

Let's celebrate Christmas in primary school with "Millie"*

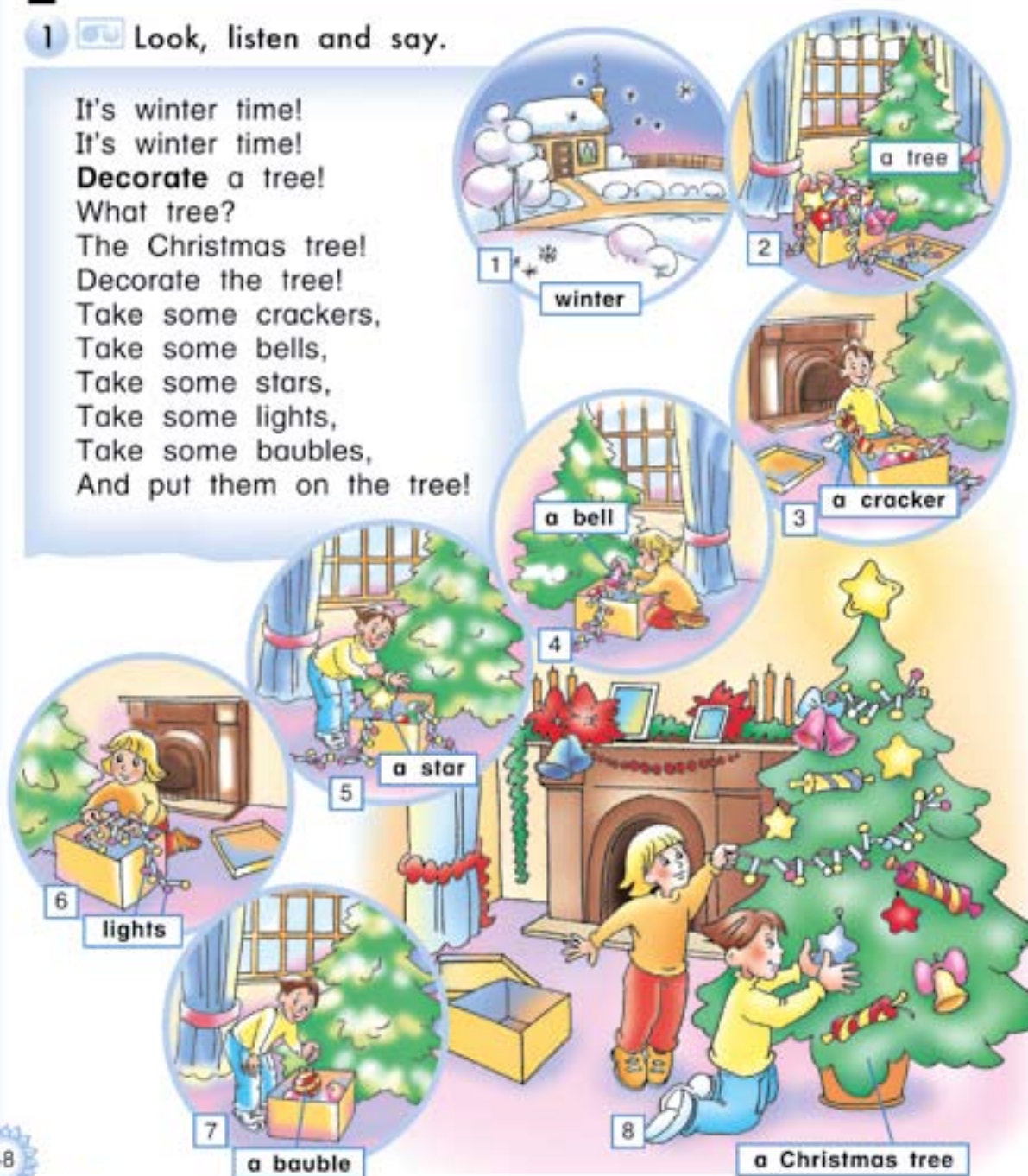
UNIT 5

Merry Christmas!

Lesson 1

1 Look, listen and say.


It's winter time!
 It's winter time!
Decorate a tree!
 What tree?
 The Christmas tree!
 Decorate the tree!
 Take some crackers,
 Take some bells,
 Take some stars,
 Take some lights,
 Take some baubles,
 And put them on the tree!



* Раздел 5 из учебника и книги для учителя "Милли" / "Millie" для 2-го класса общеобразовательных учреждений авторов С. И. Азаровой и др.

Unit 5 Merry Christmas

Lesson 2

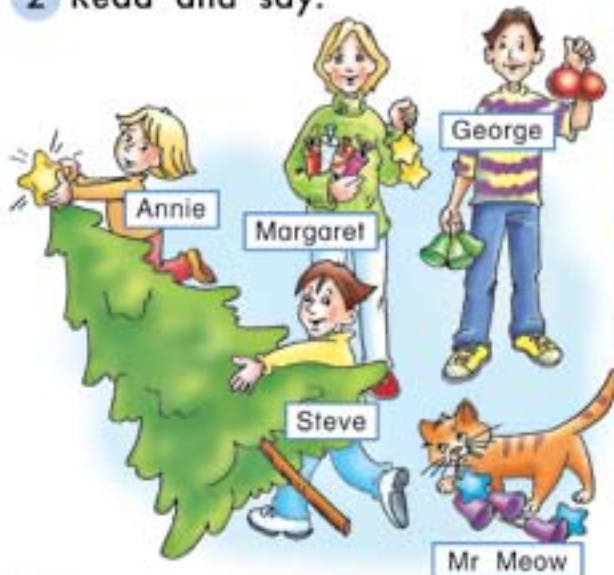
- 1  Sing the song.

Jingle bells!

Jingle bells!
Jingle bells!
Jingle all the way!
Oh what fun it is to ride,
In a one-horse open sleigh!



- 2 Read and say.



- 1 I've got three green bells and two red baubles.
- 2 I've got a green Christmas tree.
- 3 I've got four crackers and two yellow stars.
- 4 I've got a yellow star.
- 5 I've got two blue stars and three purple bells.

- 3 Read and make.



1 Cut out the Christmas card.



2 Colour the Christmas card.



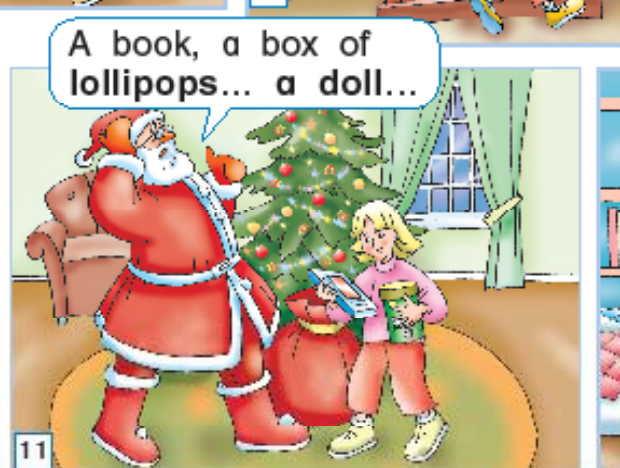
3 Stick stars or bells on the card.

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Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Unit 5 Merry Christmas

Lesson 3

1  Listen, look and point.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll

Unit 5 Merry Christmas



2 Sing the song.

We wish you a Merry Christmas!
We wish you a Merry Christmas!
We wish you a Merry Christmas!
And a Happy New Year!

We can read

Big Ben is a big bell.




