the friendship. The waves cannot break it.

Rhyme and Play (3 min.)

Use the 'Sandcastle' rhyme for transition. The children may have newspaper hats on their heads.

To make a sandcastle great

You need buckets of sand – eight.

Collect some shells to decorate

The walls, the windows and the gate.

Add some starfish and some seaweed.

The castle is beautiful indeed!

'Here comes a big wave!' I shout.

It will wash the castle out!

Grammar Point and Grammar Activity (13 min.)

With this activity the teacher aims at getting the children acquainted with the way negative forms of the modal verb *can* is formed. These forms can be written in the notebooks (recommended).

This will be very useful practice before moving to the grammar activity exercise when the children will be required to construct whole sentences.

To Remember (teacher assessment and directions for homework) (3 min.)

A quick game can be played to revise the forms of *cannot*. The teacher has written in columns on the board respectively I ... cook, You ... swim, He ... sing/She ... draw/It ... move and We ... dance, You ... run, They ... play the guitar.

The children have to say *cannot* to 'fill in' the blanks.

Goodbye (1 min.)

Teacher: Children, you were great sailors today! Next time I will take you for another sea trip. Goodbye!

Lesson 2

• Before the Lesson

Goal of the lesson

This lesson will give the children some more phonemic awareness – it will teach them how *ou* and *ow* are pronounced in word.

The lesson also aims at practicing the negative forms of the modal verb *can* it also aims at developing skills for forming interrogative sentences using *can*.

Preparation for the lesson

– demonstration materials: Magic Bag with sea creatures, newspaper hats for all children

• Course of the Lesson

The teacher greets the children and proceeds to Calendar Time.

Greetings and Calendar Time (3 min.)

– Greet the children

– Do calendar time

– Announce what you will be doing in this lesson

Homework Checking (3 min.)

Check homework sentence by sentence – page 35.

Workbook Activities (13 min.)

Teacher: Very well! Excellent work! Now it's time to move to exercise 2. The teacher pronounces the words from

exercise 2 from the Workbook, and the children repeat the words.

The main goal of the exercise is to increase the awareness on the spelling of the words. Exercise 3 is not simply writing can or can't. The children will need to do some reasoning before filling in the blank.

Prior to completing exercise 4, the teacher reminds the children how interrogative constructions are formed.

Additional exercise: Count and colour by code

A picture of a sand castle with a lot of shells, seaweed and starfish on it is drawn. Beside it there are small pictures of shells, seaweed and starfish, and next to (or below) them there are blank rows. The children have to count them and write in the blank rows – both the words and the numbers. After that they have to paint them according to a legend: seaweed – green; sand – yellow; shells – beige (or grey); starfish – orange. If there is enough space, they can draw their own sandcastle or do it for homework in their notebooks.

Games

First game: Daily Routine

Preparation for the game: Select some objects, e.g. a toothbrush, a towel for hands, a comb, a brush, a bar of soap, a shampoo, a perfume, etc. and put them on the desk.

Rules of the game:

1st Version – The teacher asks a child to come and say:

Example: Take the toothbrush and brush your teeth.

Take the comb and comb your hair.

2nd Version – The teacher asks a child to come and whispers to him/her:

Example: Take the soap and wash your hands.

The child has to follow the command. The rest of the children have to guess what the child is doing.

Second game: 'Simon Wants to Ask'

The teacher shows different objects. The children have to use a pronoun when giving the answer.

– The teacher, acting as Simon, asks: "What can you do?"

– The expected answer to this is: I can...

To Remember (teacher assessment and directions for homework) (5 min.)

Teacher: Excellent work, children! All of you were great! (The teacher revises with the children not only what they have done during this lesson but also the different pronouns).

Remember to do your drawing homework. I can't wait to see your pictures.

Goodbye (1 min.)

Teacher: Today you did a lovely job! Goodbye, children!

STORY 12 (In the Alps)

Lesson 1

• Before the Lesson

Goal of the lesson

The lesson gives information about Switzerland and the Alps, and about the animals which live there. The grammar exercises enhance the use of *there is* and *there are* in combination with prepositions of place.

Preparation for the lesson

– a poster of Europe

– a CD player

• Course of the Lesson

Greetings and Calendar Time (3 min.)

– Greet the children

– Do calendar time

– Announce what you will be doing in this lesson

Homework Checking (2 min.)

The teacher goes around the classroom and asks the children what their word or picture is. There might not be a chance that all children are asked because of lack of time. The teacher should make sure that the children who did not have the chance of announcing their words last time, do it now.

Reading Comprehension (5 min.)

Echo: Hello, everyone!

Children: Hello, Echo!

Echo: Children, I want to tell you a story about Tom and his friends. Tom is 12 years old. He has many friends. But Tom loves joking often. One day Tom and his friends go to the forest. Tom hides behind a bush and starts roaring like a bear. The other boys are frightened. 'Ha, ha, ha', Tom laughs, 'Joke'. 'Bad joke, Tom', his friends tell him. An hour later when the children sit down around the fire, they see a real bear. It is beside them and does not

move. Tom freezes, very scared. Then one of the boys takes a burning piece of wood from the fire and sends the bear away...

The story I have prepared for you today is very similar to this. Wait! Oh, our friends call me. Sorry but I have to go. Read the story with your teacher to understand why I told you the story about Tom.

The teacher reads the story and then the children can listen to it on CD again. The lesson continues with discussing the new words. The teacher then invites the children to answer the true/false questions and helps them in order to make sure that task is understood and successfully completed.

Story:

The children get into the balloon.

George: Let's go home!

The balloon is up in the air again. The children smile. Suddenly a strong gust of wind takes the balloon high up in the sky and carries it away.

Seva: Oh no! Not again! We are far away from home again!

Charlotte: Echo, where are we now?

Echo: We are over the Alps. And this is France down there.

Charlotte: France! France is my home country!

Echo: This over there is Switzerland.

Charlotte: Switzerland? Chocolate?

Echo: Yes, Charlotte, chocolate!

Charlotte: Let's go to Switzerland!

The balloon lands on a green meadow in Switzerland.

Seva: The view is amazing!

Seva sits on the meadow and starts drawing.

George: Be careful! There are many animals here – bears, foxes, wolves, snakes.

Sewa is drawing peacefully. Suddenly she cries out...

Seva: There is a bear in the bushes!

Everyone runs away. Charlotte hugs her lamb tight.

Seva: It's a joke! Ha-ha-ha!"

The children are angry with Seva. Thomas looks restless.

Thomas: Woof! Woof! Woof!

George: Watch out! A snake!

Seva (laughing): It's a joke, George, isn't it?

Seva looks down and sees the snake. Seva jumps back and rushes towards the balloon. Seva: I am so sorry!

Echo: Seva, sometimes silly jokes can be very dangerous!

Rhyme and Play (3 min.)

The teacher uses 'In the Forest' rhyme to make a transition from the previous activity to the next – introduction of grammar.

In the forest walks a deer.

Quiet and it may walk near.

In the forest jumps a frog.

No! That's a spiky hedgehog.

On the grass sleeps a snake.

Step softly not to wake!

The wolf, the fox, the bear

They are hiding I know not where!

Grammar Point and Grammar Activity (13 min.)

The teacher points at the whiteboard and says: There is a white board in the room.

Next the teacher points at all the desks and says: there are desks in the room. The teacher continues giving examples using the words: a teacher, children, books. The practice continues with the exercise from the Grammar Activity sections. The children need to write in their notebooks the sentences they construct.

To Remember (teacher assessment and directions for homework) (3 min.)

Teacher: Children, remember: we say *there is* when we talk about one thing and we say *there are* when we talk about many things. The teacher gives examples again.

The homework is the usual – exercise 1 from the workbook.

Goodbye (1 min.)

Teacher: Dear children, during the next lesson we are going to do our Workbook activities and play a funny game. Goodbye and have a nice day!

Lesson 2

• Before the Lesson

Goal of the lesson

The Goal of the lesson is to teach the children how to read words containing blends “ow” and “ou”. The children practice the using of *there is* and *there are*. The teacher needs to revise vocabulary about numbers and animals.

Preparation for the lesson

- a poster with the numbers from one to ten

• Course of the Lesson

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (3 min.)

Check homework sentence by sentence – page 37.

Workbook Activities (13 min.)

Teacher: Look at exercise 2. Do you remember these words? We read them last week. But now we have to give them special attention. First let's write the missing “ow” or “ou” in the blank spaces to make words. (The teacher writes the words from exercise 2 on the whiteboard and asks some children to come to the board and fill the correct diphthongs “ow” or “ou”.) Then they all read the words. The teacher underlines “ow” and “ou” in each word and says: Did you notice what is common between this words? In each of them “ow” and “ou” sound [aʊ]. Let's try to read more words.

The teacher takes the Magic Bag in which there are sheets of paper with words written on them, approaches a child and asks them to draw out a sheet. The child has to write the word on the whiteboard, to underline “ow” or “ou” in it and to read it aloud. The activity can continue with more children.

Teacher: Very well, my dear. Now we have to complete exercise 3. (The teacher writes the first sentence on the whiteboard, reads, points and says: “A bear in the bushes.” How many are the bears? One or more?)

Children: One! (expected answer)

Teacher: Yes, the bear is one. So, we have to write “There is”.

Next the teacher writes the second sentence and says: “snakes in the grass. How many are the snakes? One or more?”

Children: More! (expected answer)

The teacher underlines -s at the end of “snakes” and asks a student to write the correct item on the whiteboard. This is the way the exercise continues to the end.

Exercise 4 focuses on counting, vocabulary and sentence formation. The children will design their own sentences.

Teacher: Children, please count and tell me how many foxes there are in the picture.

Children: One! (expected answer)

Teacher: Yes, there is one fox but we can also say “a fox” because “one” and “a” mean the same.

The teacher writes the full sentence from the example on the left side of the whiteboard.

Teacher: Now let's count the snakes. How many snakes are there in the picture?

Children: Three! (expected answer)

Teacher: Yes, there are three snakes. (The teacher writes the full sentence from the example on the right side of the whiteboard.)

The exercise continues with the teacher's help. The pupils can't write all the animals by themselves, that's why the teacher has to write the words on the whiteboard. The children can take a look at the vocabulary in the student's book too.

