STARTER:
NICE TO SEE YOU AGAIN!

Lesson 1. МИ РАДІ ЗНОВУ ЗУСТРИТИСЯ!

Мета:
☐ навчальна: презентувати лексичний матеріал за темою «Моя сім’я і друзі»; ознайомитися/повторити з мовними виразами зустрічі та вітання; повторити раніше вивчені лексичні одиниці, звуки, граматичні структури, формувати уявлення про мову як засіб спілкування між людьми; ознайомитися з римами за темами «Знайомство», «Рухи»;
☐ розвивальна: розвивати навички аудіювання та діалогічного мовлення; вміння вести діалог/бесіду, слухати співрозмовника, удосконалювати фонетику та артикуляцію звуків;
☐ виховна: викликати в дітей бажання вчитися; допомогти їм бути розкутими у спілкуванні, вивчати іноземну мову; виховувати дисципліну, звичку до систематичної розумової праці.

Обладнання: тематичний плакат «Рухи», «Моя сім’я».

Хід уроку

WARM-UP

1. Greet pupils as they arrive and settle down, “Hello! Come in, please. Sit down, please”.
   Say, “Hello, I’m (Miss/Mrs)...” two or three times pointing at yourself and saying your name.
   Pupils introduce themselves to their neighbours in the same way, “Hello, I’m Masha/Sasha/Max/Ivan.”

2. **Ask students to make dialogues**
   — Hello! I am.... What is your name?
   — Hi! I am..., etc.
   Let some pupils go out of the classroom and come back in again, saying, “Hello! I am.... What is your name?”
   Ask pupils to come to the front of the classroom and act out a simple greeting dialogue.

PRESENTATION

- **Listen and repeat the chant (p. 6, ex. 1)**
  Ask pupils to open the books and look at the pictures of the exercise. Ask questions about the girl in the story, e.g., “Is she happy? Is the girl nice?”
  Listen to the chant, pausing after each line of the text for pupils to repeat.

PRACTICE

1. **Say the chant and mime (p. 6, ex. 2)**
   Pupils practice acting out the chant in their pairs.
   Monitor the activity, checking for correct pronunciation.
   Ask some of the pairs to come to the front of the class and act out the chant.
   Praise their efforts: “Good! Well done!”.
OPTIONAL ACTIVITY

1 “Let’s play together” Game
Before starting to play a class or team game, the following procedures are recommended:

Name teams. Divide the class into teams. Give each team an English name, e.g., “The Tigers” or “The Lions”. Vary team names every lesson to practice new words. Write team names on the board for scoring during games.

Choose players. Use a “choosing rhyme” to add suspense and pupil involvement to the process of picking players for class or team games, such as:

Eeny, Meeny, Miney, Mo,
Choose a person; off we GO!
The student chosen is the one you are pointing at on the word GO!
Always get students to chant with you.

2 “Name labels” Game
Students have one sheet of paper each. Get them to fold it in half down the centre and draw a base line to write on, near the bottom of one side. Write the students’ names on the board. Read the names on the board one by one. Students copy their own name onto their paper.

Go round helping and praising them by saying, “Good!”

3 Think of some more instructions (p. 6, ex. 3)

Ефективно спілкуюсь

Say, “Close your books, please”. Then say “Touch your nose!” several times and point to your nose. Pupils repeat two or three times and point to their noses. Make sure that they understand you.

Say “Stand up!” a number of times and act out. Ask the pupils to repeat. Do the same with “Sit down”, “Clap your hands”, “Open your book” and “Close your books”.

Stick the action flashcards on the board. Point to the pictures. Students listen, point at the correct pictures and repeat the words.

Hold up the “Stand up” flashcard and elicit “Stand up” from the pupils. Ask pupils to repeat each phrase. Do the same with the rest of the phrases.

Do choral and individual repetition of the phrases.

Monitor the activity, checking for correct pronunciation.

Praise their efforts, “Good! Well done!”

4 Play the game “Simon says” (p. 6, ex. 4)
Give the class instructions. When you start an instruction with the phrase “Simon says” (e.g., “Simon says, ‘Sit down.’”), the class performs the actions, but if you give an instruction without saying “Simon says” (e.g., “Sit down.”), they must not do it, and any pupil who does the action is out. Play the game until only one pupil is left.