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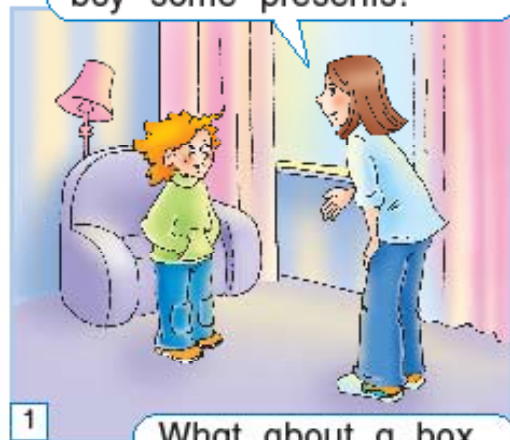
Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Unit 5 Merry Christmas

Lesson 4

1  Listen, look and say.

It's Christmas time! Let's buy some presents!

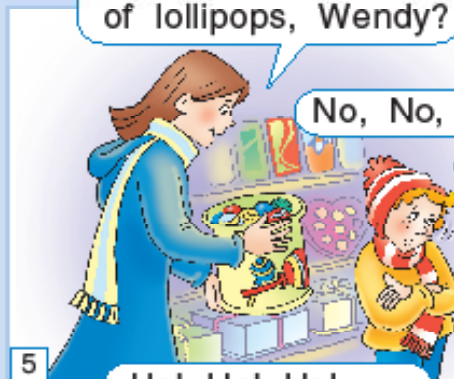


A Christmas present

Can I have a fluffy rabbit, please?



What about a box of lollipops, Wendy?



No, No, No!

What about a computer game?

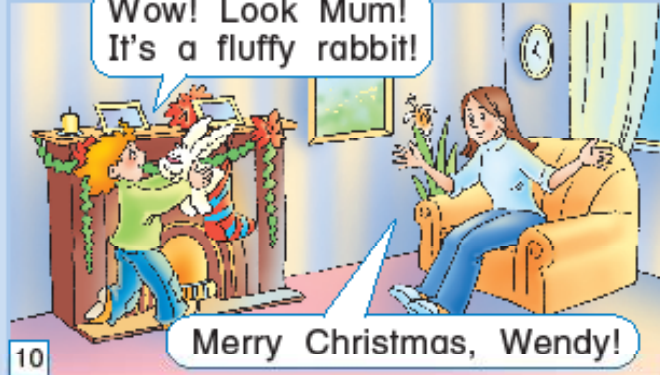


No, thanks!

Ho! Ho! Ho! Merry Christmas!



Wow! Look Mum! It's a fluffy rabbit!



Merry Christmas, Wendy!

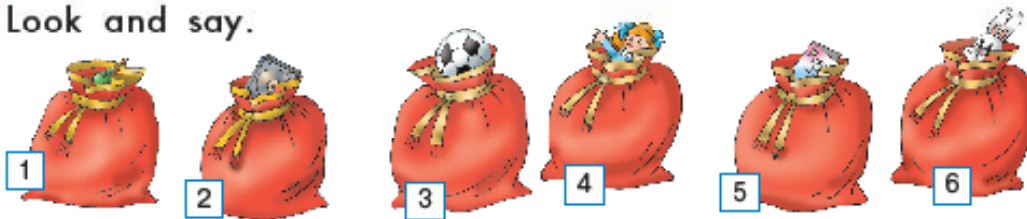
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Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll

Unit 5 Merry Christmas

2 Look and say.



Sorry dear, no!

What about a book?

No! Can I have a fluffy rabbit?

Can I have a fluffy rabbit, please?

Please, Santa Claus!

Sorry Wendy, no!

We can read

Five fluffy fish play football with four funny frogs.

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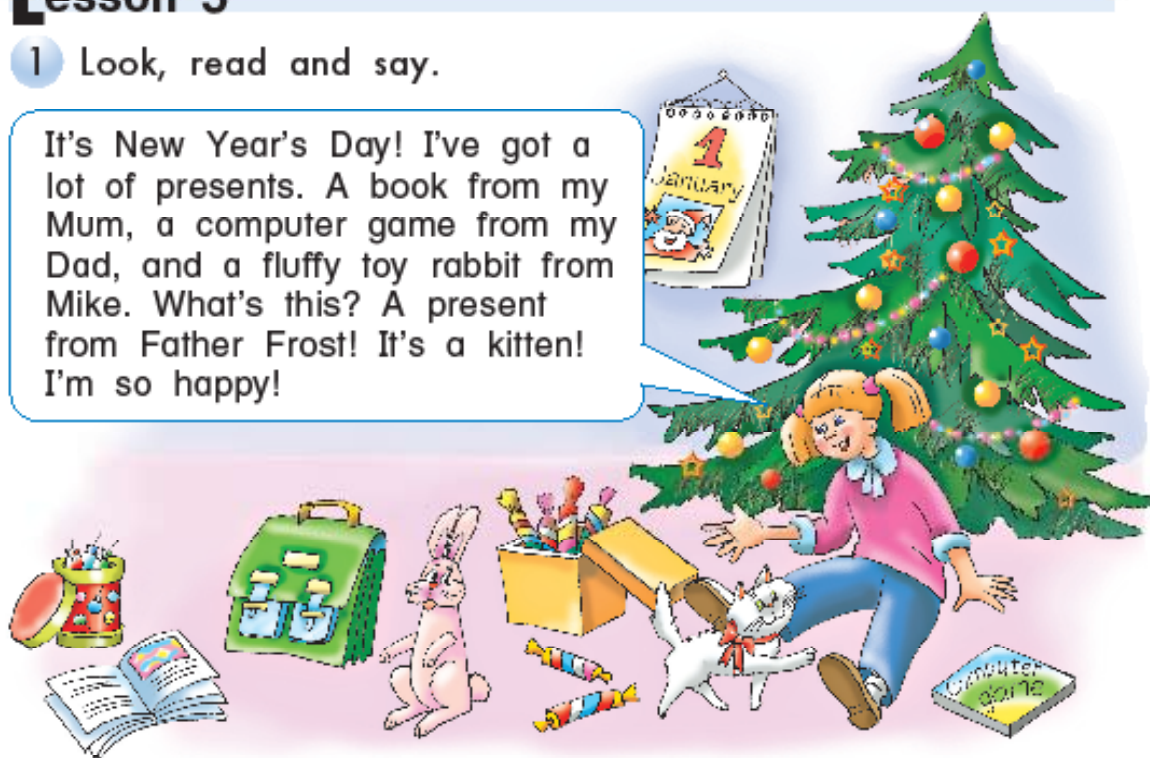
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Unit 5 Merry Christmas

Lesson 5

1 Look, read and say.

It's New Year's Day! I've got a lot of presents. A book from my Mum, a computer game from my Dad, and a fluffy toy rabbit from Mike. What's this? A present from Father Frost! It's a kitten! I'm so happy!



Do you know?



We can read

What colour is the cat in the clown's computer?





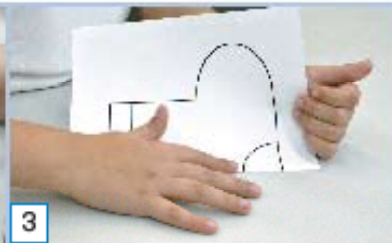



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Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll

Unit 5 Merry Christmas

2 Read and make.

 <p>1</p>	 <p>2</p>	 <p>3</p>
Cut out four presents.	Colour the presents.	Fold the Christmas stocking.
 <p>4</p>	 <p>5</p>	 <p>6</p>
Cut out the Christmas stocking.	Colour and stick the Christmas stocking.	Put the presents in the Christmas stocking.

Look at my Christmas stocking.
I've got a fluffy toy rabbit, a computer game, and a box of lollipops.



Lena, this doll's for you. Merry Christmas!



Thank you.

