

# Волшебная шкатулка

## АНГЛИЙСКИЙ ЯЗЫК 2 класс

### Книга для учителя

Учебно-методическое пособие для учителей  
учреждений общего среднего образования  
с белорусским и русским языками обучения

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# INTRODUCTION

This is the second book in the new series of English coursebooks for Belarus *Magic Box*. It is for children in the first year and it contains enough material for 104 (45-minute) periods. There are 8 units, 2 for every school term.

- |               |                   |
|---------------|-------------------|
| 1. My family. | 5. My day.        |
| 2. My pet.    | 6. In the lesson. |
| 3. Friends.   | 7. On Sunday.     |
| 4. Food.      | 8. Seasons.       |


## The main principles

- The course follows the communicative approach and teaches to communicate by communication. We believe that learning happens in the process of interaction and teaching should create a need to communicate in different situations, real and imaginary.
- We have taken an integrated approach to teaching and learning, drawing on the best elements of our own traditions and also on recent innovations from practices in other European countries. This enables us to include material to suit different types of learner and also cross-curricular elements appealing to pupils with strengths in drama, music, drawing and other school subjects.
- We are taking pupils along the road to developing all-round language competence, focussing on linguistic competence (lexical, grammatical, phonological), sociolinguistic competence (markers of social relations, simple politeness conventions, intercultural awareness) and pragmatic competence (functional purposes of the language).
- We see learning a language as mainly a cognitive process. Emphasis is given to tasks that allow learners to experience a variety of cognitive activities (developing their thinking) in which an information gap is created. When pupils focus on a task, the language learning process becomes more motivating and effective.
- We have adopted an integrated syllabus (a multi-syllabus) where we have brought together topics, functions, vocabulary and structures; listening, speaking, reading and writing.

## Teaching languages to children

- It is vital at the primary level to build confidence in the language. Children should want to communicate, so praise and encouragement are an essential part of our course. Mistakes are viewed as an integral part of the language learning process and the atmosphere in class should be supportive to avoid fear and stress.
- Language is not only learnt consciously but also acquired subconsciously. Thus cartoons, rhymes, songs, chants, stories and especially your instructions in English include more language than children can produce themselves. That gives children opportunities to understand the situation, develop their listening skills and acquire the language naturally.
- We take into consideration different types of learners (visual, auditory and kinaesthetic) and provide a variety of opportunities to learn. However, we believe that most children of this age learn by doing, interacting, exploring and playing which underlie all the activities in our course.

## Course components

- The Teacher's Book (TB) presents the syllabus, followed by clear and detailed lesson plans with instructions, tapescripts (except the tapescripts which coincide with the texts in the PB), keys, suggested answers and photocopiable flashcards with vocabulary and letter diagraphs.
- The Pupil's Book (PB) contains a letter to parents, a list of instructions used in the PB and lesson pages. Children start reading, the texts of chants, songs and cartoons are presented in the book. At the end of the PB there are stories for reading, a picture dictionary and an English-Russian dictionary.
- The Workbook (WB) consists of 2 parts, it is black and white, and it is intended to be used once. It also has a letter to parents and a list of instructions. Pupils start reading and writing this year, so the WB gives plenty of practice which involves these skills. The WB also includes listening tasks where pupils tick, cross, circle and number. More challenging exercises are marked \*, so don't panic if some children find them difficult. This will help you to deal with mixed-ability classes. The exercises that are suggested for independent work in class and homework are marked .
- The cassettes contain all the listening material of the PB and the WB, including cartoons and stories. Chants, rhymes and songs are recorded on a separate cassette.

## The organisation of language for teaching purposes

The communicative approach implies that meaning takes precedence over form. This means that throughout *Magic Box* we equip learners with the language they need to create meaning. For this reason we have relied on a list of communicative functions (e.g. describing photos) as a starting point and children are taught to act in particular situations rather than just use vocabulary and structures. These functions are selected according to the needs and interests of 7-year-old children and the syllabus for the Cambridge Young Learners' Test.

- **Vocabulary** is presented in meaningful contexts and situations with the help of flashcards, toys or real life objects. Recapping vocabulary during presentation will help children to memorise it better. T: (showing the flashcard of a driver): *a driver*; (adding the flashcard of a doctor) *a doctor*; (go back to the first word = recapping, wait a little for pupils to give you the word) *a driver, a doctor*; etc. The words are acquired through practice, in games, role-plays and other activities. Children are going to read the words this year, but it is vitally important that they hear and practise them before reading.
- **Grammar**. Like in the preparatory year, children learn contracted grammar forms (e.g. *I've got*), which are more natural in oral speech. We recommend that you stick to the suggested contracted structures; otherwise children can get confused. Some grammar exercises are included in the WB, where children learn to differentiate *a* and *an*, *I*, *you*, *he*, *she*, *it*, *we* and *they*, and whether the words are singular or plural. The rest of the grammar material (Present Simple, negative forms, questions, word order, etc.) is acquired through practice rather than conscious analysis.
- **Pronunciation**. Young learners acquire a good accent easily and naturally when they have good models for imitation. Phonetic exercises and regular listening to the cassettes will ensure natural pronunciation.

## Cartoons, stories, rhymes, chants and songs

Cartoons and stories bring natural language into the classroom and usually have humorous or emotional elements. As they are used for teaching listening first and then shared reading (see below). Most of their texts are presented in the PB. Some cartoons have scrambled listenings: the recording is presented in a different order and pupils are supposed to match the parts to the pictures. Chants and songs consolidate the vocabulary and structures, bringing enjoyment to the class, as most young learners are great lovers of music. Make sure you revise chants and songs for about 4-5 lessons until pupils have learnt them. After a couple of lessons you can invite some pupils to the board to lead a chant or a song. All types of listening text have pre-listening, while-listening and post-listening stages.