Games

Game 1 – The teacher splits the class into two teams, draws a line down the middle of the board and writes the topic at the top. The idea is each of the teams to write and say as many animals as they know. Each animal gives a point for the team. (if the child can't write the word, the teacher spells it to help them.) The team who is awarded more points is a winner.

Game 2 – The teacher names an animal. The children have to show with movements how it moves (walks, swims, climbs, flies or crawls). It would be better if the children say the verb aloud.

To Remember (teacher assessment and directions for homework) (5 min.)

Make a quick revision according to the needs of the class and assign the homework (the usual exercise 1 in the workbook).

Goodbye (1 min.)

Teacher: Thank you for your attention, children. I'm looking forward to the next lesson. It will be cold but funny. Now, it's time to say Goodbye everyone! See you!

STORY 13 (At School in Finland)

Lesson 1

• Before the Lesson

Goal of the lesson

In this lesson the teacher presents the question words “where” and “when” and explains how to use them. The children have to practice using them them making questions and giving answers. They have to understand their meaning too.

Preparation for the lesson

- a poster
- some objects in the Magic Bag
- a CD player
- two sheets of paper with the question words “WHEN?” and “WHERE?”

• Course of the Lesson

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (2 min.)

The teacher goes around the classroom and asks the children what their word or picture is. There might not be a chance that all children are asked because of lack of time. The teacher should make sure that the children who did not have the chance of announcing their words last time, do it now.

Reading Comprehension (5 min.)

Echo: Hello children! I'm very happy to see you! I am here to tell you about a school. It is not an ordinary school. Most of the lessons at this school take place outside. There are no exams. Oh, sorry I need to go, to meet George and Charlotte. I'm leaving you to your teacher. Read the story, please! It's interesting, I promise!

Teacher: Goodbye Echo! See you!

The teacher reads the story and then the children can listen to it on CD again. The lesson continues with discussing the new words. The teacher then invites the children to answer the true/false questions and helps them in order to make sure that task is understood and successfully completed.

Story:

Everyone is back into the balloon. The green meadow looks smaller and smaller.

Charlotte: Let's go back home! Let's go to school!

Echo: School? I have a very interesting school for you, Charlotte! Let's go!

The balloon goes up in the air. Obviously the children are going to a place where it is very cold. The children and Thomas shiver..

Echo: It is cold, isn't it? I have some hats, scarves, jackets and boots for you!

George: Where are we, Echo?

Echo: We are in Finland.

The balloon goes down. There are some children who have an outdoor lesson.

The teacher (covering some burning sticks with a glass jar and the fire goes out): Fire needs air to live!

Echo: Let's go and see the classrooms.

Seva: Oh, there is only a book, a notebook, a pencil and a pen on each desk!

A student (holding a mobile phone and a tablet): Yes, but we have many of these. We have more technology here!

Seva: Echo, let's have technology in our school too.

Echo: We have, Seva, let's go back and see.

Rhyme and Play (3 min.)

The teacher uses the 'A Backpack for School' rhyme as transition step to introduction of grammar.

What's in your backpack? (x2)

Books, paints, brushes, and glue

What's in your backpack? (x2)

Paper, scissors, pencils all new

What's in your backpack? (x2)

Markers, pens and crayons too.

Now my backpack's full (x2)

And I am ready for school!

Grammar Point and Grammar Activity (13 min.)

Teacher: Children, today we are going to learn and play. I want to present with you a special question word: "where".

The teacher shows the children a sheet of paper with the word "WHERE?" written on it. Then the teacher continues:

Where are my (sun)glasses? Oh, they are in my bag.

The teacher puts the glasses on their head. Then the teacher gives more examples using interesting objects from the Magic Bag. The use of new objects which are different from the classroom objects is necessary. The children will be more interested.

Next the teacher shows the children a sheet of paper with the word "WHEN?" written on it and asks a child: When is your birthday? (the teacher helps the child answer). Then the teacher asks more children the same question.

Teacher: Children, look at the pictures in the textbook. The teacher reads the examples of the grammar point and discusses them with the children.

The class, together with the teacher, discusses and writes down in their notebooks the sentences formed while completing the the grammar activity.

To Remember (teacher assessment and directions for homework) (3 min.)

Organise a quick revision in accordance to the needs of the class and remind the children to complete exercise 1 in the Workbook for homework.

Goodbye (1 min.)

Teacher: It was a great lesson, children. Next time we are going to do some 'where' questions practice. We are going to play interesting games too. Goodbye, children! Have a nice day!

Lesson 2

• Before the Lesson

Goal of the lesson

This lesson includes pronunciation of double "oo" in the words. The children revise how and when to use the prepositions of place.

Preparation for the lesson

- a ball

• Course of the Lesson

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (3 min.)

Check homework sentence by sentence – page 39.

Workbook Activities (13 min.)

Teacher: Children look at exercise 2. You have to write double "oo" in the middle of each word. But before you do this, let me tell you something important. Listen to the words. I will say them now.

The idea with the teacher not giving the pronunciation is that the children find out how to pronounce the 'oo' themselves.

If the teacher decides that the children need more practice, they might ask the children to write some more words containing 'oo' in their notebooks (the teachers should have prepared words in advance).

Teacher: Children, do you remember the special words we use to specify place: on; in; next to; under? Let's revise them.

The teachers says some sentences with the classroom objects:

The book is on the desk.

The poster is on the wall.

The paints are next to the book, etc.

Teacher: Now it's time for exercise 2. There is a picture of a classroom. What can you see in this picture?

The children name the objects they see in the picture.

Teacher (after reading the example): Let's do that exercise using the following prepositions.

The teacher writes the prepositions of place: *on*, *in*, *next to*, *under* and asks some children to write the answers on the board and then to do it also in their workbooks.

Games

The teacher needs a ball. The teacher throws the ball at a child and asks a 'when' or 'where' question. The student has to answer the question and to throw the ball back at the teacher. The game continues until all children

have had their turn.

For example: Where is your pen?, Where are your books?, Where is the whiteboard?

To Remember (teacher assessment and directions for homework) (5 min.)

Teacher: Great! You did a great job!

The teacher writes the words: this, mouse, cool, dress, drop, lamb; moon on the whiteboard. The teacher asks the children to try to read them.

Teacher: Very well done! Remember to do exercise 1 from the workbook for homework.

The teacher reminds the children how to complete exercise 1 from the workbook.

Goodbye (1 min.)

Teacher: Children, it's time to say goodbye. See you next time when we will go to Africa again. Have a nice day everyone!

STORY 14 (The Savannah)

Lesson 1

• Before the Lesson

Goal of the lesson

The Goal of the lesson is to introduce Africa and the savannah. The children learn which animals live there and what the way of life is there. The children also learn how to use adjectives to give more information about objects. The teacher may use various objects in order to introduce the grammar concept (they can be found in the classroom too).

Preparation for the lesson

- a poster of Africa
- a CD player

• Course of the Lesson

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (2 min.)

The teacher goes around the classroom and asks the children what their word or picture is. There might not be a chance that all children are asked because of lack of time. The teacher should make sure that the children who did not have the chance of announcing their words last time, do it now.

Reading Comprehension (5 min.)

Teacher: Let's call Echo!

Echo: It's not necessary, I'm here. Hello everyone!

Children: Hello, Echo! (expected answer)

Echo: I am in a hurry because I worry about our friends. They are in Africa at this moment. Children, have you ever heard about Africa? The pyramids, River Nile, the Sahara desert, the jungle and the savannah are there. There are many wild animals and people have to be very careful. You can see that in your books. I have to go now. Goodbye and have a nice lesson!

Teacher: Goodbye Echo! Be careful! Children, let's look at the next story in your books and see what happens.

The teacher reads the story and then the children can listen to it on CD again. The lesson continues with discussing the new words. The teacher then invites the children to answer the true/false questions and helps them in order to make sure that task is understood and successfully completed.

Story:

The balloon is in the air. The children look surprised. It is hot. Tiny drops of water go down their faces.

Seva: There is something wrong. It is very hot. It is not that hot in Bulgaria!

George: Echo? Echo? Where are we? It is too hot here!

Echo: Yes, it is too hot. We are in the savannah. The savannah is in Africa.

Charlotte: Savannah? What is savannah?

Echo: Savannah is something between forest and desert. There are rhinos, hippos, giraffes, elephants and lions here!

Seva: Let's look around!

Charlotte: What are these strange sounds?

George: There is a big car in the distance.

The children go closer and see a jeep in which there is a cage with two lion cubs.

Seva: Let's help them!

George: *It is dangerous, Seva.*

Charlotte: *Where is their mother? They are helpless. Echo, please, let them out!*

Echo opens the cage and the lion cubs run away.

A man with a gun: *Hey, who are you?*

The man is pointing at the children with his gun. Charlotte holds her lambs tight. All of a sudden a lioness appears and pushes the man down to the ground.

Echo: *A good deed is never forgotten!*

Rhyme and Play (3 min.)

The teacher uses 'In the Savannah' rhyme in the textbook to make a transition to the next – introduction of grammar.

Oh, it's so hot, it looks like dessert.

Sometimes there's rain, sometimes it's dry.

There might be many trees, there might be any.

Don't be surprised – we are in the savannah.

The Africa big five live there -

Elephants, rhinoceroses, and lions, leopards, buffalos.

Oh, they might be friendly, don't be scared –

We are in the savannah.

Grammar Point and Grammar Activity (13 min.)

The teacher takes a red pencil and says: This is a pencil.

Then the teacher takes several blue pencils and says: These are pencils.

Teacher: Now, let's give more information about the pencils. What colour is this pencil?

Children: Red

Teacher: That's correct. The pencil is red.

Children: The pencil is red.

Teacher: Now look at these pencils. Let's give more information about them too. What colour are they?

Children: They are blue.

Teacher: Yes, the pencils are blue. This is exactly what we need to do now. We need to give more information about the pictures we see.

The teacher discusses with the children which is the appropriate adjective for each of the pictures. After the discussion finishes, the teacher writes on the whiteboard:

The tree....tall.

The train.....long.

The roof.....red.

The deserthot.

The picture.....beautiful.