SUMMARIZING

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

HOMEWORK

→ Ask students to read and repeat the chant.
Lesson 2. Я ЛЮБЛЮ ЧИТАТИ!

Мета:

- **навчальна**: презентувати фонетичний матеріал за темою «Алфавіт»; ознайомитися та пригадати мовні вирази знайомства, вітання та прощання; повторити раніше вивчені лексичні одиниці, звуки, граматичні структури, формувати уявлення про мову як засіб спілкування між людьми; повторити рими за темами «Знайомство», «Команди», «Алфавіт» та повторити букви англійського алфавіту, звуки та транс-крипційні знаки;

- **розвивальна**: розвивати навички аудіювання та діалогічного мовлення; вміння вести бесіду, слухати співрозмовника, удосконалювати фонетику та артикуляцію звуку, навички письма латинськими буквами;

- **виховна**: викликати в дітей бажання вчитися; допомогти їм бути розкутими у спілкуванні, вивчати іноземну мову; виховувати дисципліну, звичку до систематичної розумової праці.

**Обладнання**: тематичний плакат «Алфавіт», «Команди».

**Хід уроку**

**WARM-UP**

1. Greet pupils as they arrive and settle down, “Hello! Come in, please. Sit down, please”.
   Say, “Hello, I’m (Miss/Mrs) ...” two or three times pointing at yourself and saying your name.
   Pupils introduce themselves to their neighbours in the same way, “Hello, I’m Masha/Sasha/Max/Ivan.”

2. **Ask students to make dialogues**
   — Hello! I am.... What is your name?
   — Hi! I am..., etc.
   Let some pupils go out of the classroom and come back in again, saying, “Hello! I am.... What is your name?”
   Ask pupils to come to the front of the classroom and act out a simple greeting dialogue.

3. **“Alphabet Race” Game**
   Divide the class into two teams. Write the small letters of the alphabet at random across the board as the class chant out the alphabet all together: a, b/c, d, e, f, etc.
   Call out one player from each team. Give some chalk to each one. Explain that they are going to have an “Alphabet Race”.
   Call out any letter of the alphabet, in random order. The two players race to find it on the board. One team puts crosses (X) through letters if they find them first, and the other team puts circles round letters (O). After every two or three letters, two new players come out and take over the race.

**PRESENTATION**

1. **Listen and read (p. 7, ex. 1)**
   Ask pupils to open the books. Ask students to look at the words.
   Pupils open the books. Look at the words and listen to them.
   Then ask pupils to listen and point. Check pupils.
   Play the exercise again. Pupils listen and repeat the words.
Do choral and individual repetition of the words two or three times. 
Explain or remind the reading rules if it is necessary.

2 Read and match
Stick the letter flashcards on the board and write the words under them. Ask pupils to read the words and “match” them with the letter flashcards.
Ask pupils to look at the sounds and pronounce them.
Ask pupils to go to the board and point to the sounds in the words on the board.
Read the words again.
Do choral and individual repetition.
Monitor the activity and help if it is necessary.

PRACTICE

3 Have a talk (p. 7, ex. 2)

Tell pupils to look at the words in the exercise and read them.
Explain how to use the words in the boxes and fill in the gaps in the sentences/questions.
Write down the first dialogue on the board. Match the words from the boxes.
Read the sentences. Do choral and pair repetition of the dialogue.
Unite pupils into pairs and explain the task.
Ask pairs to act their dialogues loudly. Follow the same procedure three or four times.
When you have practiced these dialogues thoroughly and students are confident, repeat the dialogues individually.
Then use other words from the boxes and complete the sentences.
Ask pairs to go to the board and act out their dialogues and mime.
Monitor the activity and help if necessary.
Walk round the class and praise their efforts, “Good! Well done!”

SUMMARIZING

OPTIONAL ACTIVITY

“The Feelie Bag” Game
The small bag should contain small cards or squares of paper, each with one of the small letters of the known letters on it.
Divide pupils into two teams.
Draw one letter-card out of the bag and challenge each team in turn to think of a word beginning with that letter. One team member then spells out the word suggested.
Play several rounds for each team and keep scores on the board.

OPTIONAL ACTIVITY

“Number Bingo!” Game
Students draw a six-square bingo frame and write in each square of their frame a different number between 0 and ten.
They cross off each number as it is called out. The first pupil to cross off all the numbers is the winner.