## SKILLS

The four skills are taught in the natural order of acquisition: listening, speaking, reading, writing.

### Listening

This year listening still comes before all the other skills and it is taught in every lesson. Pupils can understand more than they can say. Teaching listening includes the following subskills:

- understanding the active vocabulary and structures;
- understanding the main idea of the text;
- understanding details;
- developing guessing abilities.

We include the following text types: stories, cartoons, short descriptions, chants, songs, rhymes, riddles and sets of instructions.

Listening is tested in units 4 and 8. Tests include the following techniques:

- crossing and ticking in boxes;
- numbering pictures;
- colouring pictures;
- matching short descriptions or dialogues to pictures.

### Speaking

Speaking is taught through various activities (games, role-plays, storytelling, etc). The speaking models are presented at the beginning of every unit. We develop two types of interaction: dialogue and monologue and pupils fulfil the following functions:

- introducing family members;
- ordering food in a café;
- buying food in a shop;
- asking and answering about preferences and abilities;
- inviting someone to do something;
- expressing likes and dislikes;
- describing possessions;
- describing a family photograph;
- describing an animal;
- describing a daily routine;

- describing a favourite season;
- describing a friend.

Projects are used to develop pupils' creativity.

Speaking is tested in units 4 and 8 in the form of a game. Pupils have to describe something or have a conversation.

## Reading

Children's ability to use the language is first of all their ability to listen and speak. In their first year children acquired a lot of vocabulary and structures. We start to teach reading only in the second year, gradually leading children to this complex skill, giving them much support at the initial stage. We develop three types of reading: reading aloud, reading for understanding and reading for pleasure; though we assume that children always understand what they read.

Reading aloud is taught through the following techniques: shared reading, sight reading and phonics.

1. **Shared reading.** The aim is to provide support for novice readers so that they are able to enjoy material they are not ready to tackle alone. Sentences and texts are first read in chorus, where the teacher leads reading and pupils feel safe. They are not forced to read independently until they feel ready.
2. **Sight reading.** The aim is to recognise the whole word. All the active vocabulary of the first two years is taught with this method.
3. **Phonics** (sound-letter analysis). This leads children to differentiating sounds and letters and relating them to each other.

Text types include short letters, stories, cartoons, short descriptions, songs, chants and rhymes.

Testing reading for understanding includes the following techniques:

- crossing and ticking in boxes;
- circling words corresponding to pictures;
- matching short descriptions to pictures;
- drawing according to a short description.

At the end of the PB there are 8 stories to enjoy, each corresponding to a unit.

## Writing

In teaching writing we also keep to the three main techniques: phonics, copying and creative writing by analogy.

1. **Phonics.** During the year pupils need to learn to hear the sounds in simple words, count them and relate them to letters.
2. **Copying.** In the first unit pupils are taught how to write the letters of the alphabet. They need a lot of practice as they are learning handwriting. To help them we associate the letters with a particular pictorial image of the alphabet ('b' is a boot, etc). This will help you later in case pupils confuse letters (e.g. 'b', 'd' and 'g'; 't' and 'f', etc.) It is very important at the initial stage that you should follow the models of handwriting offered in the book, so consolidating the pupils' writing skills. In the next units pupils start copying words and sentences.
3. **Creative writing by analogy.** Pupils are invited to write and draw about themselves. A model for writing is usually offered in a previous reading exercise.

By the end of the year they will have learnt:

- to write all the letters of the alphabet;
- to copy the active vocabulary and structures;
- to spell the minimum vocabulary: three- four letter words where the phonics rules are observed.

Testing writing includes gap dictations.

## Reading and writing in detail

The material meant for reading should be trained orally before. Vocabulary from the preparatory year should be revised and new vocabulary and structures must be presented and acquired BEFORE they are read. A typical lesson this year will go through the following stages:

|                   |   |            |
|-------------------|---|------------|
| PRELIMINARY STAGE | Oral work with the alphabet, sounds, rhymes and sight reading revision                      | 3 minutes  |
| STAGE 1           | Vocabulary and grammar presentation and practice  | 10 minutes |
| STAGE 2           | Oral presentation of a text (a story, a chant, a song or a cartoon) shared reading          | 10 minutes |
| Moving activity   |   | 2 minutes  |
| STAGE 3           | 1) sight reading (words and structures)<br>2) phonics                                       | 10 minutes |
| STAGE 4           | WB activities (phonics work, listening and reading)   | 10 minutes |
| STAGE 5           | Homework (copying words and sentences in pupils' exercise-books, reading, creative writing) | At home    |

## Shared reading

- Pupils read in unison with the teacher. T: *Read together* (make sure pupils read together with you);
- Pupils read different roles (T: *What does Maggie say?*);
- Pupils read in unison, different groups reading different roles (group 1 – *you're Maggie*, group 2 – *you're Steve*, group 3 – *you're Peter the Parrot*);
- Pupils read in roles in groups of 3-4 (pupils distribute the roles themselves, you help where necessary).

## Sight reading

- Arrange the flashcards of the target vocabulary on the board and check that pupils remember the words.
- Write the word under the first flashcard. T: *Let's read, 'mum'*.
- Write and read every word recapping first in chorus, then individually (Ps: *mum*. P1: *mum*, Ps: *dad*, (then go back to the first word = recapping) *mum, dad*. P2: *mum, dad*, etc.)
- Take the flashcards and invite pupils to read the words on the reverse side, showing the pictures if necessary.
- Practise reading the flashcards in every lesson.