The children are required to copy the sentences in their notebooks and decide whether to use *is* or *are*.

To Remember (teacher assessment and directions for homework) (3 min.)

Revise according to the class's needs and assign exercise 1 on page 41 in the Workbook for homework.

Goodbye (1 min.)

Teacher: It was great working with you today, children! Next time we will talk about Africa and the jungle. It will be very interesting! Goodbye everyone!

Children: Goodbye, Miss!

Lesson 2

• Before the Lesson

Goal of the lesson

In this lesson the children are going to practice the pronunciation of "ee" in the words. They are going to learn some important antonyms too.

Preparation for the lesson

- a poster of Africa
- pictures of 'oo' words in the Magic Bag

• Course of the Lesson

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (3 min.)

Check homework sentence by sentence – page 41.

Workbook Activities (13 min.)

Teacher: OK, I think it's time to exercise 2.

The teacher quickly sketches a picture of a moon on the board and asks the children what they see in the picture.

Children: Moon! (expected answer)

Teacher: Yes, that's right. It's a moon. (The teacher writes the word on the whiteboard and underlines "oo".)

Teacher: Do you remember we write "oo" but say /u/? Write double "oo" in the blank spaces and say the words aloud. Let's try naming the words together first! Bravo!

Exercise 3 provides an opportunity for the children to practice the use of adjectives when giving more information about objects. The children's critical thinking is required in this exercise in order to decide which of a set of opposite words to use.

Exercise 4 will be fun for the children and easy to guess. The teacher needs to help the children with the spelling of the words.

Game: 'Act Me Out'

The teacher divides the class into two teams. A representative of each team draws a piece of paper with 'oo' word written on it. Each representative should act the word out, the team members have to guess which the word is. Each correct guess is awarded a point. The winner is the team which has more points.

To Remember (teacher assessment and directions for homework) (5 min.)

Make a quick revision according to the needs of the class and assign the homework (the usual exercise 1 in the workbook).

Goodbye (1 min.)

Teacher: What a busy day, children, but you were wonderful! I have to go now but next time I will take you to the jungle to see what will happen to the children and their new friends.

STORY 15 (In the jungle 1)

Lesson 1

• Before the Lesson

Goal of the lesson

This lesson aims at introducing the children with the auxiliary verbs *have* and *has*. The teacher has to explain to them their meaning and use. The children learn more about Africa and especially about the life in the jungle. The teacher has to explain the new words too.

Preparation for the lesson

- a poster of Africa
- a CD player
- drinking straws (different colours, several of a colour) in the Magic Bag

• Course of the Lesson

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (2 min.)

The teacher goes around the classroom and asks the children what their word or picture is. There might not be a chance that all children are asked because of lack of time. The teacher should make sure that the children who did not have the chance of announcing their words last time, do it now.

Reading Comprehension (5 min.)

Teacher: Children, I think it's time to call our friend Echo.

Echo: There is no need to call me. I'm here. Hello, friends!

Children: Hello Echo! (expected answer)

Echo: Children are you ready to go to Africa again? Our friends are still there. They are heading for the jungle. Now I think that I have to go because I want to be with our friends in case they are in danger. Goodbye, dear children! See you soon!

Teacher: Goodbye Echo! Take care! I will read with the children, don't worry. Children, it's time to open your books and read the new story.

The teacher reads the story and then the children can listen to it on CD again. The lesson continues with discussing the new words. The teacher then invites the children to answer the true/false questions and helps them in order to make sure that task is understood and successfully completed.

Story:

The balloon is in the air.

Charlotte: Africa is so beautiful! Look at this green spot down there.

Echo: This is the jungle, Charlotte.

The balloon goes down.

Seva: Oh, there are so many plant there! Let's go down.

The balloon goes closer to the trees. All of a sudden Seva grabs a liana and jumps out of the balloon.

Seva: I'm Tarzan, I'm Tarzan. Look at me!

Seva cannot hold the liana any longer and falls on the ground. Seva's leg is hurt and she cannot stand up.

Some dark skinned people who are not tall at all appear. One of the men takes Seva in his arms. The rest of the people make gestures to the children the ask them to follow them.

Charlotte: Who are these people, Echo?

Echo: This is one of the tribes in Africa.

Shortly the group arrives in a village. All of the people there are short and have dark skin.

Charlotte: Look at their sandals and costumes!

Seva: These are sticks-and-leaves houses!

A man from the tribe puts Seva on a wooden bed and covers the wound on her leg with some leaves. Seva falls asleep.

The people from the tribe invite the rest of the children around the fire. Everybody sing and dance, and play some weird instruments. There is a lot of food – fruit, meat, and fish.

Charlotte (dancing): Oh, this is such a fun!

Rhyme and Play (3 min.)

The teacher uses 'In the Jungle' rhyme to help the children relax and prepare them for the next activity.

In the jungle come with me,

Look around and see:

Giant elephants and snakes,

Scary crocodiles in lakes,

Grey parrots and iguanas,

Crazy monkeys on lianas,

Giraffes walking everywhere

Bees flying in the air

Lions, tigers running fast

Don't forget the rhino at last!

Grammar Point and Grammar Activity (13 min.)

The introduction of grammar could start with an easy game. The teacher takes the Magic Bag with the straws in it and takes out a straw with closed eyes. Then the teacher asks some children to do the same. Using the different-colour straws the teacher could explain the meaning and difference between the forms of the auxiliary verb *have* – *have* and *has*.

Teacher:

I have a red straw.

They have yellow straws.

We have red straws.

Oh, look at him! He has an orange straw. Oh! She has an orange straw too.

Teacher: Children, I think you are ready for the grammar activity. Look at the picture at the bottom of the page. Can you say what they have? I think you can do it.

The teacher helps the children construct correct sentences. The children write the sentences in their notebooks.

To Remember (teacher assessment and directions for homework) (3 min.)

Revise according to the class's needs and assign exercise 1 on page 43 in the Workbook for homework.

Goodbye (1 min.)

Teacher: Children, I think we did a great job today. Be ready for the next lesson when we will have more practice with 'have' and 'has'. I will also teach you how to tell that something belongs to somebody. Goodbye!

Lesson 2

• Before the Lesson

Goal of the lesson

The lesson provides practice for increasing the phonemic awareness in respect of the pronunciation of 'oo' and 'ee'. The lesson also aims at developing the skills for using the forms of the auxiliary verbs 'have'.

Preparation for the lesson

- a poster of Africa
- small pieces of paper on which either 'oo' or 'ee' is written

- **Course of the Lesson**

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (3 min.)

Check homework sentence by sentence – page 43.

Workbook Activities (13 min.)

The teacher goes around the classroom and lets each child take a piece of paper out of the Magic Bag.

Teacher: Children, we will play a game now. I will say the words from exercise 2. When I say a word in which you hear 'oo', the children who have these two letters on their pieces of paper show it to me. When I say a word in which you hear 'ee', the children who have these two letters on their pieces of paper, show it to me. Are you ready?

Children: Yes! Let's play!

This game should warm up the children and prepare them to write the blends independently. The teacher gives them enough time to fill in the blanks.

Exercise 3 provides practice on using the verb have. The children need to decide which form of the auxiliary verb to use.

The last exercise for today is exercise 4 on page 46. The teacher should read the instructions carefully and to give the children enough time to label the rooms. To make the completion of this exercise easier, the might make a photo of the page, upload it on a computer and display it on the whiteboard.

Game: 'Guess the Room'

Teacher: Children, it is time to play a game now. Listen to the instructions. I will show you things people do at home. Like this. (The teacher imitates cooking.) Which room am I doing this in?

Children: Kitchen. (expected answer)

Teacher: That's right! The kitchen! Let's continue with the rest of the rooms. Guess what I am doing...

To Remember (teacher assessment and directions for homework) (5 min.)

Make a quick revision according to the needs of the class and assign the homework (the usual exercise 1 in the workbook).

Goodbye (1 min.)

Teacher: I think we had a wonderful time today! What a busy day! We learned a lot but we also played a lot. Now it is time for a rest. Be ready for next time. We will be in the jungle again to find out what will happen with the children and their new friends.

STORY 16 (In the jungle 2)

Lesson 1

- **Before the Lesson**

Goal of the lesson

The lesson continues the story about Congo and the jungle. In this respect the information about the jungle can be revised as well as about the life of the people who live there.

The teacher needs to introduce and explain the meanings of the new vocabulary (see Vocabulary).

In respect of grammar, the lesson aims at getting the children acquainted with the possessive case. The teacher's main goal is to explain the children that 's marks ownership bears the same meaning as if the possessive pronouns *my*, *your*, *his*, *her*, etc. are used. The teacher may bring various demonstrative materials in order to introduce the concept or use materials that can be found in the classroom.

Preparation for the lesson

- a poster
- a CD player

- **Course of the Lesson**

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (2 min.)

The teacher goes around the classroom and asks the children what their word or picture is. There might not be a chance that all children are asked because of lack of time. The teacher should make sure that the children who did not have the chance of announcing their words last time, do it now.

Reading Comprehension (5 min.)

Teacher: It's a great day because we are together, but where is Echo? Let's call Echo! Echo, Echo!

Echo: Hello, friends! I'm happy to see you! I'm coming from the heart of the jungle. Last night we had a lot of fun but now we are worried about Seva! Yesterday she hurt her leg. She is still sleeping. Do you know that the people who live in the jungle are very clever – they live in the wild but they can do things as well as everybody else. Nature helps them. I hope they help Seva. Now I have to go. Goodbye, dear friends. See you later!

Teacher: Goodbye Echo! Good luck! Children, I cannot wait to read the new story. Let's open the books!

The teacher reads the story and then the children can listen to it on CD again. The lesson continues with discussing the new words. The teacher then invites the children to answer the true/false questions and helps them in order to make sure that task is understood and successfully completed.

Story:

It is a beautiful morning. George and Charlotte wake up. They go to see how Seva feels. George lifts the leaves on her leg up and looks amazed – there is not even a trace of the wound.

George, Seva: It's a miracle! Thank you!

The adventurers are getting ready to leave. George gives the people from the tribe his compass and his torch.

George: This compass and this torch are presents for you.

Charlotte: Here is a quilt, a mirror and my favourite comb for you too.