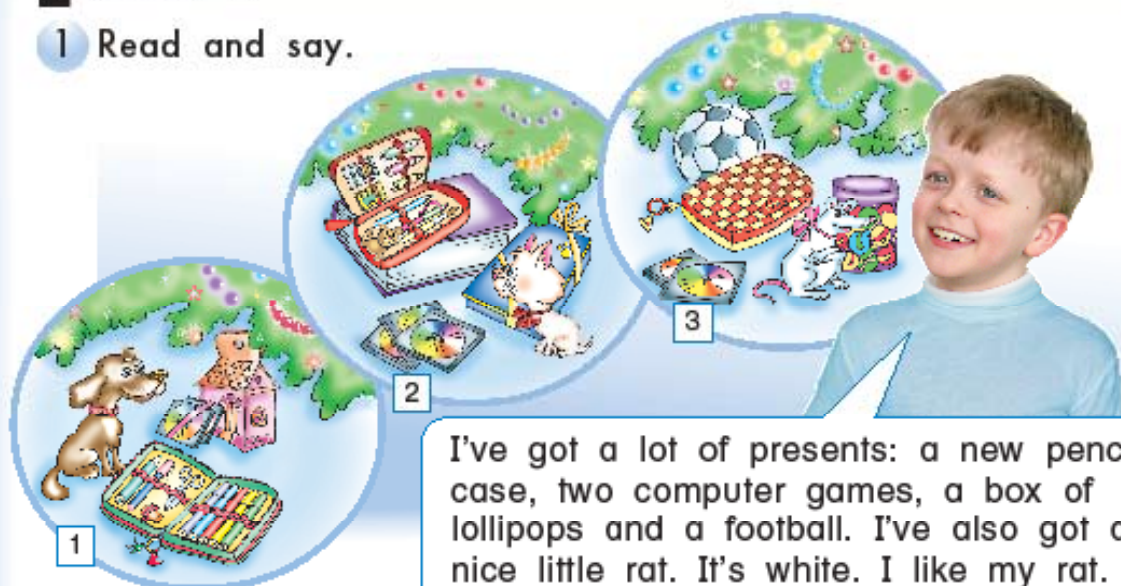
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Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Unit 5 Merry Christmas

Lesson 6

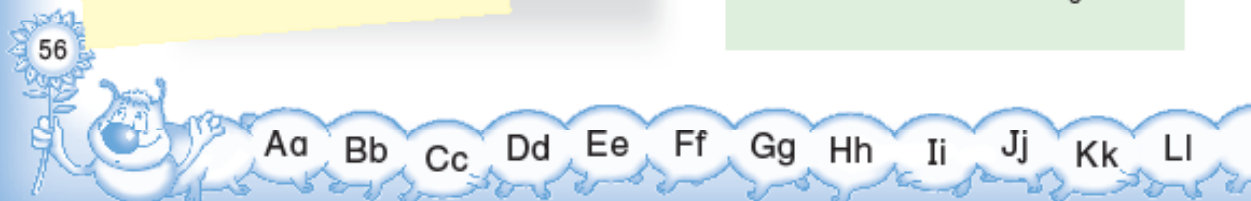
1 Read and say.



2 Read the Christmas cards.



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Unit 5 Merry Christmas

3 Play the game.



UNIT 5 Lesson 1

Lesson 1

Objectives

By the end of the lesson Pp should be able to

- ask and answer questions about Christmas decorations they've got

Pp will practise

- listening for specific information
- reading for recognition of new language
- speaking (a short dialogue)
- sentence stress and rhythm
- copying words

New language

winter, a cracker, lights, a bauble, a star, a bell, a Christmas tree, decorate

Recycling

colours, numbers, take, pets, What's this? Have you got a *pen*? It's a *cat*.

Materials

tape, PM, PCs and WCs: winter, a cracker, lights, a ball, a star, a bell, a Christmas tree, decorate

Warm-up Game Unfinished drawings (3–5 min)

- Follow the procedure on page 44.

New language**Game Decorate the Christmas tree** (12 min)

- Talk with Pp about Christmas (L1). Let them say what they know about the celebration.
Did your Pp know that...?
Many people in Western Europe and the USA decorate the top of the Christmas tree with an angel. And the Russians ...?
- Draw a Christmas tree on the board and say *It's a Christmas tree*.

Stick PCs on the picture of the tree and comment, e.g. *It's a cracker / a bauble / a star / a bell* and *They are lights*. Point to the winter landscape at the window / show PC and say *It's winter*.

- Ask Pp to help you decorate the Christmas tree. Say *Let's decorate the Christmas tree with a (star)*.

Teaching tips

Pp will enjoy decorating a small synthetic tree. You can ask them to pass you the *decorations* / hang / replace the *decorations*. Your language to check their understanding will depend on the type of tree, but try to create a situation of decorating the Christmas tree. Convey the meaning of the words with the help of gestures, e.g. *a cracker* – move your hands as if the cracker is exploding.

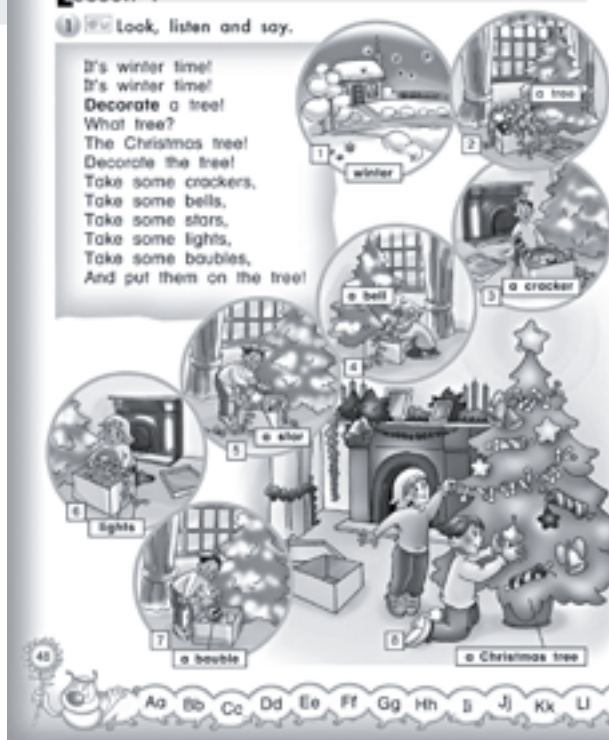
- Game Echo** Ask Pp to shout, whisper the words after you like an echo.

UNIT 5 Merry Christmas!

Lesson 1

1 Look, listen and say.

It's winter time!
It's winter time!
Decorate a tree!
What tree?
The Christmas tree!
Decorate the tree!
Take some crackers,
Take some bells,
Take some stars,
Take some lights,
Take some baubles,
And put them on the tree!

**Pronunciation tips**

Practise pronouncing the sounds [a:] and [ɔ:] – *star*, *bauble*. If necessary see tips on other sounds on page 175.

- Game Read my lips** Say the words one at a time, but without using your voice. Move your lips clearly. Ask Pp to *read your lips* and say the word and point to the corresponding WC.

Whole word recognition (4–5 min)

- Flash WCs in quick succession. Read the words.
- Stick WCs in jumbled order opposite PCs. Read one word and match it with a PC. Ask Pp to continue.
- Ask Pp to close their eyes. Replace two / three WCs. Pp read the words again and if the WC doesn't match, say *No*. / replace the card / read the correct one.

1 **Look, listen and say Chant The Christmas tree** (10 min)

- Ask Pp to look at the picture and name the decorations Steve and Annie have.

Sample language:

T: What have Steve and Annie got?

Pp: A star, a cracker, etc.