## Sight reading of structures

Write the target structure on the board, substituting different vocabulary and read the sentences together. Then invite pupils to the board and ask them to underline particular words thus focusing their attention on some elements of the structure. E.g. *He's got blue eyes. Underline 'eyes', 'blue', etc.*

## Phonics

1. Reading the initial consonants **h, w, r, c, g, j**, the initial and final **y**, the final **x** and the vowels **a, e, u, o, i**.
  - Show the picture with the phonics phrase. T: *What's this?* Ps: *A hamster*. T: *Is it happy?* Ps: *Yes*. T: *A happy hamster!* Pupils repeat. They can practise saying the phrase as a tongue twister or starting slowly, then speeding up and then slowing down again.
  - Read the phonics phrase together. You say slowly and then fast and faster.
  - Pronounce the words: *Happy, hamster. What's the first sound?* Ps: [h].
  - Write the words on the board. T: *What's the first letter?* Ps: *Hh*.
  - Make sure you revise the phonics phrases regularly.
2. Reading the letter diagraphs **ch, sh, ck, th, ng, oo, ee, ay** (two letters are pronounced as one sound)
  - Show the picture of the phonics phrase: *I sing in the morning! What's this? A bird. When does the bird sing? In the morning! Sing in the morning!* Children pronounce the phrase in a happy/ sad, loud, quiet voices.
  - Pronounce the word. T: *Sing. How many sounds?* [s-i-ŋ] (count with your fingers) Ps: *Three*.
  - Write the word on the board. T: *How many letters?* Ps: *Four*.
  - T: *3 sounds but 4 letters. Why?* Elicit the answer: two letters make one sound.

## Stories to enjoy

The aim of this type of lesson is to teach children to enjoy reading and encourage them to read literature in English in the future. In their native language children listen to their parents for a long time and learn to enjoy literature years before they are able to read themselves. Thus the stories are first read to pupils and understanding and emotional impact on the children are more important than reading these stories aloud. Children shouldn't tackle the tasks alone if they are not able to cope with them. If pupils are left on their own to read and translate these stories at home, they will lose the enjoyment of the storyline and probably lose interest in reading books in English forever.

All the stories are recorded. Listening to the teacher and then to the cassette with sound effects will expose children to natural language, help them to enjoy the story and build a good foundation for their pronunciation skills.

A typical reading lesson goes through the following stages.

### 1. Warm-up

We have special recommendations on how to introduce the topic to pupils.

### 2. Vocabulary work

You can prepare pictures to go with the vocabulary. We will instruct you how you can introduce and explain the new vocabulary to pupils.

### 3. Listening to the teacher

At this stage you need to become a storyteller. We recommend you to change the sitting arrangement. Invite children to sit in a circle and sit together with them. Set the pre-reading question. Make sure children understand it. Then read the story in small portions (numbers will help you). Change voices for the characters and use your voice, body language and sometimes translation to help pupils. At this stage they follow the pictures. After listening elicit the answer to the question.



#### 4. Listening to the cassette

Now ask pupils to follow the text and set the second comprehension question. Make sure pupils are quiet and ready to listen. You should listen together with them, don't walk or speak to pupils at this time. After listening elicit the answer to the question.

#### 5. Comprehension check

Use the exercises in the TB to check understanding the details. If you don't have access to a photocopier, you can write the exercises on the board. These include false and true sentences, 'who says this?' exercises and arranging sentences in order.

#### 6. Shared reading

Do shared reading of the text as described above, taking up more difficult roles, usually of the narrator, yourself. Especially at the beginning of the year children will be happy to read only repeating words of the characters. Don't push them to read what they are not ready to read yet.

#### 7. Follow-up

Make sure you end such reading lessons with discussing the moral or emotional aspect of the story.

### WB activities

1. Look. Remember. Trace. Write. Listen and write. These exercises are presented in the WB, unit 1 only. Their aim is to help pupils to remember the visual image of the letters, consolidate their handwriting and establish sound-letter relationships. The words which are included in this exercise are not necessarily active vocabulary, there are also names and international words. Teach pupils the procedure. *Look:* Pupils say what the letter looks like. *Remember:* They write the letter in the air. *Trace:* They trace the letter in the box. *Write:* They write it in the proper box. *Listen and write:* You dictate every word while pupils are writing. Don't spend time on explaining every word, the pictures will help.

2. Write. Listen and check. This type of exercise develops word recognition and consolidates sound-letter correspondence. It can be a phonics phrase which includes the same sounds/letters, it can also be separate words or a text. *Write:* Children insert letters in pairs, using their pencils. *Listen and check:* Play the cassette or read the words/ text yourself.

3. Circle. Pupils are asked to circle a particular diagraph. They need to learn to recognise the diagraphs in words and read them.

4. Circle the rhyming word. Pupils circle the words which rhyme with the word on the left. In this way pupils group the words thus consolidating the reading rules.

5. Dictation. These include only the vocabulary which is highlighted in the PB as '*Remember*'. These words are mainly three- or four- letter words, which follow the phonics rules of this year.

The other WB exercises include listening comprehension and reading. All the exercises that are marked '*about you*' involve pupils' personal information or opinion. The exercises that are connected (either use the same text or give a model) are put as A and B.

### Homework

All exercises of this type are marked with a 'house'. Pupils can work on their own, provided that you have demonstrated a model.

Copy. These are vocabulary items to be copied at home into pupils' exercise-books.

