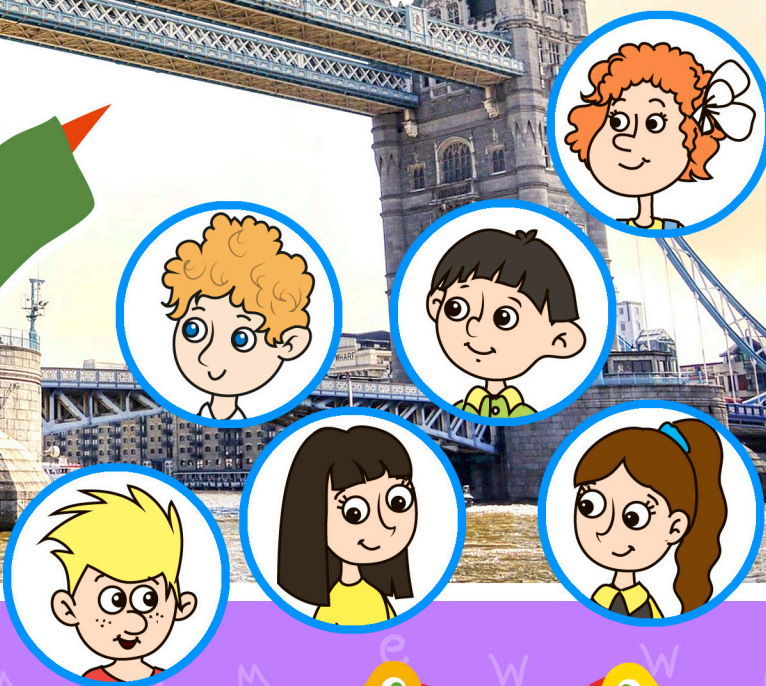


TEACHER'S BOOK

ENGLISH

for schoolchildren

I SPEAK ENGLISH!



ПОЛИГЛОТИКИ

1 Day. WHERE ARE YOU FROM?

1. Greetings. Warm-up (10 min)
2. Hello chant (10 min)
3. Reading and playing out activity (20 min)
4. "Ask and answer" activity (10 min)
5. Vocabulary revision (20 min)
6. Games (20 min)
7. Lead in (10 min)
8. Student's book (20 min)
9. Vocabulary game (20 min)
10. Student's book (20 min)
11. "She's from the UK" game (10 min)
12. Hometask (5 min)
13. What have you learned today? (5 min)



1. Greetings. Warm-up (10 min)

- As children entered the class say "Hello!/Good morning/Good afternoon", then add "Welcome back" and smile. Encourage everyone to say "Hello!/Hi" in response. Encourage children to say "Hello!/Hi" to each other.
- Wait until children are seated, and point to yourself and say: "My name is!". Write your name on the board and read: "My name is (Ms. Elena)". Invite children to say: "Hello, (Ms. Elena)".
- Pointing to every child, ask: "What is your name?". When a student name him/herself invite the whole class to say: "Hello, (Sophia)"

2. Hello chant (10 min)





Part One

Ask children to spell the word “Hello” and clap your hands on each letter. Then invite children to open their books on the page number... Ask: “Who is ready to read this song for us?”. If the guys are not ready to start reading yet, read the lyrics of the song yourself.

H-E-L-L-O,

H-E-L-L-O,

H-E-L-L-O.

Hello, hello, hello!

Everybody, turn with me. (Invite children to turn around)

Stamp your feet one, two, three! (Invite children to stamp their feet and count one to three)

Everybody, dance with me (Invite children to stand up and make dance moves)

Clap your hands one, two, three! (Invite children to stand up and clap their hands and count)

H-E-L-L-O,

H-E-L-L-O,

H-E-L-L-O.

Hello, hello, hello.

H-E-L-L-O,

H-E-L-L-O,

H-E-L-L-O.

Hello, hello, hello.