- Ask Pp to listen to the chant and point to the corresponding decoration in picture 8.

Unit 5 Merry Christmas

UNIT 5 Lesson 1

Lesson 2

1 Sing the song.

Jingle bells!

Jingle bells!
Jingle bells!
Jingle all the way!
Oh what fun it is to ride,
In a one-horse open sleigh!



2 Read and say.



3 Read and make.



Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

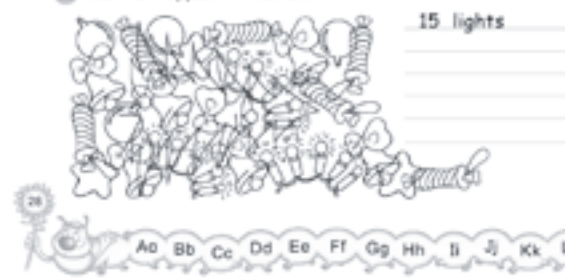
UNIT 5 Merry Christmas!

Lesson 1

1 Найдите соответствия и назовите слово.



2 Посчитай игрушки и назови.

Tapescript Chant *The Christmas tree*

It's winter time! Take some crackers,
It's winter time! Take some bells
Decorate a tree! Take some stars,
What tree? Take some lights,
The Christmas tree! Take some baubles,
Decorate the tree! And put them on the tree!

- Ask Ps what decoration is missing in the tree.

Answer key: a bauble.

Clap the rhythm of the chant and ask Pp to join in.

- Chant and let Pp continue the lines.

Sample language:

T: It's ... T: Decorate a...

Pp: ...winter time! Pp: ...tree.

Game Decorate the Christmas tree (10 min)

- Draw the outline of two Xmas trees on the board.

Divide Pp into two teams. Choose a P from each team to sell the toys. Give the decorations to the sellers.

Place the PM sample of the decorated Christmas tree on one of the desks.

- Pp of each team in turns go to the sample, count decorations of one colour and type, go and ask the seller for decorations and stick them to their tree on the board.

seller ☹ sample ☹ seller
☹
☹
☹
board
☹
☹
☹

- Start the competition. Say

Teaching tips

Working with partners / friends contributes significantly to the development of the children's social skills. It also increases the pupils' talking time. Before the children start, demonstrate this activity with a child in front of the whole class.

Sample language:

P1: Have you got two yellow stars?

P2 (seller): Yes./ Sorry, no.

Suggested homework

- AB Ex. 1** Ask Pp to match the picture to the word and its shape and write the words in their shapes.
- AB Ex. 2** Ask Pp to count the decorations and write the number and name of each kind.

Remember for the next lesson

Ask Pp to bring / prepare yourself for every P in the class the following: scissors, glue, coloured pencils / felt-tips / crayons.

UNIT 5 Lesson 2

Lesson 2

Objectives

By the end of the lesson Pp should be able to

- describe a Christmas card
- Pp will practise
- listening and singing a song
- reading for recognition of new language
- reading for specific information
- reading and following written instructions
- speaking (a short dialogue)
- sentence stress and rhythm

New language

a Christmas card

Recycling

colours, numbers; It's a *book*. I have got a *book*.
Can I borrow a *pen*? What's this?

Materials

tape, scissors, glue, coloured pencils / felt-tips /
crayons for every P in class

Warm-up Chant *The Christmas tree* (2 min)

- Ask Pp to join in the chant.

Homework check (3 min)

- **AB Ex. 2** Ask Ps to read out the decorations.
Answer key: 7 bells, 1 Christmas tree, 15 lights,
6 crackers, 4 baubles, 3 stars.

1 Sing the song *Jingle bells!* (10 min)

- Ask Pp to look at the pictures and name the Christmas decorations people use for a sleigh.

Sample language:

T: What Christmas decoration can you see on the sleigh? (point to the sleigh) What's this?

Pp: It's a bell.

T: Yes, right. And the bells are jingling.

(Miming a jingling bell)

Did your Pp know that...?

The song *Jingle Bells* is a traditional English song which is sung not only in the UK, but all over the world. This song is a symbol of Christmas. Many mechanical toys and musical cards have this tune too.

 Ask Pp to look at the pictures and listen to the song.

Tapescript Song *Jingle bells!*

Jingle bells, jingle bells!
Jingle all the way!
Oh what fun it is to ride
In a one-horse open sleigh! [*twice*]

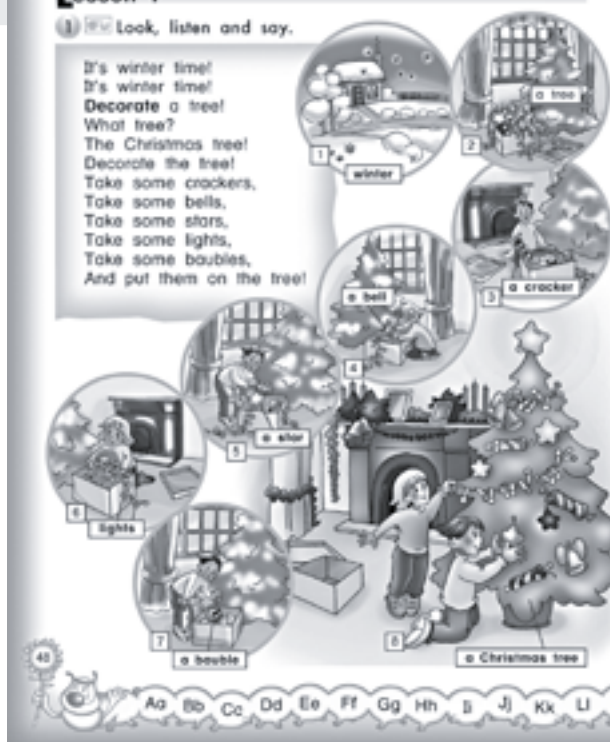
- Explain to Pp the meaning of the song (L1). Ask Pp to remember any traditional Russian ("В лесу родилась елочка") / Armenian / Georgian / etc songs.


UNIT 5 Merry Christmas!

Lesson 1


1  Look, listen and say.

It's winter time!
It's winter time!
Decorate a tree!
What tree?
The Christmas tree!
Decorate the tree!
Take some crackers,
Take some bells,
Take some stars,
Take some lights,
Take some baubles,
And put them on the tree!



 Clap the rhythm. Ask Pp to listen and join in clapping.

- **Optional:** Write the verse of the song on the board and ask Pp to read it. Wipe out the first line / some words and ask Pp to say the line / words from memory. Do the same until all the lines are wiped from the board.

 Invite Pp to sing the song.

2 Read and say (5 min)

- Ask Pp to look at the pictures, read the sentences and say who's got the decorations.

Sample language:

T: Who's got three green bells and two red stars?

P1: Mr Meow.

Answer key: 1 – George, 2 – Steve, 3 – Margaret,
4 – Annie, 5 – Mr Meow

New language**3 Read and make Crafts *The Christmas card* (15 min)****Did your Pp know that...?**

The first Christmas card was printed in 1842. People in many countries of the world write Christmas cards and give them to their relatives and friends during the holidays. The person who gets the cards makes a small exhibition at home on the mantelpiece, walls, or window sills.

- Read the instructions and ask Pp to follow the text.

Lesson 2

1 Sing the song.

Jingle bells!

Jingle bells!
Jingle bells!
Jingle all the way!
Oh what fun it is to ride,
In a one-horse open sleigh!