Copy (about you). Pupils copy into their exercise-books only those sentences which are true about them. Drawing and copying exercises must be given as compulsory homework and checked regularly. This will help pupils to develop their handwriting. This year it is very important to teach children that learning English is also about doing homework. Pupils will learn to read more naturally and faster if they listen to the cassette and read the texts at home. Checking homework should be part of your lesson routine and pupils' responsibility for doing homework should be a necessary requirement for a good lesson mark.

### Discipline and classroom management

Discipline in a young learners' classroom can be a real challenge for the teacher. You should be firm, but friendly and fair. Make sure children are ready to start a lesson. Reciting the alphabet or chants helps to tune children in. When organising the class for an activity, use clear instructions. Pupils should see and hear the language they are expected to produce and understand clearly what to do. We recommend using different models of interaction.

- Explanations and the most difficult tasks should be done as a whole class activity. Stand in a central position so that all pupils can see you and make sure you have the pupils' attention. Use the board where necessary. Children love going to the board, arranging pictures and writing on it. Get them to be active and encourage them to help you.
- Use group and pair work for shared reading, games and role-playing. Teach groups to signal when they are ready (e.g. put up their hands). Once pupils get used to the routine of pair and group work, it will be easy for you to manage it.
- Make sure children have some time to work individually, as they draw, colour and write. You can circulate around the classroom giving help and talking to individual pupils.



- Use English as far as possible for classroom management, as the repetition of requests, instructions and comments will provide constant reinforcement of understanding as well as an extra opportunity for pupils to acquire the language. Don't worry if pupils do not understand every word you say. They need to be able to follow your instructions, so use body language and ask confident pupils to demonstrate what to do. If instructions are long, you can break them up into smaller pieces. The list below will help you and we suggest that you consistently follow it, so that pupils will get accustomed to communicating in English in class.

### List of classroom language

| Phonics   | Reading and writing  | Listening   |
|---|--|---|
| What's the first (second, last letter sound)?<br>Three letters, four sounds. Why?<br>How many sounds?<br>How many letters?<br>Listen and write.<br>Check in pairs.  | Read together.<br>What's the first (second) letter?<br>Circle the letter.<br>Underline the word.<br>You're Maggie, you're ...<br>Read the word/ sentence.<br>Read again.<br>Read. Tick or cross.<br>Read in groups.<br>Practise in pairs.<br>Trace the letter.<br>Write the letter.<br>Copy the letters (sentences). | Listen to the cartoon (song, chant).<br>Listen to me.<br>Listen to Pavel.<br>Listen and number.<br>Listen. Tick or cross. |
| Organising for work   | Discipline and encouragement   | Pupils' language  |
| Come to the board.<br>Go to your seat.<br>Make a circle.<br>Put up your hand if you hear ...<br>Open your record-book and write down your homework.<br>Page 4, exercise 5.<br>Ask questions.<br>Answer the questions. | Be quiet!<br>Well done!<br>Excellent!<br>Good boy/ girl!<br>Are you ready for the lesson?<br>Have you got a book (exercise-book, record-book, pen, pencil)?<br>Don't write in the book!  | Can I go to the board?<br>What's ... in English?<br>I'm sorry, I'm late.<br>Can I come in?<br>Can I go out?               |

### Resource bank (EXTRA IDEAS)

#### Sight reading

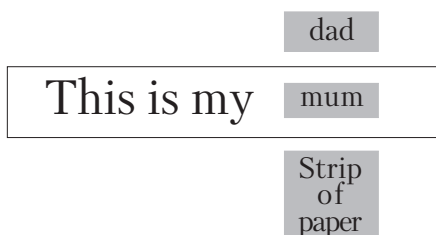
1. **Rubbing out words.** The words in focus are written on the board. Ask pupils to come to the board and rub out the words you say. T: *Come to the board. Rub out the word 'auntie'.* Etc.
2. **Missing letters.** You can rub out a letter in every word and ask pupils to restore them. T: *Come to the board. Write the letters.*
3. **Point to the flashcard.** You can arrange the flashcards with the written words in different areas of the room and ask pupils to point to the words you say.
4. **Noughts and crosses**

|           |          |          |
|-----------|----------|----------|
| 1 aunt    | 2 uncle  | 3 cousin |
| 4 mum     | 5 dad    | 6 granny |
| 7 grandad | 8 granny | 9 baby   |

Write this table with words and numbers on the board. Divide pupils into 2 teams. 1 team are noughts and the other are crosses. When a pupil from one team gives a number and reads the word correctly, rub out the word and write a nought or a cross.

#### Reading structures

1. **Strip.** Prepare this for every pair and invite them to read, moving the strip so that they get new sentences.



2. Cards. Write 4-5 sentences with the same structure and ask pupils to read them in groups and then exchange the cards.

|   |
|---|
| This is my mum.<br>This is my dad.<br>This is my auntie.<br>This is my uncle. |
|---|

3. Cut sentences. Write 5 sentences on the board. Write the same sentences on 5 pieces of paper and cut them into words. Pupils make up sentences in pairs, looking at the models on the board.