HOMEWORK

* Draw and write “What I can/can’t do”.
Lesson 3. ЯК ЧУДОВО МАТИ ДРУЗІВ!

Мета:

☐ навчальна: презентувати лексичний матеріaal за темою «Я, моя сім’я і друзі»; ознайомитися з новими та повторити вивчені мовні вирази знайомства та вітання; повторити раніше вивчені лексичні одиниці, граматичні структури, формувати уявлення про мову як засіб спілкування між людьми; ознайомитися з текстом за темою «знайомство»;

☐ розвивальна: розвивати навички аудіювання та діалогічного мовлення; вміння вести бесіду, слухати співрозмовника, удосконалювати фонетику та артикуляцію звуків, навички письма латинськими буквами;

☐ виховна: викликати в дітей бажання вчитися; допомогти їм бути розкутими у спілкуванні, вивчати іноземну мову; виховувати дисципліну, звичку до систематичної розумової праці.

Обладнання: тематичний плакат «Дозвілля», «Мої друзі», «Команди».

Хід уроку

WARM-UP

1. As pupils come into the class, smile and say “Hello”. Encourage pupils to say “Hello” back to you.

2. Say, “It’s a new school year. Welcome back”. Begin the class with some common greetings. Ask and answer the questions “How are you?” and “What’s your name?” Pupils then ask and answer the questions in pairs or small groups.

3. “What can I see?” Game

   Say, “One, two, three. What can I see? I can see something beginning with P.” Pupils look for objects beginning with P and make guesses: “Is it a pen? No, it isn’t. Is it a pencil? Yes, it is.” When they guess correctly, they have to point at the object and say where it is, “It’s on your desk. / It’s over there/here.” Play several rounds, letting pupils take over as soon as possible.

PRESENTATION

1. Ask pupils to demonstrate their posters and explain what they can do or can’t do. Pupils show their posters to their classmates or stick them on the board. Then they describe their pictures.

2. Listen, point and repeat (p. 8, ex. 1)

   Ask pupils open the books and look at the picture. Give them enough time to look at it.

   Ask pupils to listen to the text and ask them to read the sentences in silence. Pupils listen, read and repeat.

   Read again, pausing after each sentence to let pupils point to the number. Ask pupils to repeat the sentences.

   Do choral and individual repetition.

   Ask pupils to repeat the sentences in a line.

   Monitor the activity and help if it is necessary. Ask pupils to play “Read my lips!” Game. Explain how to play. Use mother tongue if it is necessary. You should move your lips or whisper familiar words or phrases. Use the food words or instructions, for example.

   Children concentrate on your mouth movements and repeat what you say.
PRACTICE

1 Read (p. 9, ex. 2)

Ask students to look at the sentences in the exercise 1 again.
Show the cards with the instructions to students and stick them to the board.
Use the instructions
“Look., I like..., I can...”. Ask students to make sentences with these constructions.
Then ask to read the sentences one by one.
Do choral and individual repetition.
Monitor the activity and help if it is necessary.

2 Have a talk (p. 9, ex. 3)

Tell pupils to look at the words in the exercise and read them.
Explain how to use the words in the boxes and fill in the gaps in the sentences/questions.
Write down the first dialogue on the board. Match the words from the boxes.
Read the sentences. Do choral and pair repetition of the dialogue.
Unite students into pairs and explain the task.
Ask pairs to act their dialogues loudly. Follow the same procedure three or four times.
When you have practiced these dialogues thoroughly and pupils are confident, repeat the dialogues individually.
Then use other words from the boxes and complete the sentences.
Ask pairs to go to the board and act out their dialogues and mime.
Monitor the activity and help if necessary.
Walk round the class and praise their efforts, “Good! Well done!”

SUMMARIZING

OPTIONAL ACTIVITY

“Guessing activities” Game

Hide an object behind your back, so pupils cannot see it, and ask pupils to guess what it is, e.g., “Is it a (pen)?” — “Yes, it is. / No, it isn’t.”
Start drawing an object (e.g., a book) on the board, stopping at intervals to ask pupils, “What’s this?” Pupils guess what it is. The pupil who guesses correctly can draw the next picture. You whisper the word to him/her. The object should be easy to draw to save time (e.g., “a bag”, “a pen”).