2 Read and say.



3 Read and make.



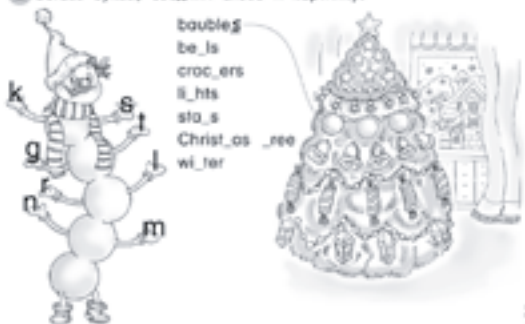
Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Lesson 2

1 Пройди лабиринт, собери буквы и прочитай слова.



2 Вставь буквы, соедини слово и картинку.



Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Demonstrate the steps and comment on your actions as you make the Christmas card.

Sample language

T: What do we need to make a Christmas card?

Pp: Scissors, glue and coloured pencils.

T: First I cut out the card. Then I colour the Christmas tree. Then I choose a decoration. I like stars very much, so I'll cut out a star and colour it. Now I can stick the star on the tree. Look! The Christmas card's ready!

- Elicit from Pp phrases people use asking for permission to borrow.

Teaching tips

Use English when you talk to children and repeat phrases again and again: *Let me check. Yes. Very good. Stick the toys on the card.*

AB Crafts Ask Pp to cut out the cards, follow the picture instructions and make their own cards.

- Display the cards on the board and ask Pp to talk about their cards. Give an example. Help Pp by asking questions.

Sample language:

P: This is my card. I've got a blue star and a yellow cracker on the Christmas card.

T: What's this?

P: It's a bauble.

- Collect the cards and tell Pp they are going to write the greeting on the cards in one of the following lessons. Make sure Pp write their names in pencil on the back of the cards.

Suggested homework

- AB Ex. 1** Ask Pp to go through the maze, collect letters and write the word.
- AB Ex. 2** Ask Pp to fill in the letters and join the words and the pictures.

Remember for the next lesson

Prepare PM.

UNIT 5 Lesson 3

Lesson 3

Objectives

By the end of the lesson Pp should be able to

- say what Christmas objects / symbols / presents the children have got

Pp will practise

- listening for gist
- listening for specific information
- reading for recognition of new language
- copying words

New language

Santa Claus, a present, a stocking, a lollipop, a computer game, a football, a doll

Recycling

stationery items, pets; Have you got a *book*?

Materials

tape, PM, PCs and WCs: Santa Claus, a present, a stocking, a lollipop, a computer game, a football, a doll

Warm-up Song *Jingle bells* (2 min)

- Ask Pp to sing the song.

Teaching tips

Use any chant, song from this or previous units for warm-up. Pp will enjoy rehearsing them for the Christmas party.

Homework check (3 min)

- **AB Ex. 1** Ask Pp to say the words and spell them.
Answer key: Christmas bauble
- **AB Ex. 2** Ask Pp to swap ABs and check the words.
Answer key: baubles, bells, crackers, lights, stars, Christmas tree, winter

New language

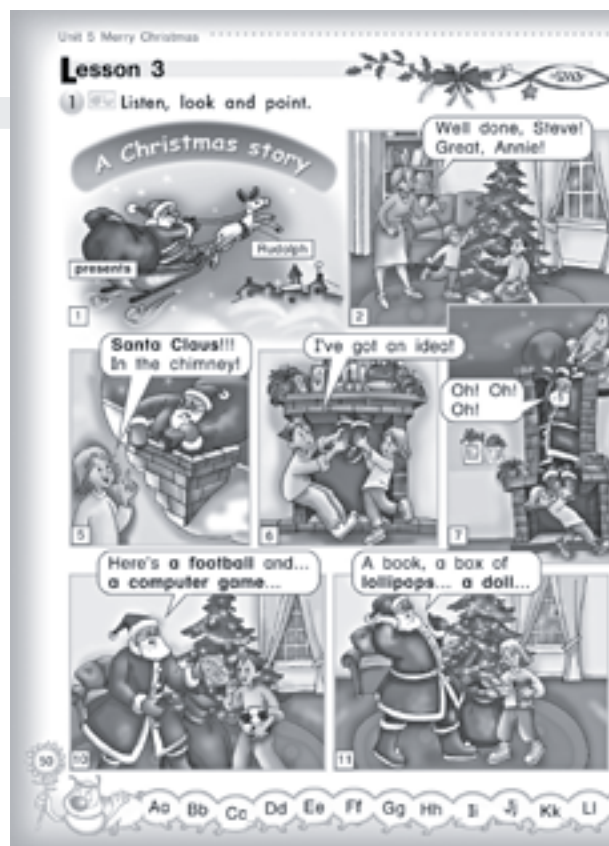
- 1 **Listen, look and point *A Christmas story***
(10–12 min)

Teaching tips

You may arrange the surroundings in the classroom in an unusual way: put the chairs in a circle or if you have a carpet in class ask Pp to sit on the carpet and you sit on a small chair in front of them. Don't worry if Pp haven't mastered Present Simple tense and some new words yet. There's always a possibility for them to grasp the meaning from the context of the story.

Did your Pp know that...?

Santa Claus comes on a sleigh pulled by reindeer. His favourite reindeer is called Rudolph the Red-Nosed Reindeer.



Santa Claus gets into the house through the chimney.

Children put their stockings on the fireplace or on their beds and Santa Claus puts presents in the stockings, usually while the children are asleep. Nowadays it's never a stocking that is worn, but a specially-made, bigger one!

- Ask Pp to listen to the story and point to the corresponding pictures. Tell the story imitating voices of different characters, noises.
- Hand out the pictures of the characters to each P / pair and ask them to raise the cards every time their character is mentioned, acts or speaks. Tell the story again using mime and gesture.

Miming description

Santa Claus – *make your hands round to imitate a fat man*

a stocking – *“draw” the stocking in the air*

a present – *join your hands together palms up, to imitate carrying a present*

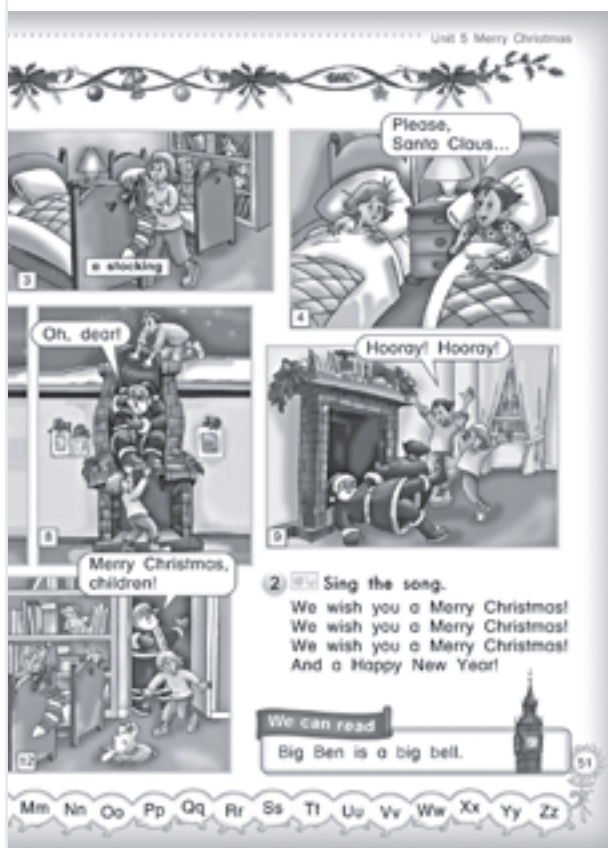
a lollipop – *fist near the mouth as if holding a stick of a lollipop*

a computer game – *make a square joining thumbs and index fingers of both hands*

a football – *imitate kicking something with your foot*

a doll – *move your hands and legs as if you are a doll or pretend to cradle a doll in your arms*

UNIT 5 Lesson 3

**Teaching tips**

Tell the story using gestures, body language, point to the pictures to bring the language alive and make the story meaningful to Pp. Make pauses, and repeat some words, phrases, and sentences. Interact with children to check their understanding.