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# SYLLABUS

|                           | Unit                                     | Aim  | Functions  | Vocabulary   | Grammar   | Projects/ tests               |
|---------------------------|--|--|--|--|---|-------------------------------|
| T<br>E<br>R<br>M<br><br>1 | Unit 1<br><b>My family</b>               | To teach children to love their family             | Giving and asking for personal information.<br>Expressing wishes.<br>Describing family photos.     | Mum, dad, brother, sister, granny, grandad, family, auntie, uncle, baby, cousin; vet, dentist, farmer, pupil, businessman, cook, driver, model, teacher, doctor, pilot; Belarus, Britain, America, Africa; he, she; my, his, her.  | This is my <i>mum</i> . Who's this?<br>What's your/ his/ her name?<br>My/ His/ Her name's <i>Mike/ Anna</i> .<br>He's / She's a <i>driver</i> .<br>Is he/ she a <i>doctor</i> ? Yes, he/ she is.<br>No, he/ she isn't.<br>What do you want to be? I want to be a <i>cook</i> .<br>How old are you? I'm 7.<br>How's your <i>mum</i> ? <i>She's</i> fine, thanks.<br>This is me.<br>What's your <i>dad's</i> name / job? *<br>Where are you from? * I'm from <i>Belarus</i> . | Project<br><b>About me!</b>   |
|                           | Reading: <b>Ron and Spot</b> (p. 69)     |  |  |  |   |                               |
| 1<br><br>1                | Unit 2<br><b>My pet</b>                  | To teach children to love and take care of animals | Identifying pets.<br>Describing a pet (size, colour).<br>Describing what pets can or cannot do.    | Hamster, rabbit, dog, cat, budgie, tortoise, rat, guinea pig, puppy, kitten, goldfish; parrot, pig, snake, frog, mouse, and; blue, green, red, yellow, white, black, grey, brown, purple, pink, orange; swim, run, jump, fly, walk, hide, dance, sing.   | What's this? It's a <i>rabbit</i> .<br>I've got a <i>budgie</i> . I haven't got a <i>budgie</i> .<br>Have you got a <i>budgie</i> ? Yes, I have.<br>No, I haven't. I want a pet.<br>It can / can't <i>fly</i> .<br>My <i>dog</i> can / can't <i>run</i> .<br>Can it <i>run</i> ? Yes, it can. No, it can't.<br>What's your favourite colour / animal?   | Project<br><b>My pet</b>      |
|                           | Reading: <b>Magic flower</b> (pp. 70–71) |  |  |  |   |                               |
| T<br>E<br>R<br>M<br><br>2 | Unit 3<br><b>Friends</b>                 | To teach children to appreciate friendship         | Getting acquainted.<br>Describing friends.   | Friend; happy, nice, kind, funny, tired, angry, sad, good, bad, big, little; eyes, hair.   | He's got <i>blond</i> hair. She's got <i>blue</i> eyes.<br>He's / She's/ from <i>Belarus</i> .<br>He's / She's 8.<br>He's / She's a good friend.<br>He / She hasn't got a <i>dog</i> .<br>Has he / she got a <i>cat</i> ?   | Project<br><b>Make a book</b> |
|                           | Reading: <b>Magic flower</b> (pp. 70–71) |  |  |  |   |                               |
| 2                         | Unit 4<br><b>Food</b>                    | To teach children to have a healthy diet           | Identifying foods.<br>Expressing likes and dislikes.<br>Ordering a meal.<br>Expressing possession. | Yummy, yuck, chocolate, bananas, eggs, oranges, lemons, apples, potatoes, tomatoes, carrots, hot dogs, meat, sausages, ice-cream, cake, sweets, juice, milk, tea, jelly, coffee, bread, soup, cheese, pizza, fish, chicken, jam, water, eat, drink, sandwiches, cucumbers, porridge, pasta, yoghurt. | I like <i>tea</i> . I don't like <i>tea</i> .<br>Do you like <i>tea</i> ? Yes, I do. No, I don't.<br>He / she likes <i>tea</i> .<br>He / she doesn't like <i>tea</i> .<br>I've got some <i>apples</i> .<br>I haven't got any <i>apples</i> .<br>Have you got any <i>apples</i> ?<br>He's / She's got some <i>apples</i> .   | Test                          |
|                           | Reading: <b>Magic flower</b> (pp. 70–71) |  |  |  |   |                               |