Seva: This picture is for you!

The children and the people from the tribe are painted on the picture.

George: What an adventure!

Echo: It is time to go, children!

The people from the tribe help the children find their way back to the balloon. They give the children a bag made from special leaves.

George, Charlotte, Seva: Good bye, dear friends. Thank you for everything.

The people from the tribe disappear in the jungle. Seva opens the bag. All the presents they gave the people are inside. Only the picture is not there.

Seva: George, why? These are the presents...

Echo: The people from tribe has everything they need.

Seva: Where from?

Echo: From nature.

Rhyme and Play (3 min.)

The teacher uses 'In the Jungle' rhyme as a transition activity to Grammar Point.

Two monkeys swing on lianas

Swing, swing, swing.

One man cuts the climber

Cut, cut, cut.

Five women dance around the fire

Dance, dance, dance.

The chameleon changes its colours

Change, change, change.

Children wave goodbye

Wave, wave, wave.

Grammar Point and Grammar Activity (13 min.)

The teacher may use a similar 'structure' of this stage of the lesson:

- The teacher approaches a child and takes their book. The teacher asks: "What's this? (expected answer: This is a book.) Whose is this book? It's Ivan's book. Then the teacher asks about different objects of other children;
- The teacher writes the examples from the book (Grammar Point) on the whiteboard;
- Let's do now the Grammar Activity from the book in pairs. (The teacher gives an example).
Example: Whose flashlight is this? – It's George's flashlight.
- The teacher reads and explains the word of the day: adventure. An example with the word is given: Whose adventure is this? – It's the children's adventure.

To Remember (teacher assessment and directions for homework) (3 min.)

Teacher: Let's revise to whom the following objects belong. Let's do it together: It's George's compass, It's Charlotte's mirror, Seva's picture, etc. Well done! Great job! Do exercise 1 from the textbook for homework (the teacher reminds the children the requirements for completing exercise 1 from the workbook).

Goodbye (1 min.)

Teacher: Children, it was a wonderful day today. I can't wait until next time. We will have more practice on telling what belongs to whom.

Lesson 2

• Before the Lesson

Goal of the lesson

The lesson aims at checking the children's awareness of 'silent b'. The lesson also aims at providing the opportunity for developing the skills for expressing possession ('s).

Preparation for the lesson

- a poster of Africa

• Course of the Lesson

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (3 min.)

Check homework sentence by sentence – page 45.

Workbook Activities (13 min.)

The teacher reminds the rule about silent b and asks the children to say the words. The children should be able to read the words.

Exercise 3 enhances the awareness on using possessive 's.

The last exercise for the day is exercise 4 on page 44 which also develops the skills for using 's.

Games

First game: Prepositions

- The teacher asks a child to come and tie up their eyes with a scarf.
- The teacher puts the pen on/ under/on the left side/on the right side/in the box and asks: Where is the pen now?
- The child has to answer only by touching with hands.

Second game: What's this?

- The teacher needs some objects such as a compass, a mirror, a flashlight, a comb, etc.
- The teacher chooses a child and asks them to close their eyes.
- The teacher puts one of the objects on the student's hands and asks: What's this?
- The child has to answer only by touching with their hands.

To Remember (teacher assessment and directions for homework) (5 min.)

Teacher: You did a great job! Now let's revise what we have learned. (The teacher revises with the children not only what they have done during this lesson but also the 's rule learned in the previous).

Teacher: Remember, children, your homework is to create more pictures of words in your word books. Enjoy!

Goodbye (1 min.)

Teacher: Goodbye, children! I am looking forward to seeing you next time when we will go to the Sahara desert. Bring some water in case we don't find an oasis.

STORY 17 (Sahara)

Lesson 1

• Before the Lesson

Goal of the lesson

This lesson presents the story about Sahara desert. The children have to understand what exactly the word "desert" mean, what kinds of animals live there and what is specific for it. The teacher should explain the new vocabulary to make the story easier for the children.

Preparation for the lesson

- a poster
- a CD player
- a letter from Echo ('Hello, dear friends. Today I can't be with you. I'm writing this letter from the desert. I'm here with the children. They are in trouble. Sorry, but I can't leave them. It's really dangerous here. I hope to see you soon! Love, Echo')
- a cup of sand

• Course of the Lesson

Greetings and Calendar Time (3 min.)

- Greet the children

- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (2 min.)

The teacher goes around the classroom and asks the children what their word or picture is. There might not be a chance that all children are asked because of lack of time. The teacher should make sure that the children who did not have the chance of announcing their words last time, do it now.

Reading Comprehension (5 min.)

The teacher goes to the classroom's door, opens it and takes a letter.

The teacher: Oh, look! We have mail. Who is this letter from? (the teacher opens the envelope and takes the letter out)

Teacher: Oh, it's from Echo! What a surprise! I will read it.

The teacher reads the letter.

Teacher: Children, did you hear? Our friends are in trouble. They might be lost or...? So, I think that it's time to read the next story. Open your books to page 44 please.

The teacher reads the story and then the children can listen to it on CD again. The lesson continues with discussing the new words. The teacher then invites the children to answer the true/false questions and helps them in order to make sure that task is understood and successfully completed.

Story:

George: In the balloon, everyone!

George: Let's go home!

The compass shows the right directions – the balloon is going north.

All of a sudden the children see huge sand hills below.

Charlotte: Where are we? It is so hot here! This is sand, isn't it. But where is the water?

Echo: This is the Sahara desert, children. Of course it is very hot!

Seva: Let's go down! Let's see the pyramids!

George: Go down? Again? ...All right. But for the last time!

The balloon lands. The children see a man who has three camels.

Seva: Hello, is there an oasis around?

The man waves a hand and pays no further attention to them. Strong wind starts blowing. A wall of sand stands in front of the children.

Echo: This is a sandstorm! Everybody down!

The storm is over.

George: Is everybody fine?

Seva, Charlotte: Yes!

Seva: George. George! Thomas and the balloon... they are not here!

The children need to find Thomas and the balloon. While walking they see the man who ignored them. The man is on the ground. The children give the man some water. The man feels much better.

The man: Thank you. Follow me.

Seva: Oh, an oasis!

Charlotte: George, Seva, look! Thomas and the balloon are here! The camels are here too.

George: We can go home now.

Rhyme and Play (3 min.)

'In the desert' rhyme is used to help the children relax and prepare for the next activity (drawing dictation).

The teacher reads the rhyme and shows the movements that go with it.

In the desert, I know

Palms and cactuses grow.

Look! A camel with two humps,

A kangaroo that jumps,

A scorpion – dangerous (or scary/fast?) and small

An ostrich digging a hole,

A lizard on the rocks,

A fennec – the desert fox!

Textbook Activity

Drawing Dictation: The teacher invites the children to open their notebooks and shows on the board how Drawing Dictation should be written. The teacher names an word. The children listen and draw the respective word. It is recommended that the words are no more than 10.

To Remember (teacher assessment and directions for homework) (3 min.)

The teacher makes a quick revision according to the needs of the class and assign the homework (the usual exercise 1 in the workbook).

A good option might be to check the 'answers' of the drawing dictation together.

Goodbye (1 min.)

Teacher: Children, this was a wonderful lesson. Next time as well as with some practice to solidify we will have some serious writing practice. We will build sentences. Goodbye and have a nice day!

Lesson 2

• Before the Lesson

Goal of the lesson

This lesson aims at providing the children with some double vowel practice as well as to solidify their skills for forming affirmative, interrogative and negative sentences.

Preparation for the lesson

- a dice with letters on it instead of numbers. ("b", "t", "d", "s", "m", "n")
- small pieces of paper on which either 'oo' or 'ee' is written

• Course of the Lesson

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (3 min.)

Check homework sentence by sentence – page 47.

Workbook Activities (13 min.)

To warm the children up for the double vowel exercise, the teacher could use the game the children already know. The teacher goes around the classroom and gives each child to take a piece of paper out of the Magic Bag.

Teacher: Children, let's play our game again. I will say the words from exercise 2. When I say a word in which you hear 'oo', the children who have these two letters on their pieces of paper show them to me. When I say a word in which you hear 'ee', the children who have these two letters on their pieces of paper, show them to me. Are you ready?

Children: Yes! Let's play!

In exercise 3 the children need to decode the information from the simple chart, read the sentences provided and then decide whether they are true or false.

The teacher: Good job children! Now look at the last exercise for today. We will 'build' sentences as promised but first open your notebooks and draw this table.

- (A) I can run. +
- (I) Can I run? ?
- (N) I can't run. -

Teacher: Well done! Now let's try to build nice sentences. (The teacher writes the words in the brackets on the whiteboard and asks the children to try and make sentences. After the examples on the board are done, the children write them in their workbook.)

Game

- The teacher divides the children into two teams.
- The teacher chooses a representative from each team to throw the dice with the letters. If the letter is repeated, the child throws again.
- The teacher announces the teams their letters and invites the children to say as many words beginning with their letter as they know.
- The teacher draws a table on the whiteboard to write the points.

To Remember (teacher assessment and directions for homework) (5 min.)

Make a quick revision according to the needs of the class and assign the homework in the word book.

Goodbye (1 min.)

Teacher: I am looking forward to seeing you next time when we will learn about my favorite island – Madagascar. Goodbye dear!

STORY 18 (Madagascar)

Lesson 1

• Before the Lesson

Goal of the lesson

The lesson aims at solidifying the children's knowledge and skills for using personal pronouns and for constructing sentences of various types, using the modal verb can.

Preparation for the lesson

- a poster of Africa
- a CD player

• Course of the Lesson**Greetings and Calendar Time (3 min.)**

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (2 min.)

The teacher goes around the classroom and asks the children what their word or picture is. There might not be a chance that all children are asked because of lack of time. The teacher should make sure that the children who did not have the chance of announcing their words last time, do it now.

Reading Comprehension (5 min.)

Echo: Hello, children!

Children: Hello, Echo! (expected answer)

Echo: Children, the wind carried the balloon to a beautiful island – Madagascar. You have never seen anything like this before. There are giant trees and butterflies there. The people call this island the eighth continent because its plants and animals are different from the plants and the animals anywhere else on the Earth. Madagascar is a magic place.