Hello, hello, hello.

Hello, hello, hello.

For the second time read the chant together with the students. If students have difficulty with longer phrases, begin by saying the last word in the phrase and gradually add the words until students can easily repeat the entire phrase.

Part Two

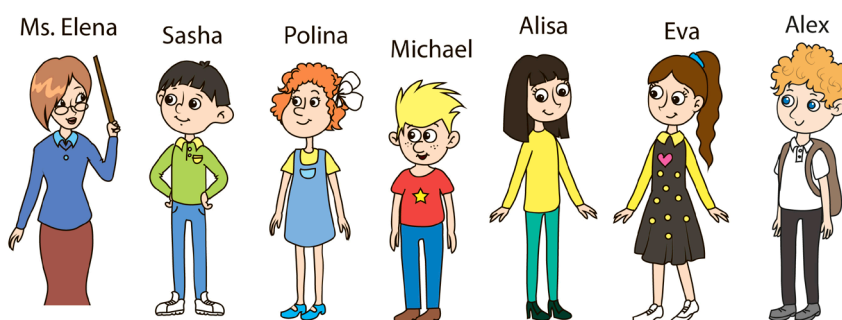
Encourage children to tell you any lines they remember from the song. Try to sing the song all together.

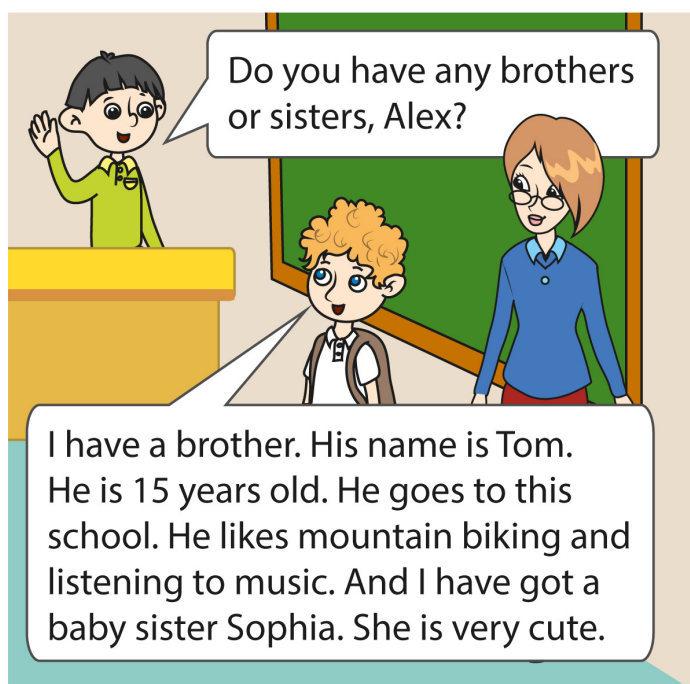
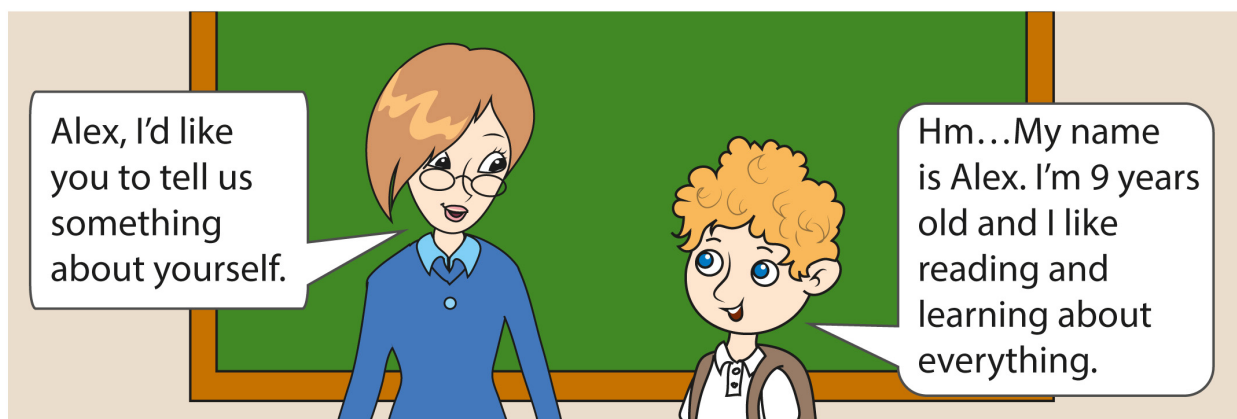
Part Three