HOMEWORK

▼ Copy the sentences (p. 9, ex. 4).
▼ Ask pupils to read the sentences at home and copy them into their copybooks.
Lesson 4. ДАВАЙТЕ ВЧИТИСЯ РАЗОМ!

Дата __________________________
Клас __________________________

Мета:
- **навчальна**: активізувати конструкції "Look., I like..., I can...", повторити правила читання голосних та приголосних букв (у закритому та відкритому складах) і буквосположень англійського алфавіту; вчитися виконувати різні види завдань, орієнтуватися у тривалості часу;
- **розвідувальна**: розвивати навички аудіювання та діалогічного мовлення; вміння вести бесіду, слухати співрозмовника, удосконалювати фонетику та артикуляцію звуків, навички письма латинськими буквами, мотивувати готовність брати участь в іншомовному спілкуванні, говорити в належному темпі, дотримуватися інтонування; слухати читання, розповідь учителя або товаришів з елементами змістового сортування матеріалу, виділяти нові факти, розпізнавати невідоме;
- **виховна**: виховувати (формувати) позитивне ставлення до іноземної мови як засобу спілкування, вчити розуміти важливість оволодіння іноземною мовою і потреби користуватися ним як засобом спілкування, виховувати дисципліну, звички до систематичної розумової праці, тримати в порядку своє робоче місце та навчальні приладдя.

Обладнання: тематичні плакати «Шкільні речі», «Прийменники місця», картки букв та буквосположень, звуки англійського алфавіту.

Хід уроку

**WARM-UP**

1. **“Happy!” Game**
   
   Say “I’m happy” and give a big smile. Then say “Now look” and pretend to wipe your smile off your face with your hand and throw it to the children. Encourage them to pretend to “catch” the smile and put it on their faces. Say “Now you’re...” and get the children to call out “Happy!” Repeat several times.

2. **“Guessing activities” Game**
   
   Hide an object behind your back, so pupils cannot see it, and ask pupils to guess what it is, e.g., “Is it a (pen)?” — “Yes, it is. / No, it isn’t.”

   Start drawing an object (e.g., a book) on the board, stopping at intervals to ask pupils, “What’s this?” Pupils guess what it is. The pupil who guesses correctly can draw the next picture. You whisper the word to him / her. The object should be easy to draw to save time (e.g., “a bag”, “a pen”).

**PRESENTATION**

<table>
<thead>
<tr>
<th>Read and find. Match and say (p. 10, ex. 1)</th>
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Ask pupils to look at the pictures and say actions. Then ask to choose a block of four pictures anywhere on the page and cover all the other pictures. Their pictures must be next to each other vertically and/or horizontally. Play “Bingo!” by calling out words for any of the pictures on the page. Pupils cover the pictures you name. The first person to cover all four pictures in their block calls out “Bingo!” Play two or three rounds. Pupils choose different blocks of pictures each time.

Then ask students to read the words one by one above the pictures.

Monitor the activity and help if necessary.

Walk round the class and praise their efforts, “Good! Well done!”

Ask pupils to match the words and the pictures. Students work in pairs and write down their answers in their copybooks.

Unite pupils into pairs or small groups and explain the task.

Ask pupils to work in small groups and check their answers together.
Go round the class and praise their efforts, “Good! Well done!”
Ask two or three pupils to go to the board and write the answers on the board using the capital letters and numbers only.
Pupils point to the pictures in pairs or individual in their text books too.
Pay attention at the words and correct pupils’ pronunciation.

PRACTICE

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

Ask pupils to open the books. Ask students to look at the words.
Then ask pupils to listen to words. Check their pronunciation.
Play the exercise again. Pupils listen and repeat the words.
Do choral and individual repetition of the words two or three times.
Explain or remind the reading rules if it is necessary. Stick the letter flashcards on the board and write the words under them. Ask pupils to read the words and “match” them with the letter flashcards.
Ask pupils to look at the sounds and pronounce them.
Ask pupils to go to the board and point to the sounds in the words on the board.
Read the words again.
Do choral and individual repetition.
Monitor the activity and help if it is necessary.