- Put PCs *Santa Claus, a stocking, a present, a lollipop, a computer game, a football, a doll* on the board and write numbers. Say the words and ask Pp to say the number of the corresponding pictures.

Teaching tips

You can ask your Pp about presents they would like to have. It would be more motivating to learn and speak about their likes and dislikes.

Suggested list of presents: *a CD, a CD player, a computer, a teddy bear, a toy car, a bike, a soft toy, a mobile phone, a box of chocolates, etc.*

- Name and mime the words and ask Pp to join in. Follow the sequence *Santa Claus, a stocking, a present, a lollipop, a computer game, a football, a doll* to make it a kind of a miming story.

Pronunciation tips

Practise pronouncing the sounds [v] and [ɔ:] – *Santa Claus, stocking, lollipop, doll.*

If necessary see tips on other sounds on page 175.

Whole word recognition (5–8 min)

- Stick WCs in jumbled order opposite PCs. Read one word and match it with a PC. Ask Pp to continue.
 - Ask Pp to close their eyes. Replace two / three WCs. Pp read the words again and if a WC doesn't match, say *No.* / replace the card / read the correct one.
- Hand out the PCs / WCs to Pp / pairs and ask them to show the card / clap their hands every time they hear the words. Play the tape.

Tapescript A Christmas story

Storyteller: It's Christmas time. Rudolph the Red-Nosed Reindeer and Santa Claus are busy. They have a lot of presents for the children.

Steve: Annie, help me, please. That yellow star, please.

Annie: OK. Here you are. What about the green bells?

Steve: Oh, good idea! And the lights...

Mum: Oh!!! Well done, Steve! Great, Annie! ...But it's 10 o'clock. Time for bed!

Steve: Where's my stocking?

Annie: Look! It's on your school bag.

Steve: Thanks, Annie. Please, Santa Claus...!

Can I have a computer game and a football, and a ...?



UNIT 5 Lesson 3

Annie: Can I have ... a small present... a kitten?
Santa Claus: Oh dear! Oh! Oh! Help! Help!
Annie: It's Santa Claus!!! In the chimney!
Santa Claus: Yes! It's me. Oh! Oh! Help me, please. Pull me out!
Children: Pull! Pull! Pull!
Santa Claus: Oh! Oh! Oh!
Steve: I've got an idea!
Annie: Pull!
Santa Claus: Oh! Oh! Oh!
Steve: Push!
Santa Claus: Oh, dear! Atchoo! Atchoo! Atchoo!
Children: Hooray! Hooray!
Santa Claus: Thank you, Steve! Thank you, Annie! Now you can have your presents. Here's a football and... a computer game for you, Steve!
Steve: Wow! Thank you, Santa Claus!
Santa Claus: And here are your presents, Annie.
Annie: A book, a box of lollipops... a doll... Thank you, Santa... And a kitten! Thank you, Santa Claus!
Santa Claus: Merry Christmas, children!
Children: We wish you a Merry Christmas, Santa!
All characters: We wish you a Merry Christmas! We wish you a Merry Christmas! We wish you a Merry Christmas! And a Happy New Year!

- Ask Pp to name all the presents the children have got and Annie's favourite present.


Sample language:

T: Name all the presents Steve and Annie have got.

Pp: A lollipop, a football, etc.

T: What's Annie's favourite present?

Pp: A kitten.

-  **Optional:** Distribute the roles: Santa Claus, Steve, Annie, Mum, reindeer, a doll, a kitten and some other presents. Ask Pp to act out the story while listening to the tape. Let Pp join in saying their character's words.


Optional: Acting out the story

- Read the dialogues making mistakes. Tell Pp to clap their hands / say *Stop!* / *etc* when they hear wrong phrases and correct the mistakes.

Sample language:

T (reading): Annie, help me, please. That yellow bell, please.

Pp: Stop! That yellow star, please.

-  Hand out part of the story to each group and distribute the roles within each group.

- Let Pp rehearse the roles in groups. Walk around the classroom helping Pp with reading and pronouncing their lines.
- Let groups read and act out the dialogues in front of the class.

Teaching tips

You can prepare a performance of the story for parents at the Christmas party.


Did your Pp know that...?

The main characters of Christmas are Santa Claus and Rudolph the Red-Nosed Reindeer in Europe and America, but Ded Moroz, Snegurochka and troika in Russia.

The colours of Santa's costume are red and white, while Ded Moroz's costume is sometimes blue and sometimes red.

The dates of the holidays are 25th of December – Christmas and 1st of January – New Year's Day.

2 Sing the song *We wish you a Merry Christmas* (5 min)

-  Ask Pp to listen and clap the rhythm of the song.

Tapescript Song We wish you a Merry Christmas

We wish you a Merry Christmas!
 We wish you a Merry Christmas!
 We wish you a Merry Christmas!
 And a Happy New Year!

-  Ask Pp to join in the singing.

We can read

- Look at the picture and talk about it (the characters, setting and situation).
- Read the sentence. Ask Pp what common sound they hear. Ask Pp to name the letter printed in red.
- Read the sentence slowly and invite Pp to join you. Then increase your tempo and read the sentence together as quick as possible but pay attention to correct pronunciation.

Suggested homework

- AB Ex. 1** Ask Pp to write the words in the crossword puzzle and draw the object.
- AB Ex. 2** Ask Pp to read and circle six words.
- We can read and write** Ask Pp to group the words following the pattern.
Answer key: 1 – book, bell, bauble, black, 2 – puppy, pink, pig, pencil

Lesson 4

Objectives

By the end of the lesson Pp should be able to

- ask if they can have a present
- Pp will practise
 - listening for specific information
 - listening as a model for speaking
 - reading for recognition of new language
 - reading for specific information
 - speaking (a short dialogue)
 - copying words

New language

Can I have a *book*? fluffy

Recycling

colours, stationery, pets, numbers; What's this?
Have you got a *cat*? Sorry, no. Is it a *cat*?

Materials

tape, PCs of presents, PCs and WCs of Christmas decorations

- Ask Pp to listen to the story and say what present Wendy likes best.

Sample language:

T: Name the present Wendy likes best.

Pp: A rabbit.

Tapescript Cartoon story A Christmas present (part 1)

Mum: It's Christmas time. Let's buy some presents, Wendy!

Wendy: Can I have a fluffy rabbit, please?

Mum: Sorry dear, no. What about a book?

Wendy: No! Can I have a fluffy rabbit?

Mum: What about a box of lollipops, Wendy?

Wendy: No, no, no!

Mum: What about a computer game?

Wendy: No, thanks. Can I have a fluffy rabbit?

Pleeeeeeeeeeeeeeeeease!

Mum: Sorry Wendy, no.

Answer key: a rabbit

- Help Pp to understand the word *fluffy* miming / pointing to a fluffy object.
- Ask Pp to guess if Wendy will have a fluffy rabbit in her stocking (L1).

- Ask Pp to listen to the end of the story and check if they were right.

Tapescript Cartoon story A Christmas present (part 2)

Santa Claus: Ho! Ho! Ho! Merry Christmas!

Wendy: Wow! Look Mum! It's a fluffy rabbit!

Mum: Merry Christmas, Wendy!

- Ask Pp to listen to the whole story and follow the text.

- Ask Pp to pronounce the phrase *Can I have a fluffy rabbit, please?* like Wendy did (e.g. calmly, pleading).