Oh, I'm late. My friends are waiting for me. Goodbye children! Have a nice lesson!

Children: Goodbye Echo! (expected answer)

Teacher: It's time for the story. Open your books please to page 49.

The teacher reads the story and then the children can listen to it on CD again. The lesson continues with discussing the new words. The teacher then invites the children to answer the true/false questions and helps them in order to make sure that task is understood and successfully completed.

Story:

The balloon is in the air. The dessert looks so small. Suddenly there is a new strong gust of wind.

George: Oh, no! Sahara winds! Stop! Wrong direction!

The balloon goes away from home again...

Charlotte: Look! The ocean! And a piece of land!

Echo: This Madagascar, Charlotte. Madagascar is an island.

Charlotte: Are there elephants here?

Echo: No, no. There are lemurs, but elephants – no.

George: Since we are here, let's go for a walk.

The children go for a walk. There is a deep gorge and a rope bridge over it.

Charlotte: Let's go! I am not afraid!

Echo: Be careful! One by one!

Thomas goes first, then go George and Charlotte. Seva's turn comes. She does not move.

George: Come on, Seva!

Seva: No! I am afraid. It is too high!

Echo: Listen to me! Look ahead, not down. I am here!

Seva: Hooray! I am on the other side! I am not afraid!

The children look back. The view is amazing.

The children: Wow! What a magnificent view!

Echo: It's really magnificent. There is always something new to see!

Rhyme and Play (3 min.)

The teacher uses "Birthday" rhyme as transition to the next activity.

It's the party date

Of ..., the great!

Everyone let's say:

You're years old today!

Now we'll sing along

The special Birthday song!

Grammar Point and Grammar Activity (13 min.)

The children have had enough practice so far on constructing interrogative sentences. The teacher might ask them to think of a different verb for each of the examples.

The grammar activity continues and enhances the skills on what the children have already been doing in the grammar point.

To Remember (teacher assessment and directions for homework) (3 min.)

Teacher: Good job! Now let's revise some personal pronouns.

After the revision is done, the teacher assigns the 'drawing homework'.

Goodbye (1 min.)

Teacher: Children, we did a lot of work today. See you next time when we will complete some exercises and play a funny game. Goodbye, everyone!

Lesson 2

- **Before the Lesson**

Goal of the lesson

The lesson aims at getting the children acquainted with the pronunciation of "tion" in the end of the words. Some activities are planned in the lesson for enhancing the children's critical thinking skills.

Preparation for the lesson

- a scarf
- A 4 sheets of paper with *-ous* or *-tion*, or *-mb* written on them
- a map of the world

- **Course of the Lesson**

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (3 min.)

Check homework sentence by sentence – page 49.

Workbook Activities (13 min.)

After the homework is checked, the teacher introduces the specific pronunciation of *-tion*. The children name the words with the help of the teacher: *direction*, *addition*, *subtraction*, *station*, *question*, *potion*.

Exercises 3 and 4 require a discussion and logical thinking skills for their completion.

Game: 'Word Builder'

The teacher invites a child at the board and covers their eyes with the scarf. The teacher writes a word (ending in *-ous*, *-tion* or *-mb*) on the board with big letters. The 'blind' child pokes into the Magic Bag and draws out an A4 sheet with a suffix on it. The child 'shows' the suffix to the class. The class need to decide whether the proper suffix is selected. If the suffix is correct, another child comes and performs the already mentioned actions. If the suffix is not correct, the child draws out another sheet until the proper suffix is found. The game may continue as long as the teacher wants.

To Remember (teacher assessment and directions for homework) (5 min.)

Make a quick revision according to the needs of the class and assign the homework in the word book.

Goodbye (1 min.)

Teacher: Oh, what a day, children! But you were great! Now, take some rest and get ready for next time when our journey in Asia will begin.

STORY 19 (Approaching Asia)**Lesson 1**

- **Before the Lesson**

Goal of the lesson

In this lesson the children will continue their journey in a new continent – Asia. The Grammar point focuses the children's attention on writing proper names – continents, seasons, months and days of the week.

Preparation for the lesson

- a poster, a CD player
- demonstration materials: Magic Bag, name tags

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (2 min.)

The teacher goes around the classroom and asks the children what their word or picture is. There might not be a chance that all children are asked because of lack of time. The teacher should make sure that the children who did not have the chance of announcing their words last time, to do it now.

Reading Comprehension (5 min.)

Teacher: It's a wonderful day. We are together, but is Echo here? Echo!

Echo: Hello, friends! I'm happy to see you! Today our adventurers will visit a new continent – Asia. The balloon will land in India. Let's see what happens there!

Teacher: Let's open the textbooks!

The teacher reads the story and then the children can listen to it on CD again. The lesson continues with discussing the new words. The teacher then invites the children to answer the true/false questions and helps them in order to make sure that task is understood and successfully completed.

Story:

The children are in the balloon again.

George: Straight to the North! Let's go home!

Charlotte: Look! A triangle piece of land down there!

George: Pardon? What land?

Charlotte: Triangle. Tri-an-gle.

Echo: This is India, George. We are in South Asia now.

Charlotte: What is South Asia, Echo?

Echo: South Asia is a part of Asia, and Asia is a continent – a huge piece of land. Asia is a home for many animals – tigers, elephants, monkeys and many birds.

Seva: Charlotte, let's go for an elephant ride!

George sees some boys playing football.

The Indian boys: Let's play football together!

George: With pleasure! Thank you!

Thomas: Woof! Woof!

Thomas appears, running and pulls George by the leg.

George: Thomas, let go!

Thomas does not let go and pulls George even stronger. George follow Thomas. The boys follow George. All of a sudden a strong storm starts.

The Indian boys: Typhoon! This is a Typhoon!

George: Aren't you scared?

The Indian boys: No, there are such storms in South India very often!

The storm subsides and the children go out. Charlotte and Seva appear, sitting on the back of the elephant.

Charlotte: Oh, George, you are safe!

Echo (looking at Thomas): A friend in need is a friend indeed!

Rhyme and Play (3 min.)

The 'Shapes' helps the teacher move to the next activity and give the children the opportunity to relax.

Let's make a circle, circle, circle,

A ring and lion's mane.

Let's make a square, square, square,

A box and window pane.

Let's make a triangle, triangle, triangle,

A pizza slice that smells fine.

Let's make a diamond, diamond, diamond,

A kite and traffic sign.

Let's make a rectangle, rectangle, rectangle,

A book and a door too.

Let's make a heart, heart, heart,

To say 'I love you!'

Grammar Point and Grammar Activity (13 min.)

After informing the children that the names of continents, seasons, months and days of the week are written with a beginning capital letter, the teacher invites the children to copy the words given in the Grammar Point section in their notebooks.

To Remember (teacher assessment and directions for homework) (3 min.)

The teacher asks questions to check what the children remember about the newly introduced continent.

Teacher: Is Asia a home for many animals?, What kind of animals are there?, What did Seva, George and Charlotte do this time? How often are there storms in South India?

The usual exercise 1 from the workbook is assigned for homework.

Goodbye (1 min.)

Teacher: Today is an amazing day! Good bye! See you next time! We will continue our journey in Asia.

Lesson 2

• Before the Lesson

Goal of the lesson

The lesson aims at developing the children's phonemic awareness by teaching them how to pronounce final y sound in words. In respect of grammar the lesson revises the use of the demonstrative pronouns *this* and *that*. Shapes vocabulary is revised as well.

Preparation for the lesson

- mirror, laser pointer
- demonstration materials: pictures of various shapes

• Course of the Lesson

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (3 min.)

Check homework sentence by sentence – page 51.

Workbook Activities (13 min.)

Teacher: Well done, children! Listen to me carefully please!

The teacher pronounces the words from exercise 2 in the workbook, and the children echo the words. After this oral practice, the children continue their work with examples (written in advance by the teacher on the whiteboard).

In order that the children complete exercise 3 successfully, the teacher reminds the rules for using *this* and *that*. The teacher could make a note that distance matters.

Before completing exercise 4, the teacher and the children quickly revises the names of the shapes with the help of the displays the teacher has prepared in advance.

Game: 'Where is the Light?'

Version 1 – Preparation for the game: a mirror or a laser pointer is needed.

Rulers of the game:

First fix the reflected sunlight beam/laser beam on different places and tell the children

e.g. The light is on the sink /on the board, under the desk.../

Then ask the children: Where is the light now?

Version 2 – Point the beam at different objects in the room and ask the children to identify their position.

e.g. Where's the board? /on the wall/...

To Remember (teacher assessment and directions for homework) (5 min.)

Teacher: Children, I am very pleased with you today. Now let's revise what we have learned... I hope you remember that the homework is...

Children: To draw in our word books! (expected answer)

Teacher: That's right!

Goodbye (1 min.)

Teacher: Goodbye, children! I am looking forward to seeing you next time when we will see what happen with our friends as they fly further to the north.

STORY 20 (Going North)

Lesson 1

• Before the Lesson

Goal of the lesson

The lesson aims at revising some basic grammar points which have already been introduced and practiced (personal and demonstrative pronouns).

Preparation for the lesson

- a poster of Asia
- a CD player

• Course of the Lesson

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (2 min.)

The teacher goes around the classroom and asks the children what their word or picture is. There might not be

a chance that all children are asked because of lack of time. The teacher should make sure that the children who did not have the chance of announcing their words last time, do it now.

Reading Comprehension (5 min.)

Teacher: What a wonderful day it is today! But where is Echo?

Echo: Hello, children! Our adventures are in the Himalayas. But they are lost!

Teacher: Children, I cannot wait to read the new story. Let's open the books!

The teacher reads the story and then the children can listen to it on CD again. The lesson continues with discussing the new words. The teacher then invites the children to answer the true/false questions and helps them in order to make sure that task is understood and successfully completed.

Story:

The balloon is in the air. Direction – north.

George: Everything is fine. Direction: North. Excuse me! Direction – home!

Seva: Strong wind! Not again!

Seva: George, where are we? There are only clouds here! It's so cold!

Echo: We are in the Andes, Seva. One of the ropes of the balloon is stuck on a sharp rock.

Seva bends out of the balloon to fix the rope.