|  | Unit   | Aim   | Functions  | Vocabulary   | Grammar   | Projects/ tests                    |
|--|--|---|--|--|---|------------------------------------|
| T<br>E<br>R<br>M<br>3                          | Unit 5<br><b>My day</b>                        | To teach children to have healthy daily habits, to like sport | Describing daily routine.<br>Identifying parts of the day.<br>Expressing likes and dislikes.<br>Giving and performing commands.                      | Morning, afternoon, evening; get up, go to school, go to bed; brush my teeth/ hair; wash my face; have breakfast/ lunch/ dinner; play football, volleyball, tennis, basketball, badminton, ice-hockey; ski, skate; read a book, watch TV, do homework, go for a walk.  | It's <i>morning</i> .<br>I <i>get up</i> in the <i>morning</i> .<br><i>Get up!</i><br>What do you do in the <i>morning</i> ? Do you <i>watch TV</i> in the evening?<br>Can you <i>play football</i> ? Yes, I can. No, I can't.                              | Project<br><b>My day</b>           |
|  | Reading: <b>Vanessa, a happy hippo</b> (p. 78) |   |  |  |   |                                    |
|  | Unit 6<br><b>In the lesson</b>                 | To teach children to like school                              | Identifying days of the week.<br>Talking about preferences.<br>Giving instructions.  | Pen, pencil, book, pencil-case, ruler, rubber, bag; door, window, floor, board, chair, table, bookcase, desk; Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday; one, two, three, four, five, six, seven, eight, nine, ten; near, behind, in, on, under, take, put, open, close, listen, write, draw, speak English, sleep. | Take <i>a pencil</i> . Put the <i>pencil</i> in the <i>bag</i> .<br>Don't <i>run!</i><br>What day is it today? *<br>It's <i>Monday</i> . What's your favourite day?<br>Is it <i>Tuesday</i> ? Yes, it is. No, it isn't.                                     | Project<br><b>My week</b>          |
| Reading: <b>Sophie</b> (pp. 72–73)             |  |   |  |  |   |                                    |
| T<br>E<br>R<br>M<br>4                          | Unit 7<br><b>On Sunday</b>                     | To teach children to love animals                             | Giving and asking for information about regular occupations.<br>Giving information about animals. Invitation to do something.                        | Go to the circus, swimming-pool, zoo; play computer games, crocodile, tiger, lion, bear, elephant, monkey, giraffe, fox, hippo; they, we.  | I <i>go to the circus</i> on <i>Sunday</i> . I don't <i>go to school</i> on <i>Saturday</i> . What do you do on <i>Sunday</i> ? Do you <i>go to school</i> on <i>Saturday</i> ?<br>They're from <i>Africa</i> . *<br>We're at the circus. *                 | Project<br><b>My favourite day</b> |
|  | Reading: <b>Home alone</b> (pp. 74–75)         |   |  |  |   |                                    |
|  | Unit 8<br><b>Seasons</b>                       | To teach children to observe nature                           | Identifying different types of weather and the seasons.<br>Describing seasons.<br>Expressing likes and dislikes.<br>Inviting people to do something. | Warm, hot, cold, sunny, cloudy, windy, foggy; snowing, raining; summer, winter, autumn, spring; duck, hen, sheep, horse, cow.  | It's <i>sunny</i> . It's <i>spring</i> . What's your favourite season? My favourite season is <i>summer</i> . I can <i>swim</i> in <i>summer</i> . What do you do in <i>autumn</i> ? What a nice day! What's the weather like today? * What season is it? * | Test                               |
| Reading: <b>Gone with the wind</b> (pp. 76–77) |  |   |  |  |   |                                    |

# UNIT 1. MY FAMILY

By the end of the unit pupils will be able to:

- give and ask for personal information;  
**Model:** T: Who's this?  
P2: This is my *auntie*.  
T: What's your *auntie's* name?  
P2: *Larissa*.
- describe their family photos  
**Model 1:** This is my *auntie*. Her name's *Anna*. She's a *doctor*.  
**Model 2:** This is me. I'm a pupil. I want to be a *vet*.
- express their wishes  
**Model:** T: What do you want to be?  
P2: I want to be a *cook*.

## LESSON 1. I'M FROM BELARUS

|   |  |   |
|---|--|---|
| <b>Aim</b><br>To practise vocabulary and grammar  | <b>Vocabulary</b><br>Belarus, Britain, America, Africa | <b>Grammar</b><br>I'm from <i>Belarus</i> .<br>Where are you from?*   |
| <b>Pronunciation and phonics</b><br>Sounds: [æ], [i:], [ð]<br>Letters: Aa, Oo, Ii, Ee, Uu | <b>Recycling</b><br>Family members                     | <b>You will need</b><br>Alphabet poster<br>Pictures of teacher's family<br>Flashcards of the characters and countries |

### 1. Warm-up

#### Game 'Clap, clap, snap, snap'

Start clapping your hands and snapping your fingers. Children will join. Say different words after the snaps, show with your hands that you want children to repeat the words. T: (clap, clap, snap, snap) *Steve (Maggie, Pavel, Mrs Bell, Mr Compy, Lucky, Fluffy, Belarus, America, Africa, America, Britain)*.

#### Small talk

T: *Hello! My name's ... What's your name?* (Ask every pupil.)

P: *My name's Anna.*

T: *How are you, Anna?*

P: *I'm fine, thank you.*

Encourage pupils to ask you.

P: *How are you?*

You can also ask: *How's your mum/ dad/ grandad/ granny/ brother/sister?*

P: *He's/ She's fine.*

#### Pronunciation

T: [æ] – *dad, grandad, I've got a dad.*

[r] – *granny, grandad, brother.*

[ð] – *brother, I haven't got a brother.*

## 2. Vocabulary and grammar practice

T: *Who's got a granny?*

P: *I've got a granny.*

Ask in the same way about a grandad, a brother and a sister. Then show pictures of your family or draw them on the board.

T: *This is my **family**. I've got a mum, I've got a dad, I've got a granny, I've got a grandad, I've got a brother. Tell me about your family.*

Pupils speak about their families.

## 3. Vocabulary presentation and practice

Show the flashcards of the characters and name them.

T: *Mr Compy is from **America**.*

Together: *America.*

Do the same with the other characters. (Steve, Maggie and Mrs Bell are from **Britain**, Pavel is from **Belarus**, Peter the Parrot is from **Africa**.) Then speak to the flashcard of Peter the Parrot: **Where are you from, Peter?** Answer for him: *I'm from Africa.* Encourage pupils with a gesture to ask every character: **Where are you from?** Answer for them and then ask every pupil: **Where are you from?** P: *I'm from Belarus.*

## 4. Meet the characters (PB, ex. 1)

T: *Magic Box!* (showing the book). *This is our book. Open your Pupil's Books, exercise 1. Who can you see? Listen and point* (demonstrate).

### Tapescript

Maggie: Hello! I'm Maggie. I'm from Britain.

Pavel: Hello! I'm Pavel. I'm from Belarus.

Steve: Hello! I'm Steve. I'm from Britain.

Mr Compy: Good morning. I'm Mr Compy. I'm from America.

Mrs Bell: Good morning! I'm Mrs Bell. I'm from Britain.

Peter the Parrot: I'm Peter, I'm Peter. I'm from Africa, I'm from Africa! Ha-ha-ha.