2 Listen and say the chant (p. 11, ex. 3)

Ask pupils to open the books and look at the pictures of the exercise.
Ask questions about the children in the pictures, e.g., “Can the boy read? Is the girl nice? can she sing? Can the boys count the stars? How many stars are there? What colour are they?”
Listen to the chant, pausing after each line of the text for students to repeat.
Then ask pupils to read the lines one by one.
Monitor the activity and help if necessary.
Walk round the class and praise their efforts, “Good! Well done!”
Do choral and individual repetition.
Monitor the activity and help if it is necessary.

SUMMARIZING

OPTIONAL ACTIVITY

“Counting Chain” Game
Start a counting chain: the first pupil in the chain says “Zero”, the next pupil “One”, the next pupil “Two”, and so on. After “Ten”, go back to “Zero” again. Any pupil who hesitates or says the wrong number is “out”. The last two or three pupils to remain “in” are the winners.

HOMEWORK

Ask pupils to read the chant (p. 11, ex. 3) at home and copy it into their copybooks.
UNIT 1.
ME, MY FAMILY AND FRIENDS

Lesson 1. БУДЬМО ЗНАЙОМІ!

Мета:
□ навчальна: навчити користуватися граматичною опорною таблицею «Дієслово to be», таблицею «Прийменники. Особові та присвійні», удосконалювати навички вимови англійських звуків, букв за допомогою тренувальних вправ та складання тематичних діалогів, орієнтуватися в методичному апараті підручника (у змістовому навантаженні основних позначень);
□ розвивальна: розвивати мовленнєві компетенції, спонтанні відповіді на запитання та швидку реакцію; розвивати комунікативні здібності учнів, розвивати навички аудіювання та діалогічного мовлення; толерантного ставлення до однокласників; співпрацювати у парі, групі, колективі;
□ виховна: викликати в дітей бажання бажання вчитися; вивчати іноземну мову; виховувати дисципліну, повагу до однокласників, звичку до систематичної розумової праці.

Обладнання: «Дієслово to be», картки за темою «Моя сім’я».

Хід уроку

WARM-UP

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

PRESENTATION

1 Listen and repeat the chant (p. 12, ex. 1)
Ask students to open the books and look at the pictures of the exercise. Ask questions about the children in the story, e.g., “Are they happy? Is Smiley Sam nice?”
Ask students to listen to the chant, pausing after each line of the text for students to repeat.
If it is necessary, translate the words or sentences.
Go round the class and praise their efforts, “Good! Well done!”

2 Listen and point to the right name (p. 12, ex. 2)
Ask students to listen to the names, pausing after each word for students to repeat.
Then ask students to listen to the words. Check their pronunciation.
Play the exercise again. Students listen and repeat the words.
Do choral and individual repetition of the words two or three times.
Go round the class and praise their efforts, “Good! Well done!”

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PRACTICE

1 Spell the names (p. 12, ex. 3)
   Ask students to spell their names and unite the students in teams. Students of one team spell every name and students of another team write the names on the board.
   After writing, remind students about the personal pronouns and their possessive ones. Students look at the table of the exercise and read the sentences.

2 Listen and complete (p. 13, ex. 4)
   Before listening: Books open. Ask pupils to look at the picture and the words in the box.
   Play the dialogue and ask students to listen very carefully.
   Ask students to look at the sentences and try to complete them using the words after listening.
   Students read and complete the sentences individually or aloud, in turn. Then play the audio again.
   Ask students to write the sentences down in their exercise books if you have some extra time.
   Read the dialogue chorally and in pairs.
   Monitor the activity and help where necessary.
   In pairs, students take turns to ask and answer the same question “Hello, what’s your name?”
   Students in pairs read and practice the dialogue.
   One or two pairs act out the dialogue in front of the board. Monitor the activity and help where necessary.

3 Read (p. 13, ex. 5)
   Ask students to look at the text in the exercise.
   Then ask to read the sentences one by one.
   Do choral and individual repetition.
   Monitor the activity and help if it is necessary.

4 Look and say (p. 13, ex. 6)
   Books open. Ask pupils to look at the picture and the words in the box.
   Ask students to look at the words and ask students to make sentences about this girl using the words in the box.
   Students make sentences individually or in pairs using the patterns from the speech bubble.
   Monitor the activity and help where necessary.
   Ask students to write the sentences down in their exercise books if you have some extra time.