George: Seva! No! It is so dangerous! We are on mount Everest – the highest place on the planet!

Seva: It's cold. We are lost!

George: Oh, no! We are really lost! A huge bird! This is a vulture. A very... (George wants to say 'dangerous' but the vulture fixes the rope...) ... friendly bird!

Echo: George, friends can be anywhere. Believe!

Rhyme and Play (3 min.)

The teacher uses 'Good night' rhyme in the textbook.

The teacher reads the rhyme and shows the movements that go with it. The children repeat and play.

Kiss me (x2)

for good night.

Hug me (x2)

to sleep tight.

Wish me (x2)

sweet dreams

Of (chocolates and) ice-creams! (sing slowly)

Grammar Point and Grammar Activity (13 min.)

Since it is already the end of the course and the children should be quite independent readers, the teacher might leave them read the examples in the Grammar Point section without help.

This can be used as a transition to the grammar activity. It requires that the children observe carefully and write as many sentences as the objects in the picture allow.

To Remember (teacher assessment and directions for homework) (3 min.)

Teacher: Children, let's see if you remember what happened to our friends today? The teacher asks the questions to find out how much the children remember. And finally, please remember that you need to add more pictures to your word book.

Goodbye (1 min.)

Teacher: Thank you very much for the wonderful lesson! See you next time. Be ready for more phonics practice and for something new. I will teach you how to tell the time in English. Goodbye!

Lesson 2

• Before the Lesson

Goal of the lesson

The lesson aims at enriching the phonemic awareness of the children, at developing skills for telling time as well as at providing some practice on constructing when and where questions.

Preparation for the lesson

– a big clock

• Course of the Lesson

Greetings and Calendar Time (3 min.)

– Greet the children

– Do calendar time

– Announce what you will be doing in this lesson

Homework Checking (3 min.)

Check homework sentence by sentence – page 53.

Workbook Activities (13 min.)

The teacher introduces the specifics in the pronunciation of *ck*. The children fill in the the blanks and read the words out loud. The teacher needs to teach the children how to tell time to the hour in English. The teacher should make a note on the role of the big hand and of the small hand of the clock.

After this is done, the instructions are read either by a child or by the teacher and the proper time is drawn.

The last exercise requires reading comprehension and thinking skills. The children should be able to read by themselves and connect the questions with the respective answer.

Game: Daily Routine

Preparation for the game: Select some objects, e.g. a toothbrush, a towel for hands, a comb, a brush, a soap, a shampoo, a perfume, etc. and put them on the desk.

Rules of the game:

1st Version – The teacher asks a child to come and says:

Example: Take the toothbrush and brush your teeth. Take the comb and comb your hair.

2nd Version – The teacher asks a child to come and whispers to them:

Example: Take the soap and wash your hands. The child has to follow the command. The rest of the children have to guess what the child is doing.

To Remember (teacher assessment and directions for homework) (5 min.)

The teacher needs to decide what a proper subject for revision would be, depending on the needs of the class. The homework assigned is the usual – adding more words in the word book.

Goodbye (1 min.)

Teacher: I need to go now, children. Next time we will go to China, so be ready! Goodbye!

STORY 21 (In China)

Lesson 1

• Before the Lesson

Goal of the lesson

With this lesson, besides the information for the new country, the children will solidify their skills for constructing questions using the interrogative pronoun *where* and for giving well structured answers to these questions.

Preparation for the lesson

- a poster
- a CD player
- demonstration materials: classroom objects

• Course of the Lesson

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (2 min.)

The teacher goes around the classroom and asks the children what their word or picture is. There might not be a chance that all children are asked because of lack of time. The teacher should make sure that the children who did not have the chance of announcing their words last time, do it now.

Reading Comprehension (5 min.)

Teacher: Today is a great day but where is Echo? Echo, where are you?

Echo: Hello, friends! I'm here! Today I am going to tell you what happens with our friends in China. Let's see!

Teacher: Children, let's open the books and join the journey!

The teacher reads the story and then the children can listen to it on CD again. The lesson continues with discussing the new words. The teacher then invites the children to answer the true/false questions and helps them in order to make sure that task is understood and successfully completed.

Story:

The balloon is in the air. The Himalayas are behind...

Charlotte: Snake! I see a huge snake down there!

Echo: Oh, Charlotte, this is not a snake. This is the Great Wall of China. It is one of the Seven Wonders of the World.

Seva: I see a strange ball on the wall!

George: Yes, you a right. A black and white ball. Let's go down.

The balloon goes closer. The children see the ball moving.

George: Can this be true? This is a baby panda! Here?

Echo: Yes, there are panda bears in Central China. This baby is lost.

Charlotte: Let's help this little panda!

George: Let's go over there to this forest.

Seva: George, let's go down! This is the mother of our new friend!

The children give the baby panda to its mother. The animals walk away. Soon after the mother panda comes back and leaves a bunch of bamboo sticks on the ground.

Echo: This is a "thank you" gift for you, children.

The children: But... we are not ... pandas. Our food is not the bamboo.

Echo: Children, not the bamboo is important here! The gratitude is!

Rhyme and Play (3 min.)

'Where' rhyme.

Where is the Sun?

Up in the sky.

Where is the bird?

Above the tree it flies.

Where are the mother pandas?

Behind the big green bush.

Where are the baby pandas?

They sleep under the bamboo stems – so hush!

Grammar Point and Grammar Activity (13 min.)

The two activities solidify the children's skills for constructing questions using the interrogative pronoun *where* and giving respective answers.

The grammar activity should be done by the children, with as less help by the teacher as possible. The children should write the questions and their answers in their notebooks.

To Remember (teacher assessment and directions for homework) (3 min.)

The teacher designs the assessment activity based on which areas the children have shown weaknesses during the lesson.

The homework is the drawing contribution to the word book.

Goodbye (1 min.)

Teacher: Thank you, children, this was all for today. Good bye! See you next time! We will continue learning new things about China.

Lesson 2

• Before the Lesson

Goal of the lesson

The lesson aims at enriching the phonemic awareness of the children with a revision on *silent e*. The grammar focus and a point of revision is the use of the modal verb *can*.

Preparation for the lesson

- demonstration materials: classroom objects
- small pictures of animals

• Course of the Lesson

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (3 min.)

Check homework sentence by sentence – page 55.

Workbook Activities (13 min.)

Exercise 2 provides an opportunity to revise the application of the rule for pronouncing *silent e*. The teacher reads the words one by one to the class, leaving some time between the words. The children need to decide which vowel they should put in the blanks, based on what they hear.

Exercise 3 required text orientation and data transfer on the lines provided.

In exercise 4 the children should give a short answer to each question. A special note should be made by the teacher that a proper construction would be Yes, I can/No, he cannot, etc.

Game: Guess the Animal

Preparation for the game: Some pictures of animals are needed.

Rules of the game:

1. A child stands in front of the class. They pick up a picture and hide it behind their back.
2. The teacher (or the children from the class) asks questions about the animal. They use can/can't questions.
Ex: Can it walk/swim/climb trees/run fast/crawl/fly, etc?
3. The child gives a short answer – Yes, it can/ No, it can't.
4. The class should guess the animal from the picture.

To Remember (teacher assessment and directions for homework) (5 min.)

The teacher needs to decide what a proper subject for revision would be, depending on the needs of the class. The homework assigned is the usual – adding more words in the word book.

Goodbye (1 min.)

Teacher: Next time I will see your Word Books. Goodbye, children! See you next week. We are going to Japan.

STORY 22 (Japan)

Lesson 1

• **Before the Lesson**

Goal of the lesson

The lesson aims at introducing the children to the new country as well as to revise the use of the modal verb *can*.

Preparation for the lesson

- a poster
- a CD player
- colourful sheets of paper /for the cranes – origami/

• **Course of the Lesson**

The teacher greets the children and proceeds to Calendar Time.

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (2 min.)

The teacher goes around the classroom and asks the children what their word or picture is. There might not be a chance that all children are asked because of lack of time. The teacher should make sure that the children who did not have the chance of announcing their words last time, do it now.

Reading Comprehension (5 min.)

Teacher: Echo, where are you!

Echo: Hello, I'm here! Today we will visit Japan.

Teacher: That's right, Echo! Children, let's open our books! Echo is ready to take us on a journey.

The teacher reads the story and then the children can listen to it on CD again. The lesson continues with discussing the new words. The teacher then invites the children to answer the true/false questions and helps them in order to make sure that task is understood and successfully completed.

Story:

The balloon is over Asia. The children see water again.

Charlotte: Oh, an island over there!

Echo: This is the Pacific Ocean. The island is Japan.

The balloon is over a park. There is a big lake there. There are people running, playing games, fishing. The children see a statue of a girl holding a crane.

Seva: Let's go down.

George: It is so beautiful there.

Charlotte: What are these birds, Echo?

Echo: These are cranes, Charlotte.

Charlotte: Why are they so many?

Echo: Because their meaning for the Japanese people is "hope".

Charlotte looks sad.

Echo: What is it, Charlotte?

Charlotte: I have a hope, Echo!

Echo: What is your hope, Charlotte?

Charlotte: My hope is to be home... soon!

George: Let's go then! Off to home!

Rhyme and Play (3 min.)

The teacher uses 'Directions of the World' rhyme to make a transition to the new activity.

Get in the balloon!

Let's go!

The world we're going to explore!

Take a compass, take a map,

Take your backpack and your hat.

East, West, North and South

All the world we travel

East, West, North and South

Tell us where to go.

Get in the balloon!

The journey continues!

There are so many places in the world.

Take a compass, take a map,

Don't be late! Come with us!

East, West, North and South

All the world we travel

East, West, North and South

Tell us where to go.

The teacher reads the rhyme slowly. The children repeat. The children have colourful sheets of paper /for the cranes – origami/. The teacher shows them how to make the crane.

Teacher: Next time we will make cranes.

Grammar Point and Grammar Activity (13 min.)

The two activities solidify the skills for using the modal verb *can* properly.

The children are given four pictures in the grammar activity section. It is up to them to decide whether to construct a statement or a question. Either of these should be written in the children's notebooks.

To Remember (teacher assessment and directions for homework) (3 min.)

The children use some question to find what the children remember from the story.