T: *What does Maggie say?* Show pupils that you now want them to follow the speech bubbles. *Listen again.*

### Shared reading (see the introduction)

- Pupils read all the text in unison with you. T: *Read together.*
- Divide pupils into 6 groups: 4 characters.
- Pupils read in groups of 4-5, some children read 2 roles.

### Sight reading

Read the words 'Belarus, Britain, America, Africa', using the flashcards. Show the card 'Belarus' with the map and read together. Then ask several individual pupils to read. Read the next word 'Britain', then the two words 'Belarus, Britain', first

together and then ask individual pupils. Read the rest of the words, always recapping all the vocabulary. Then ask pupils to read the words without the pictures. Make sure you read together when pupils feel safe and are not made to read.

## 5. Moving activity (Listen and do)

Divide pupils into 4 groups: Belarus, Africa, America, Britain and give the flashcards to one pupil in each group. Check that they understand: *Where are you from?* (to children from different groups). Then name one of the groups and show with a gesture that the group are supposed to stand up when they hear their country. When they hear their word again, they sit down. Next time they stand up, etc.

T: *Africa, Belarus, America, Africa, Britain, Belarus, Africa, Britain, etc.*

## 6. Learning to read

Recite the alphabet together, using the poster or the PB cover.

## 7. Workbook activities

### Ex. 1

Draw pupils' attention to the capital letter A. T: **Look!** *What does it look like? Two ladders. Remember!* (show the pen movements in the air) *One-two-three. Trace!* (draw the letter with the dotted line on the board and show how you trace it) **Write!** (write the letter on the board) **Listen and write!** *Africa, America.* (Pupils write the letter A in the words.)

Repeat the same the other letters. The letter shapes are: *a* – an apple, *E* – a fork, *e* – an egg, *I* – an apple core, *i* – a candle, *O* – a wreath, *o* – a ring, *U* – a horse shoe, *u* – a cup.



### Ex. 2

Pupils write the letters in the words and then listen and check.

### Tapescript

Africa, Emma, Olga, Oleg, Inna.

Check: *Africa, what's the first letter?* Ps: A, etc.

### Ex. 4

Pupils are supposed to copy one line of every letter in their notebooks.

## 8. Round-up

Recite the alphabet, using the alphabet poster.



# LESSON 2. HELLO, STEVE!

|   |   |   |
|---|---|---|
| <b>Aim</b><br>To present and practise vocabulary and grammar                  | <b>Vocabulary</b><br>mum, dad, grandad, granny, sister, brother, baby | <b>Grammar</b><br>This is my <i>mum</i> .   |
| <b>Pronunciation and phonics</b><br>Sound: [ð]<br>Letters: Bb, Dd, Mm, Gg, Ss | <b>Recycling</b><br>Family members                                    | <b>You will need</b><br>A toy (e.g. a pig)<br>Alphabet poster<br>Flashcards of family members |

## 1. Warm-up

- Recite the alphabet together
- Sight reading of the names of the countries and family

T: *I've got something in the Magic Box. Guess what I have.* P: *Have you got a dog? Etc. (It's a pig.)*

## 2. Grammar presentation and practice

### Presentation

Piggy: *Hello!* Ps: *Hello!*

T: **This is Piggy.** Piggy: *Where are you from?* (ask every pupil)

P: *I'm from Belarus.*

T: *Piggy, this is Tanya.*

Piggy: *Hello, Tanya.* (Introduce every pupil to Piggy.)

### Pronunciation

T: [ð, s, ð-ð, s-s] – *this, this is Vadim.*

Repeat every name in the group together, pointing to the children.

T: *This is Tanya,* etc.

### Practice

Ask pupils to introduce their friends.

P: *This is Anton,* etc.

Steve: *Hello!*

4. Maggie: *This is my grandad.*

Grandad: *Good morning!*

Steve: *Good morning!*

5. Maggie: *This is my granny.*

Granny: *Good morning!*

Steve: *Good morning!*

6. Maggie: *This is my sister.*

Sister: *Hi, Steve!*

Steve: *Hi!*

7. Maggie: *This is my brother.*

Brother: *Hello!*

Steve: *Hello!*

8. Steve: *What's that? Is it a cat?*

9. Maggie: *No, it's a baby!*

### Scrambled listening

7, 2, 9, 1, 3, 5, 4, 6, 8. Pupils listen to the parts of the conversation in a different order and point to the right pictures.

### Shared reading (see the introduction)

Read in unison. Each pair read one sentence.

## 4. Moving activity (Blind man)

P1 is blindfolded and tries to catch other pupils and guess: *This is Tanya.* Ps: *Yes./No.* When P1 guesses, P2 becomes the 'blind man'. Etc.



## 3. Cartoon (PB, ex. 1)

Steve is visiting Maggie's family. T: *This is Maggie's family. Who can you see? Listen and point.*

### Tapescript

1. Steve: *Hello, Maggie!*

Maggie: *Hello, Steve!*

2. Maggie: *This is my dad.*

Dad: *Hello, Steve!*

Steve: *Hello!*

3. Maggie: *This is my mum.*

Mum: *Hello, Steve!*

## 5. Reading the structure

The target structure: 'This is my *mum*.' Write 6 sentences on the board: 'This is my dad. This is my brother.' Etc.

Read the first sentence together. Then ask several individual pupils to read it. After that read the next sentence together and then the two sentences again, together and individually. Keep recapping the sentences.