Divide the class into two groups (or in pairs) to sing the song. Encourage children to use gestures to accompany their singing.

3. Reading and playing out activity (20 min)

Invite your students to open their Students books at page number 3. Write the page number on the board. Check if everyone opens the book on the right page.





**Part One**

Ask a volunteer to read the dialog with you. If the guys are not ready to read, read the dialogues yourself. Invite the guys to follow your reading line by line in the textbook. Then read the dialogue once again, pausing after each phrase, encouraging children to repeat after you.

Part Two

Divide children into pairs and invite them to practice saying the dialogue with their partner. Ask if anyone want to role play the dialog in front of the class with you. Finally choose the pair to come to the front of the class and act out the dialogue.

4. “Ask and answer” activity (10 min)**Part One**

Ask the children what their favorite activities are. As the children name their activities, write them down on the board. If your students find it difficult to answer your question, help them with leading questions. For example: Do you like reading, Masha? Do you like riding a bike, Andrei? Do you like playing chess, Ivan? and so on. Then write the named activity on the board.

Part Two

Point to the word “read” written on the board and say: “I like reading”. Point to any child in the class and ask “Do you like reading, Arina? Elicit the full answer. Help if needed. Continue for all verbs written on the board.

Part Three

Divide students into pairs. Invite them to ask and answer questions about their favourite activities. Monitor the class, help if needed and continue writing out the activities on the board. Children take turns to ask and answer the questions. Change pairs several times according to the number of students in the class. Choose a few pairs to ask and answer the questions in front of the class.

5. Vocabulary revision (20 min)**Part One**

Prepare appearance and clothes flashcards in advance (handsome, tall, slim, hair, fair hair, eyes, T-shirt, trousers, skirt, shoes etc.) Ask children to stay at their desks. Say a word and hold up a flashcard. If the word is the same as the flashcard, ask your students to jump/stomp their feet or clap their hands (you may also offer them to say to shout “hurray”).