Is this an island over there? Is this the Pacific Ocean? Is this Japan? Where are the children now? What are these birds? Why are the birds (the cranes) so many? What is Charlotte's hope?

Exercise 1 on page 57 is assigned for homework.

Goodbye (1 min.)

Teacher: Thank you, very much, children. Good bye! See you next time! Get ready for practicing some *silent e* words.

Lesson 2

• Before the Lesson

Goal of the lesson

The lesson aims at solidifying the pronunciation of silent e words and the skill to answer 'when' questions.

Preparation for the lesson

- a poster
- a CD player
- colourful sheets of paper /for the cranes – origami/

• Course of the Lesson

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (3 min.)

Check homework sentence by sentence – page 57.

Workbook Activities (13 min.)

Exercise 2: The teacher reads the words one by one to the class, leaving some time between the words. The children need to decide which vowel they should put in the blanks, based on what they hear.

Exercise 3 solidifies the skill to answer 'when' questions. The children need to write the questions and the answers in their notebooks.

Games

First game: "Guess the Animal"

Preparing for the game: Some pictures of animals are needed.

Rules of the game:

1. A child stands in front of the class. The child picks up a picture and hides it behind their back.
2. The teacher (or the children from the class) asks questions about the animal. They use can/can't questions.
Ex: Can it walk/swim/climb trees/run fast/crawl/fly, etc?
3. The child gives short answer – Yes, it can/ No, it can't.
4. The class should guess the animal.

Second game: "Cranes" (craft activity)

The children have colourful sheets of paper /for the cranes – origami/. The teacher shows them how to make the crane.

Teacher: Children, excellent work!

To Remember (teacher assessment and directions for homework) (5 min.)

The teacher needs to decide what a proper subject for revision would be, depending on the needs of the class. The homework assigned is the usual – adding more words in the word book.

Goodbye (1 min.)

Teacher: Goodbye, children! See you next week. We will be heading north again.

STORY 23 (Going North Again)

Lesson 1

• Before the Lesson

Goal of the lesson

The lesson aims at solidifying the skills for using interrogative pronouns for place and time (*where* and *when*).

Preparation for the lesson

- a poster
- a CD player

• Course of the Lesson

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (2 min.)

The teacher goes around the classroom and asks the children what their word or picture is. There might not be a chance that all children are asked because of lack of time. The teacher should make sure that the children who did not have the chance of announcing their words last time, do it now.

Reading Comprehension (5 min.)

Teacher: Hello, Echo!

Echo: Hello! Charlotte, George and Seva are in the most remote northern part of Asia. Everything there is white. Why do you think that is? What will happen there?

Teacher: White and cold – this sounds an adventure, Echo! Children, let's open the books and get ready for the journey!

The teacher reads the story and then the children can listen to it on CD again. The lesson continues with discussing the new words. The teacher then invites the children to answer the true/false questions and helps them in order to make sure that task is understood and successfully completed.

Story:

The balloon is in the air again. The children are sad because they are going in the wrong direction again.

Seva: This is not our home. Our home is all green! It is white here! Everywhere! No plants at all!

Charlotte: And it is so cold!

Echo: Of course it is white and cold. You are in most northern part of Asia! It is a very lonely place.

Charlotte: Hot tea, please! Let's go to this house! Maybe the people there have tea!

George: Charlotte, this is not a house. This is an igloo.

The balloon lands. A grandmother, a mother and a girl go out of the igloo.

Charlotte: Where is your father?

The girl points at a man who is fishing in a hole in the ice. Charlotte goes to the man and takes the fishing rod from the man's hands.

George (laughing): You are so small, Charlotte! The fishing rod is too big for you!

Seva: Are you ok, Charlotte?

Charlotte: It is very difficult, Seva, but I am ok.

Charlotte: Oh, help, please! Something is pulling me!

The children go to the rescue.

George: This is the biggest fish ... ever!

Charlotte: George, please, let's go now. Let's go home.

The children get into the balloon. The family wave 'Goodbye'.

Seva: These people are so kind, like everybody else...

Echo: The places and the people in are very different Seva, but at the same time they all are alike ... and very kind!

Rhyme and Play (3 min.)

'Where is the Ball?' rhyme is used as a relaxing and transition activity.

On the slide,

In the box,

Under the kite,

Next to (or by) the blocks.

In front of the bees (or cheese),

Behind the mouse,

Between the trees,

Above the house.

Grammar Point and Grammar Activity (13 min.)

Teacher: Children, do you remember – we use the question word “when” for time and “where” for place. Having this in mind, let's make teams of two and start the question-answer activity. The children on each team should take turns asking and answering.

Under each picture there is a pair of words. The left word is used for constructing the question and the right – for construction the answer.

Both the questions and the answers should be written in the children's notebooks.

To Remember (teacher assessment and directions for homework) (3 min.)

The teacher decides what the areas for revision will be depending on the strengths and weaknesses have been shown by the children during the lesson.

Goodbye (1 min.)

Teacher: We had a wonderful time, children. I'll go look for Echo now. I would like to check whether Echo and the children needs help.

Lesson 2

• Before the Lesson

Goal of the lesson

The lesson aims at providing practice for the children in respect of: use of adjectives with opposite meanings, pronunciation of *long y* words and matching questions and answers.

Preparation for the lesson

- white sheets of paper
- 2-D paper shapes of different colour and size

• Course of the Lesson

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (3 min.)

Check homework sentence by sentence – page 59.

Workbook Activities (13 min.)

The guiding words given in exercise 2 help the children complete the exercise without the teacher's support. The teacher's help might be needed when reading the words.

Exercise 3 can be used for checking the reading skills of the children. First all questions and answers should be read. Then the children need to decide which answers is appropriate for the respective question.

Game: Drawing dictation (Type 2)

1. A sheet of paper is given to each child as well as different kind of shapes. The children need pencils too.
2. The teacher describes an animal.
3. The children listen and draw the animal with the shapes only.

To Remember (teacher assessment and directions for homework) (5 min.)

The teacher needs to decide what a proper subject for revision would be, depending on the needs of the class. The homework assigned is the usual – adding more words in the word book.

Goodbye (1 min.)

Teacher: Thank you very much for this lesson, children. Get ready for more adventures next time. I wonder what the surprise will be. Goodbye!

STORY 24 (On the Way Back Home)

Lesson 1

• Before the Lesson

Goal of the lesson

The lesson aims at solidifying the skills to use adjectives in order to say more about the objects in the immediate surrounding.

Preparation for the lesson

- a world map
- a CD player

• Course of the Lesson

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (2 min.)

The teacher goes around the classroom and asks the children what their word or picture is. There might not be a chance that all children are asked because of lack of time. The teacher should make sure that the children who did not have the chance of announcing their words last time, do it now.

Reading Comprehension (5 min.)

Teacher: Hello, Echo!

Echo (whispering): Hush! We need to be quiet.

Children: Why, Echo?

Echo: Because the children and Thomas are asleep.

Teacher: Where are they going?

Echo: Read the story and you will find out. Goodbye.

The teacher reads the story and then the children can listen to it on CD again. The lesson continues with discussing the new words. The teacher then invites the children to answer the true/false questions and helps them in order to make sure that task is understood and successfully completed.

Rhyme and Play (3 min.)

'On the Way back Home' rhyme is used as a relaxing and transition activity.

Hurry up, let's go, let's go!

The new direction for today is "Home".

Hurry up, get into the balloon,

Smile – we'll be home soon.

Hurry up, let's go, let's fly!

I see the mountains that touch the sky.

I see the large green fields, hooray!

We are at home, at home today!

Grammar Point and Grammar Activity (13 min.)

These two activities aim at solidifying the use of adjectives. When completing the grammar activity, the children should write the sentences in their notebooks.

The teacher might make a note that the adjectives can usually be found at the end of the simple sentence.

To Remember (teacher assessment and directions for homework) (3 min.)

The teacher decides what the areas for revision will be, depending on the strengths and weaknesses have been shown by the children during the lesson.

Goodbye (1 min.)

Teacher: We had a wonderful time, children. I'll go look for Echo now. I would like to find out how the story ends. Goodbye.

Lesson 2

• Before the Lesson

Goal of the lesson

The lesson aims at providing practice for the children in respect of: use of adjectives with opposite meanings, pronunciation of long y words and matching questions and answers.

Preparation for the lesson

- no specific materials are needed

• Course of the Lesson**Greetings and Calendar Time (3 min.)**

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (3 min.)

Check homework sentence by sentence – page 61.

Workbook Activities (13 min.)

The guiding words given in exercise 2 help the children complete the exercise without the teacher's support. The teacher's help might be needed when reading the words.

Exercise 3 stresses on the use of possessive pronouns. The children are challenged to write longer sentences and they should follow the two examples given carefully. If the teacher decides that the children need more examples, the teacher could do some more examples together with the children.

Exercise 4 does not require any specific help of the teacher. The skill for giving short answers should be well solidified by now.

Game Drawing dictation (Type 1)

The teacher asks the children to listen carefully because they need to draw the proper word on the board. Different children are selected. If there is enough time, all children might take part. The teacher dictates words ending in *y*.

To Remember (teacher assessment and directions for homework) (5 min.)

The teacher needs to decide what a proper subject for revision would be, depending on the needs of the class. The homework assigned is the usual – adding more words in the word book.

Goodbye (1 min.)

Teacher: Children, we are almost towards the end of our adventure. I wonder what will happen in the last story. Are you eager to find out? Think about it. Goodbye!

STORY 25 (Back Home)

Lesson 1

• Before the Lesson**Goal of the lesson**

The lesson aims at solidifying the skills for constructing affirmative, interrogative and negative sentences.

Preparation for the lesson

- a world map
- a CD player

• Course of the Lesson**Greetings and Calendar Time (3 min.)**

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (2 min.)

The teacher goes around the classroom and asks the children what their word or picture is. There might not be a chance that all children are asked because of lack of time. The teacher should make sure that the children who did not have the chance of announcing their words last time, do it now.

Reading Comprehension (5 min.)

Teacher: Echo, Echo! Where are you?

Echo: I am here. What is going on?

Teacher: I just heard a strange noise. What would this be? Might this be something dangerous?

Echo: No, no, nothing dangerous. The noise you've heard is probably the balloon. Yes, it just landed.