SUMMARIZING

OPTIONAL ACTIVITY

“Counting Chain” Game
   Start a counting chain: the first pupil in the chain says “Zero”, the next pupil “One”, the next pupil “Two”, and so on. After “Ten”, go back to “Zero” again. Any pupil who hesitates or says the wrong number is “out”. The last two or three pupils to remain “in” are the winners.

HOMEWORK

- Ask pupils to read the chant (p. 12, ex. 1) at home and copy it in their copybooks.
- Read the text about Bill (p. 13, ex. 5)
Lesson 2. ЗНАЙОМТЕСЯ — ЦЕ МОЇ ДРУЗІ!

Мета:

☐ навчальна: повторити та активізувати лексичні одиниці, граматичні структури, практикувати мовні засоби за темою «Я, моя сім’я та друзі»; вдосконалювати компетенції читання, аудіювання й усного монологічного мовлення, орієнтуватися в методичному апараті підручника (у змістовому навантаженні основних познань-

☐ розвивальна: розвивати навички аудіювання, спонтанні відповіді на запитання та швидку реакцію; уважно стежити за презентованою інформацією; ефективно співпрацювати під час парної та групової роботи;

☐ виховна: виховувати уміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі.

Обладнання: тематичні плакати «Шкільні речі», «Кольори», картки букв та буквосполучень, звуки англійського алфавіту.

Хід уроку

WARM-UP

1 “Teacher can’t remember” Game

Tell students you can’t remember some of the colours and school things from a particular vocabulary set so you want them to help you. Show them some flashcards and name words. If the word is correct, students perform the specified action, such as tapping their desks, clapping or calling out “Yes!”

If the word is incorrect, students perform another specified action, such as standing up, and then they call out the correct word. Stick the flashcards on the board.

2 “Happy!” Game

Say “I’m happy” and give a big smile. Then say “Now look” and pretend to wipe your smile off your face with your hand and throw it to the children. Encourage them to pretend to “catch” the smile and put it on their faces. Say “Now you’re...” and get the children to call out “Happy!” Repeat several times.

PRESENTATION

Look and listen (p. 14, ex. 1)

Ask students to listen to the text carefully and guess the names of the children. Students listen and guess the names of the children. Monitor the activity and help where necessary.

PRACTICE

1 Listen again and find (p. 14, ex. 2)

Play the audio again and ask students to find the children in the picture and say their names.

2 Read and guess (p. 15, ex. 3)

Ask students to look at the pictures on pages 14 and 15. Ask students to read the names of the children on page 14. Then ask different questions about the children’s clothes, the colour of their school things, etc.

Then students read the texts in silence and try to guess the names of the children.
Ask to read the sentences again one by one finishing the last one with the name. If the name is correct, students perform the specified action, such as tapping their desks, clapping or calling out “Yes!” If the name is incorrect, students perform another specified action, such as standing up, and then they call out the correct name. Do choral and individual repetition. Monitor the activity and help if it is necessary.

SUMMARIZING

1. Listen and play the game
   Ask students to play any of these games:
   
   Game “Lip Reading”
   As a class, decide on different actions for different target sounds or different spellings of the same sound, e.g., stamp your feet and clap for the sounds. Call out words with both target sounds or spellings. Children perform the actions. Get faster and faster, repeating the words in a different order until children can’t keep up with you. Option: divide the class into groups with different sounds or different spellings of sounds. When you call out words, only the group with the correct spelling or sound performs the action.
   After this game you can play “Revise the ABC” Game.

2. “Revise the ABC” Game
   You can sing “The ABC Song” or you can use flashcards with the letters of the English alphabet.
   Write the names on the board. Ask students one by one to spell the names. Then you can write the students’ names. Ask pupils to spell the names. Then ask students to write the names in their exercise books.
   One or two pairs act out the dialogue in front of the board.

OPTIONAL ACTIVITY

“Flashcard circle” Game
This game is best played if you can form a circle in your classroom. Give a student one of the flashcards with the letters, school things or clothes you are studying and ask him/her to say the word, and then pass the card on. Each pupil says the word as he/she receives the card. After a few pupils have said the first word, introduce another flashcard. Gradually introduce all of the flashcards so that they are going around in a circle or along the line. Shout “Stop!” at any point and ask the pupils holding each of the cards to hold them up and say the words.

ENDING THE LESSON

HOMEWORK

- Read p. 15, ex. 3.