Game Help Santa Claus (10 min)

- Draw the outline of two Santa Claus sacks on the board.
- Divide Pp into two teams and choose a P from each team to sell the presents. Shuffle the WCs and PCs of presents and give an equal number to each of the sellers.
- Pp from each team in turns go and ask the sellers for toys and stick them to the Santa Claus sacks on the board. Set a time limit of 5 min.

Warm-up Game Unfinished drawings (2–3 min)

- Think of an object. Start drawing it. Encourage Pp to guess the object. Help Pp by adding details.

Sample language:

T: What's this?

Pp: Is it a cat?

T: No, try again.

Pp: Is it a star?

T: Yes, that's right.



Homework check (3 min)

- **AB Ex. 1** Ask Pp to spell the pictured words and name and spell the vertical word.

Answer key: cracker

- **AB Ex. 2** Ask Pp to spell the words.

Answer key: cracker, star, Christmas, bell, bauble, lights

- **We can read and write** Ask Pp to read out the groups of words.

Answer key: 1 – book, bell, bauble, black, 2 – puppy, pink, pig, pencil

New language

1 Listen, look and say Cartoon story A Christmas present (15 min)

- Brainstorm the objects that can be given as a present. Write the words on the board as Pp name them.

Sample language:

T: Name some presents, please.

Pp: A book, a lollipop, etc.

UNIT 5 Lesson 4

Sample language:

P1: Can I have a football, please?

P2: No, sorry!

P1: Can I have a computer game?

P2: Yes.

seller ☺



☺ seller



board

- Congratulate the team that gathered most presents in the shortest period of time.

Mingling game Find a pair (3 min)**Teaching tips**

This game is a good way to divide Pp into groups or pairs for the next activity. It doesn't take much time and Pp communicate with each other. As a follow up, Pp can make the cards in pairs.

- Hand out WCs and PCs of Christmas decorations and ask Pp with WCs to find the partner with the corresponding PC asking *Have you got a (bauble)?*

Sample language:

P1: Have you got a cracker?

P2: Sorry, no.

P1: Have you got a cracker?

P3: Yes!

- Ask Pp to sit at tables in their new pairs.

2 Look and say (5 min)

- Ask Pp to look at the picture and guess the presents in Santa Claus's sacks.

Sample language:

P1: What's number 1?

P2: (Is it) a football?

- Check the answers with the whole class.

Answer key: 1 – a lollipop, 2 – a computer game, 3 – a football, 4 – a doll, 5 – a card, 6 – a fluffy rabbit

We can read

- Look at the picture and talk about it (the characters, setting and situation).
- Read the sentence. Ask Pp what common sound they hear. Ask Pp to name the letter printed in red.
- Read the sentence slowly and invite Pp to join you. Then increase your tempo and read the sentence together as quick as possible but pay attention to correct pronunciation.

**Suggested homework**

- **AB Ex. 1** Ask Pp to read Sergey's letter and cross out the presents in the pictures which Sergey didn't ask for.
- **AB Ex. 2** Ask Pp to read the words, then choose nine Christmas words and copy them onto the snowman.
- **We can read and write** Ask Pp to write three words starting with the letter *f*.

Answer key: fish, four, frog

Remember for the next lesson

Ask Pp to bring / prepare scissors, glue, coloured pencils / felt-tips / crayons for crafts activity.
Prepare PM.

Unit 5 Merry Christmas

2 Look and say.



We can read

Five fluffy fish play football with four funny frogs.

Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

UNIT 5 Lesson 4

Teaching tips

Eleonora Druzhynina



"Every teacher carries the burden of checking piles of pupils' exercise books. We see this in staff rooms every day. It happens because we underestimate the potential of peer correction. Why don't we let one of the pupils write the key on the board while the other pupils check their friends' work, following the key? When do pupils concentrate most on error correction? When they check each other's work? Or when they look at the homework mark in their exercise books when the teacher hands it back? The next step is to let pupils give a mark for each other's work. It takes a long time to explain the criteria. Then I see that the pupils' exercise books change dramatically. I see neat handwriting, no dirty crossing out of the wrong answer, words spelled correctly, etc. I realize that it's worth it. The problem was not because they were lazy or didn't want to work, but that they just didn't know! They didn't know what the marking criteria were!"

Unit 5 Merry Christmas

Lesson 4

- 1 Прочитай письмо и зачеркни те подарки, которые Сергей не просил у Санта-Клауса.

Dear Santa Claus,
I am a good boy. My mum says so.
Can I have a puppy for Christmas?
Have you got any footballs? I also
like lollipops.

Love,
Sergey



- 2 Прочитай, выбери и накледи 9 слов к теме "Рождество".

a pencil case
a guinea pig
winter
Santa Claus
black
a crocker
a rabbit
a star
an exercise book
a stocking
a bell



a frog
lights
a lizard
a ruler
a present
a Christmas tree
a dog
a hamster
a bauble
a rubber
a cat

We can read and write

- Накледи слова с буквой f в начале.



Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

UNIT 5 Lesson 5

Lesson 5

Unit outcome

Pp should be able to

- participate in a conversation about presents they've got in a Christmas stocking

Materials

tape, PM, scissors, glue, coloured pencils for each P in class, PCs / WCs of Christmas items

Warm-up Song We wish you a Merry Christmas (1 min)

- Ask Pp to sing the song.

Homework check (5 min)

- AB Ex. 1** Ask Pp to read out the presents which Sergey didn't ask for.

Answer key: a book, a kitten, a computer game

- AB Ex. 2** Ask Pp to read out / spell the nine Christmas words.

Answer key: a cracker, a star, Santa Claus, a stocking, a Christmas tree, a bell, a bauble, lights, a present.

- We can read and write** Ask Pp to read out the words.

Answer key: fish, four, frog

Game Guess the object (3 min)

- Ask P1 to come out to the board and stand with her / his back to it.
- Put any 3-5 PCs / WCs from the unit on the board.
- Ask P1 to guess and the other Pp say if this card is on the board or not.

Sample language:

P1: Can I have a bell?

Pp: No, sorry!

P1: Can I have a computer game?

Pp: Yes.

- Let P1 take the card s/he guessed and return to her / his place.
- Repeat the procedure several times changing the PCs / WCs on the board.

1 Look, read and say (5 min)

- Ask Pp to look at the picture, read the text and name the present from Father Frost.
- Ask Pp to check the answers in pairs first and then with the whole class.

Answer key: a kitten

Unit 5 Merry Christmas

Lesson 5

1 Look, read and say.

It's New Year's Day! I've got a lot of presents. A book from my Mum, a computer game from my Dad, and a fluffy toy rabbit from Mike. What's this? A present from Father Frost! It's a kitten! I'm so happy!



Do you know?



Optional: Do you know?

- Ask Pp what children in Russia call Santa Claus. Tell Pp that in England he's also called Father Christmas, in France – Père Noël, in China – Dun Che Lao Ren, in Italy – Babbo Natale.

2 Read and make Crafts Christmas stocking (15 min)

- Ask Pp to read the instructions.
- Demonstrate the steps and describe your actions as you make the Christmas stocking.

Sample language

T: To make a stocking I need scissors, glue and coloured pencils. First I choose four presents, cut them and colour them. Then I fold the page with the stocking. After that I cut the stocking out and stick the edges of the stocking. And finally I put the presents inside. Look! Here is the Christmas stocking.

- Distribute a page of presents / decorations to each P. Ask Pp to choose any presents / decorations from the page, cut them out and colour.
- Distribute a page with a Christmas stocking to each P. Ask them to fold the page, cut, colour the stocking and stick two sides of it together.
- Let Pp put the presents in the stocking.
- Let Pp read the samples, describe their stockings and swap some presents.