Teacher: But... how come?!

Echo: Read the last story and you will find out.

The teacher reads the story and then the children can listen to it on CD again. The lesson continues with discussing the new words. The teacher then invites the children to answer the true/false questions and helps them in order to make sure that task is understood and successfully completed.

Story:

The balloon lands in the school yard. The children are awake.

Thomas (barking joyfully): Woof! Woof! Woof!

Seva: Oh, we are at school again! Good! Let's go to classes!

The children go inside the school building.

Charlotte: But ... the school is empty!

Seva: George, why isn't there anybody inside?!

George does not know what to tell Seva...

Echo: The school is empty because the school year is over.

The children: But... how come?!

Echo: Your journey... This is your school year, children! Well done for you! Now, have a great summer and enjoy... home!

Rhyme and Play (3 min.)

'At Home' rhyme is used as a relaxing and transition activity.

Say Hooray, we are at home!

Home, home, home where we belong.

Say Hooray, we are at home,

Our journey's over. Was it too long?

North, South, East, West,

East, West – home is best. /2/

Say Hello to all our friends,

Say Hello to Mom and Dad.

Hello, teachers, hello school,

To be home – I am so glad.

North, South, East, West,

East, West – home is best. /2/

Grammar Point and Grammar Activity (13 min.)

The grammar activity is a creative one. Depending on the level of the class, the teacher might have each child write their own sentences with the help of the words and the pictures.

To Remember (teacher assessment and directions for homework) (3 min.)

The teacher decides what the areas for revision will be depending on the strengths and weaknesses have been shown by the children during the lesson.

Goodbye (1 min.)

Teacher: We had a wonderful time, children. I'll go look for Echo now. I would like to find out what our last activities will be. Goodbye.

Lesson 2

• Before the Lesson

Goal of the lesson

The lesson aims at providing practice for the children in respect of pronunciation of *long y* words and awareness of the meaning of special phrases.

• Course of the Lesson

Greetings and Calendar Time (3 min.)

– Greet the children

– Do calendar time

– Announce what you will be doing in this lesson

Homework Checking (3 min.)

Check homework sentence by sentence – page 64.

Workbook Activities (13 min.)

Exercise 2 deals with *long y* again. This time the children are challenged with scrambled words. Depending on the level of the class the teacher might or might not help for the unscrambling.

Exercises 3, 4 and 5 provide practice for the children to work with phrases with specific meanings.

Game: Follow My Command

The teacher uses the commands from exercise 4 to practice the six commands. It is usually a great fun for the children to stand up, sit down, line up, etc. The commands could be said quietly or in a loud voice, fast or slow.

Goodbye (1 min.)

Teacher: Children, this is the end of our adventure. We had a long and amusing journey. We have two more weeks to the end of the school year so be ready for games and fun during the rest of the lessons. We will have a revision with many games, rhymes and drawing. You deserve a rest now. Goodbye.

Children: Goodbye!

Revision

Lesson 1

• Before the Lesson

Goal of the lesson

This lesson aims at reviewing the basics of the grammar and phonics covered during the year through activities and games

Preparation for the lesson

- Games and activities to revise phonics and grammar with
- A4 sheets of paper with words in which the target blend is missing; there should be a picture going with each word

• Course of the Lesson

Greetings and Calendar Time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Homework Checking (2 min.)

The teacher check the completion of the assignment from the previous lesson.

Reading Comprehension (5 min.)

The teacher organizes team work: the children are split into groups, each of which choses a different story to read. The children read to each other. The teacher goes around and asks questions on the respective story.

Rhyme and Play (3 min.)

The teacher uses one of the rhymes learned during the year to give the children some time to relax before they concentrate on the revision activity.

Revision Activity (13 min.)

The teacher uses the phonics A4 sheets of paper to organize a guessing game for the children. When a child announces the missing blend, the teacher invites the child to write the word on the board.

Grammar should be revises as well either by games or by going over the textbook. The teacher takes this decision based on the class' needs.

To Remember (teacher assessment and directions for homework) (3 min.)

The teacher briefly goes over what has been done during the lesson and reminds the children that next time there will be a challenge from Echo.

Goodbye (1 min.)

Teacher: Children, it was pleasure for me to be with you today! I am looking forward to the next lesson when we will check how much we have learned. Get ready! See you soon!

Lesson 2

• Before the Lesson

Goal of the Lesson

The lesson aims at checking the children's knowledge and skills on the material introduced in second grade.

Preparation for the lesson

- Diagnostic test copied for the respective number of children.

• Course of the Lesson

Greetings and Calendar time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Diagnostic Test (20 min.)

Goodbye (1 min.)

Teacher: It's time to say goodbye, children. Next time we'll see what will happen to our friends in Italy. Have a nice day everyone!

Lesson 3

• Before the Lesson

Goal of the Lesson

The lesson aims at going over with the tests with the children and discussing the results and the tasks from the test

Preparation for the lesson

- No specific preparation is needed

• Course of the Lesson

Greetings and Calendar time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Analysis and Discussion (20 min.)

This can be carried out through activities and games. An option is projecting the test on the board and doing it together with the children.

The teacher needs to pay special attention to the weakest areas and concentrate more practice there. The teacher uses some of the children's favourite rhymes and uses them as transition between the separate exercises.

Goodbye (1 min.)

Teacher: It's time to say goodbye, children. Next time we'll see what will happen to our friends in Italy. Have a nice day everyone!

Lesson 4

• Before the Lesson

Goal of the Lesson

During this lesson the teacher gives the children some guidance in respect of summer activities.

Preparation for the lesson

- A4 paper
- Colour pencils or crayons, or markers

• Course of the Lesson

Greetings and Calendar time (3 min.)

- Greet the children
- Do calendar time
- Announce what you will be doing in this lesson

Guidance for summer work (20 min.)

Teacher: Children, we had a wonderful year! Echo, what do you think?

Echo: I had a great time! I enjoyed the time with you children and I am looking forward to seeing you in third grade. Are you ready for my challenge?

Children: Yes! Yes! (expected answer)

Echo: Listen now, children! I would like to ask you to draw some stories for me during the summer, or to make a project about something you really like. After we come back to school, you will show me your pictures and tell me your stories. I will very happy to see some projects as well. Thank you for being with me.

Teacher: Echo, please, don't leave us yet. We will have some fun now drawing our favourite moments from the English classes and we will tell you about them. Are you ready children?

Children: Yes!

The children are given time to draw their pictures. After they are ready, the children present their pictures and tell their favourite school year story in front of the class.

Goodbye (1 min.)

Teacher: It's time to say goodbye, children. Next time we'll see what will happen to our friends in Italy. Have a nice day everyone!

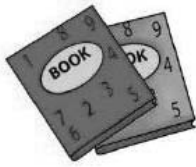
English for 2nd Grade

Final Test

Name: _____

Date: _____

1. Is/are or isn't/aren't?



These _____ books.



These _____ pencils.



This _____ a crayon.



This _____ a boy.

____/4

2. Make questions.

Charlotte is French.

_____?

These are children.

_____?

There is a pen in the box.

_____?

She can draw.

_____?

____/8

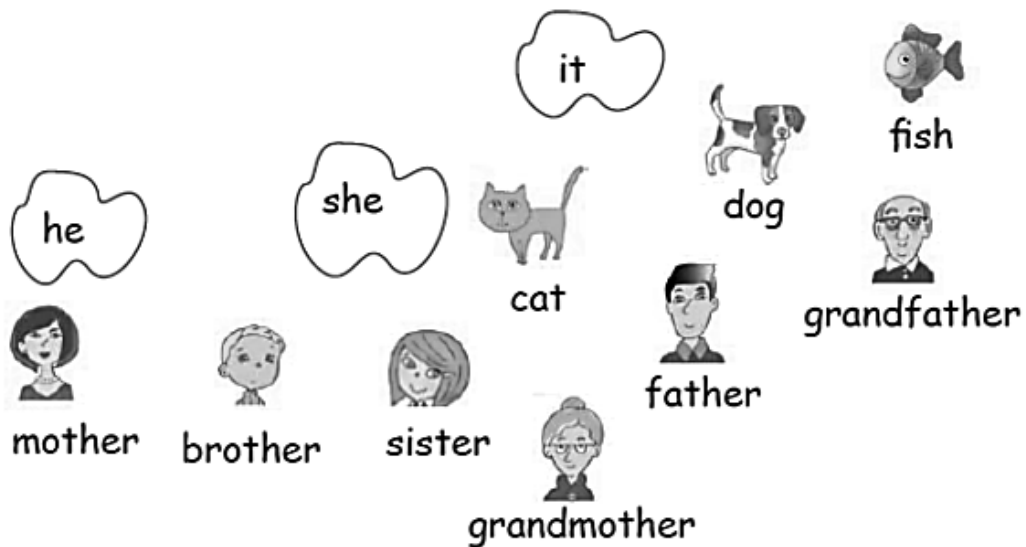
3. A, an or the?

___ pen ___ apple ___ orange
___ pear ___ picture ___ elephant

This is ___ apple. ___ apple is green.

___/8

4. Link.



___/9

5. What can they do?



(swim)



(read)

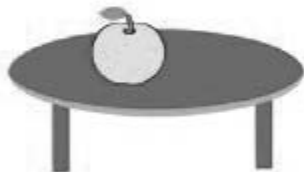


(sing)

___/3

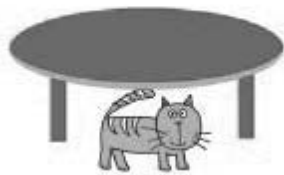
6. Use *there is/there are* and prepositions *in, on, under, between*.

Ex. There is a tree in front of the block.









___/8

7. Say what they have.









___/4

8. Fill in the blanks with the proper blend.



___ush



___og



___ass



___ag



___ar



__uck



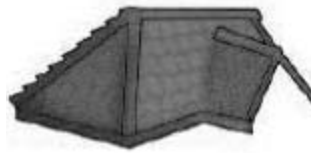
__um



m__se



b_k



r__f



b__



lam__



com__



cand__

___/14

Result: _____

Teacher: _____

Parent: _____

Английски език за 2. клас

Книга на учителя

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