Part Two

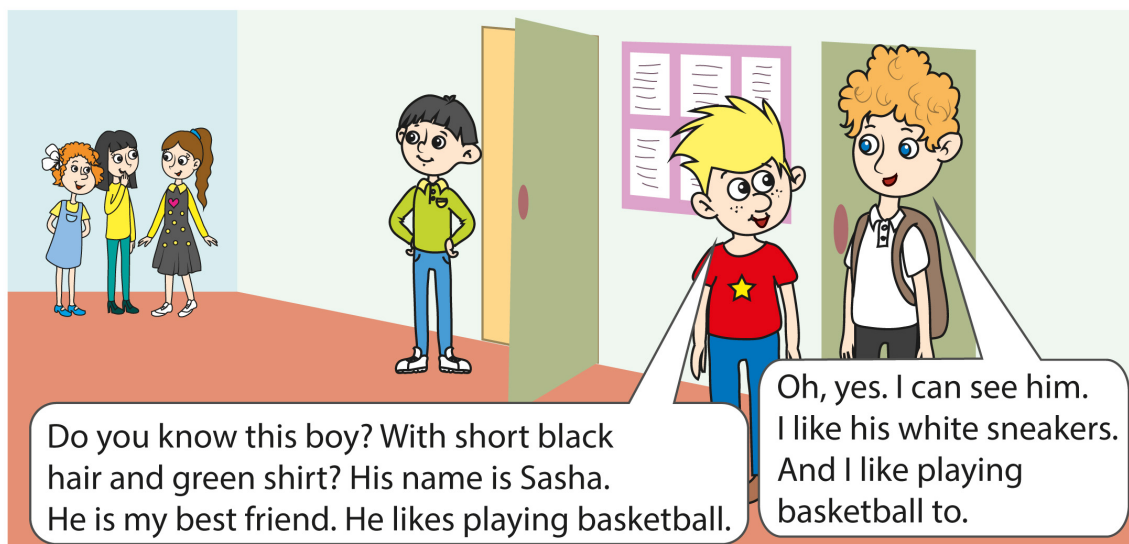
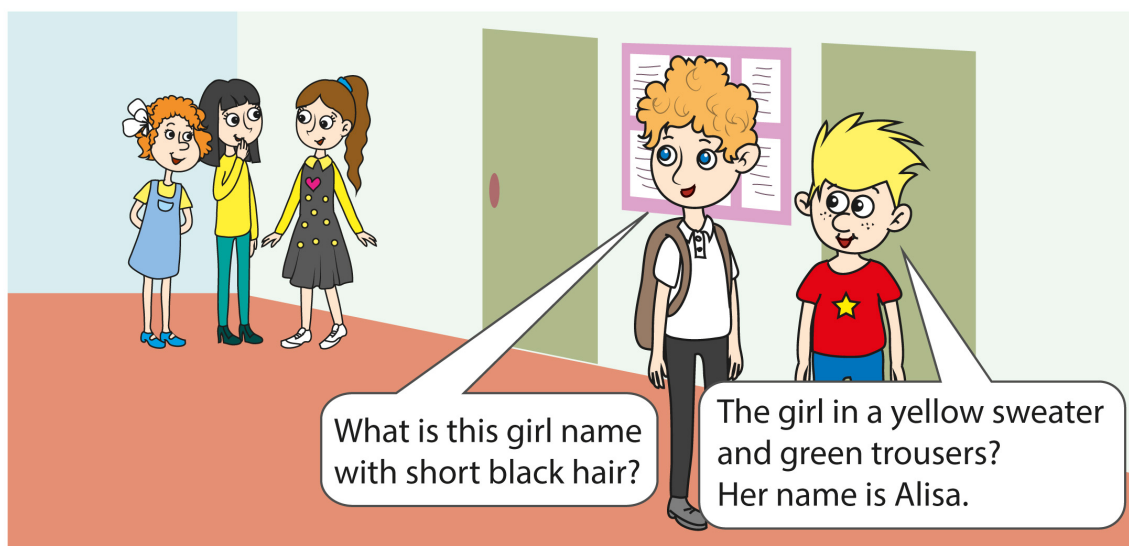
Tell your students that they are going to listen to three dialogues and then answer questions. Write the questions on the board: “What is Alisa wearing? What color is her hair? What item of Sasha’s clothes does Alex like? Who is handsome? Who likes playing basketball?” Read these questions together with the children. Explain the difficulties. Then play the recording on. For the first time from the beginning to the end and ask children if they are ready to answer questions. If they are not ready play the recording for the second time pausing after each dialogue and ask children the same question. If it is necessary switch the recording for the third time pausing after each line.

If the children still find it difficult to answer the questions, do not help and do not tell the answers. Continue to the next part of this task.



Part Tree

Invite your students to open their Students book on the page number 5. Write the page number on the board. Check if everyone opens the book on the right page.



Elena Ivanova is a linguist, a teacher, a psychologist; has been studying bilingualism in Europe in natural and artificial environment among children; is an author of numerous study guides and books. Elena is the founder of the network “Poliglotiki Language centre” for children studying foreign languages. Has two daughters.



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