2 Read and make.



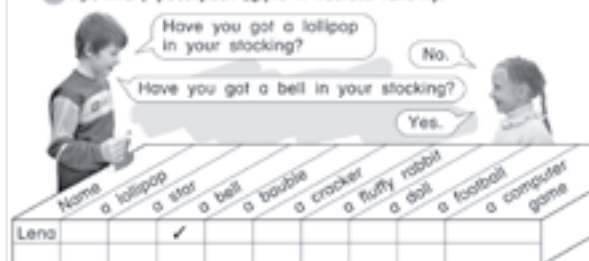
Look at my Christmas stocking. I've got a fluffy toy rabbit, a computer game, and a box of lollipops.



Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Lesson 5

1 Прочитай, расспроси друга и поставь галочку.



2 Нарисуй и дополни предложение.

I've got two lollipops in my Christmas stocking. I've got _____
in my Christmas stocking.

We can read and write

• Впиши буквы.



5

ive

ock

abbit

Aa

Bb

Cc

Dd

Ee

Ff

Gg

Hh

Ii

Jj

Kk

Ll

We can read

- Follow the procedure on page 73.

Suggested homework

- AB Ex. 2** Ask Pp to draw some more presents in the picture of the stocking and write what they have got in it.
- We can read and write** Ask Ps to fill in the missing letter.

Teaching tips

Elena Zotkina



"We can read" activities are designed by the authors to help pupils learn how to listen carefully and pay attention to sound-letter correspondence. Pupils analyse the sound they hear and the letter they see. Why not have fun with the illustrations and ask pupils questions? And why not let them reflect on their personal experiences? For example, 'I know a fish isn't fluffy.' I sometimes ask the children to think of their own funny sentences and illustrate them. And it really works! Children remember things better when they're having fun!"

UNIT 5 Lesson 6

Lesson 6

Unit outcome

Pp should be able to

- ask and answer questions about Christmas objects / symbols / presents / decorations they've got, and their colour, by playing a board game

Materials

tape, WCs: presents

Warm-up Game Santa's visit (3 min)

- Choose one of the Pp to be Santa Claus. Give her / him a WC. Ask Santa to come in front of the class and mime the word s/he has on the card. Ask other Pp to guess what card s/he has.

Sample language:

P1: Have you got a bell?

P2: Yes. / No, sorry. Try again.

Homework check (3 min)

- AB Ex. 2** Display ABs and ask Pp to read out what they have got in their stockings.

- We can read and write** Ask Ps to read out the words.

Answer key: fish, clown, cat, five, book, rabbit

1 Read and say (5 min)

- Ask Pp to read the text and match it with one of the pictures. Check Pp's understanding with questions.

Sample language:

T: Where are two computer games?

Pp: (Picture) Number 1 and 3.

Answer key: picture 3

2 Read the Christmas cards (10 min)

- Ask Pp what people usually write on Christmas cards.

- Elicit from the Pp types of Christmas greetings (L1). Ask them to read the Christmas cards.
- Hand out the Christmas cards made in Lesson 2 and ask Pp who they would like to write the card to.
- Write on the board

Dear ... ,

.....

Love from ...

- Let Pp write their own greetings.

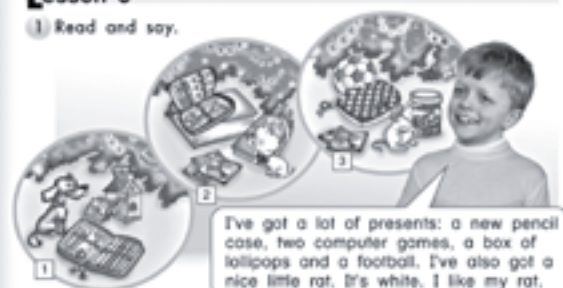
Game A spelling shark (5 min)

- Think of any word you would like to revise. Don't say it aloud.

Unit 5 Merry Christmas

Lesson 6

1 Read and say.



2 Read the Christmas cards.



- Write two sets of blank dashes for the letters in the word.
- Draw a "cliff" line down from the end of the bottom "word".
- Draw the sea and the shark at the bottom of the cliff.
- Ask the Pp to take turns at guessing one letter in the word. If the letter is in the word write it in the appropriate blank on the top row. If it isn't in the word, draw a "stick figure" starting to walk along the bottom row of blanks towards the edge of the cliff.
- Pp must guess all the letters correctly before the stick figure falls over the cliff and into the shark's jaws.

3 Play the game Presents from Santa Claus (10–12 min)

- Divide Pp into groups of 3–4. Pp put their counters on the start, throw the dice and move clockwise.
- Explain to Pp the rules of the game. Pp follow the instructions from their squares and get a present for every right answer. Pp write the name of the present in their exercise books. The aim of the game is to get back to the finish with as many presents as possible. Walk around the classroom monitoring Pp's work.

UNIT 5 Lesson 6



- Let Pp say what presents they have got.

Sample language:

P1: I've got a fluffy toy rabbit, a computer game and two crackers.

Teaching tips

Talk to Pp in L1 about how they've been doing different activities in the unit, and what helped them to succeed.

Suggested homework

- AB Ex. 1** Ask Pp to complete the letter.
- AB Ex. 2** Ask Pp to sort the words into two groups: presents and decorations.

Remember for the next lesson

Prepare PM.

Teaching tips

Regina Popova



"If you want to organise a party as an extra-curricular activity, don't use a ready made scenario or write the whole of it yourself. Involve your pupils from the very first stage. You can get them interested by brainstorming ideas for the party, creating fancy dresses and decorations, preparing presents, writing invitations and greeting cards. Appreciate every suggestion and contribution. Don't forget to work out an action plan, to distribute the roles and make children feel responsible for what they're doing. Arrange the surprise element of the party: game activities, some guests. Have a concert where children can demonstrate their achievements. Be sure to have an audience of parents or friends. And accept any help offered by parents! Try to avoid using the same scenario with another group. It might not work, no matter how perfect it seems to be. This is so because the preparation for a party is much more important than the party itself. If you miss the creative part, you miss a lot."

Lesson 6

- 1 Закончи письмо Санта-Клаусу или Деду Морозу.

Dear _____
 Merry Christmas and a Happy New Year!
 Can I have a _____ and _____
 as _____
 presents? Thanks!
 Yours,

Santa Claus, Father Frost, crackers, lights, baubles, stars, a Christmas tree, a present, a toy, a kitten, a computer game, a fluffy rabbit, a puppy, a doll

- 2 Напиши слова на соответствующем рисунке.

a-star
 a lollipop
 a bauble
 a computer game
 a football
 the Christmas card
 a cracker
 lights
 a bell
 a-doll

a doll

a star

Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

UNIT 5 Lesson 6

Sample record of Pp' progress

Teacher _____

Class _____

Date _____

Unit (Topic) _____

Attainment targets	P1	P2	P3	P4	P5	P6	P7
Listening							
1 Follows simple oral instructions in context.	+						
2 Grasps the gist of simple messages.	+						
3 Can pick out specific information from a message.	+						
4 Can identify simple details in the text.	-						
Speaking							
1 Can respond to simple messages.							
2 Can produce short descriptions.							
Reading							
1 Can follow short, simple written instructions.							
2 Can understand short, simple messages, e.g. on postcards.							
3 Can understand the general idea of simple informational texts.							
4 Can extract specific information from a written text.							
Writing							
1 Can produce written information following a model.							
2 Can write simple isolated phrases and sentences.							
Learning to learn							
1 Can learn independently of the teacher.							
2 Can organise and use materials for independent learning.							
3 Can reflect on own progress.							
4 Can identify own needs.							
Social							
1 Is able to cooperate with other Pp in pairs / groups.							
2 Can make rapid and frequent active use of the language learnt for communicating with others.							