## 6. Workbook activities

### Ex. 1

*B* looks like a butterfly, *b* – a boot, *D* – half of a lemon, *d* – a dinosaur, *G* – a piece of cheese, *g* – a girl with a plait, *M* – like mountains, *m* – a gate, *S* and *s* are snakes.



### Ex. 2

Tapescript

Dad, mum, granny, grandad, sister, brother.

### Ex. 6

This exercise is marked 'about you' which means that pupils draw their mums and write about and draw another member of their families.

## 7. Round-up

T: *What's your favourite letter?*

# LESSON 3. THIS IS MY FAMILY

|   |  |   |
|---|--|---|
| <b>Aim</b><br>To present and practise vocabulary                              | <b>Vocabulary</b><br>auntie, uncle, cousin, family, son*, daughter*      | <b>Grammar</b><br>What's your <i>mum's</i> name? *<br>Who's this? * This is me.         |
| <b>Pronunciation and phonics</b><br>Sound: [z]<br>Letters: Ff, Tt, Ll, Cc, Yy | <b>Recycling</b><br>Family members<br>This is my <i>mum</i> .<br>plurals | <b>You will need</b><br>Flashcards of family members<br>Photographs of teacher's family |

## 1. Warm-up

- Alphabet
- Sight reading of the vocabulary
- Rhyming game

Arrange the flashcards of members of family and read them together. Then play the game.

T: 1. *Apple, apple, apple,*

*Plum, plum, plum.*

*This is my dad.*

*This is my \_\_\_\_\_.* (Ps: *mum*).

2. Who's this? He's sad.

*Who's this? This is my \_\_\_\_\_* (Ps: *dad*.)

3. Misses, Miss and Mister,

*You can see my \_\_\_\_\_* (Ps: *sister*.)

4. My dear, dear nanny.

*This is my \_\_\_\_\_* (Ps: *granny*.)

5. Maybe, maybe, maybe,

*You will see the \_\_\_\_\_* (Ps: *baby*.)

T: *How are you? How's your mum/dad/granny/grandad/brother/sister? What's your mum's name? (Larissa) Etc.*

## 2. Vocabulary presentation and practice

### Presentation

Use your photographs or draw members of your family on the board.

T: *This is my **family**. This is my **dad**. He's got a **brother**. Brothers. This is my **uncle**. This is my **auntie**. My **uncle** and my **auntie**. They've got a **son** and a **daughter**. This is my **cousin**, **2 cousins**. Recap the vocabulary, pointing to your pictures: T: *This is my ...* Ps: *mum (dad, uncle, auntie, cousin.)**

### Sight reading of the new vocabulary



#### Practice (PB, ex. 1)

Pupils listen to the cassette and follow.

Tapescript

This is my uncle. This is my auntie. This is my cousin Dominic. This is my cousin Ellie. This is me.

### Shared reading

Pairs read different sentences.



## 3. Rhyme 'Two uncles' (PB, ex. 2)

T: *This is a **lane*** (show it in the picture). *How many uncles? One uncle, two uncles.* Do the same with aunties, cousins, sisters, and babies. T: *Listen and point.*

### Pronunciation

T: [z] – *uncles, aunties, cousins, sisters, babies; again, see you again, glad to see you again.*

#### 4. Moving activity

Children stand up and recite the rhyme showing it with their hands. They clench their fists and put their thumbs up. The thumbs (two uncles) 'bow' to each other: *Glad to see you*, etc. Their index fingers become 'two aunties', their middle fingers are 'two cousins', their ring fingers are 'two sisters' and their little fingers are 'two babies'.

#### 5. Workbook activities

##### Ex. 1

See lesson 1 of this unit.

*F* – a flag, *f* – a flower, *T* – a hammer, *t* – a lizard,

*L* – two rulers, *l* – one ruler, *C* – the moon, *c* – an ear and an earring, *Y* – a zip, *y* – a branch.



##### Ex. 2

Tapescript

Family, auntie, uncle, sister, cousin, baby.

#### 6. Round-up

Ask pupils to bring the photos of their family members for the next lesson.

## LESSON 4. WHAT'S YOUR NAME?

|   |   |   |
|---|---|---|
| <b>Aim</b><br>To present and practise grammar                                       | <b>Vocabulary</b><br>his, her   | <b>Grammar</b><br>What's your <i>mum's</i> /his/her name?*<br>My/His/Her name's ... |
| <b>Pronunciation and phonics</b><br>Sounds: [h], [ð]<br>Letters: Nn, Rr, Hh, Zz, Ww | <b>Recycling</b><br>Family members<br>This is my <i>mum</i> . Boy, girl | <b>You will need</b><br>Pupils' family photos                                       |

#### 1. Warm-up

- Alphabet
- Rhyme 'Two uncles'
- Sight reading of the vocabulary

T: *How's your mum? What's your mum's name?* Etc.

Pupils say how many uncles/ aunties and cousins they have. P: *I've got 2 uncles*, etc. T: *Count the boys*.

*One boy, two boys*, etc. *How many boys? Count the girls*.

Pupils introduce their friends: *This is Dima*, etc.

#### 2. Vocabulary presentation and practice

##### Presentation

Ask a boy and a girl to come to the board. T: *My name's ....* (point to yourself). *This is a girl. Her name's Tanya. This is a boy. His name's Dima.*

##### Pronunciation

T: [ð] – *This is my brother*, etc. *Together*. [h] – *hello, how are you? How old are you? His name's, her name's. Hip, hip, hooray!*

##### Practice

Point to a girl and say: *What's her name?* Ps: *Her name's Nina*. Point to every girl and ask the same question. Do the same with the boys.

##### Guessing game

T: *It's a girl*. (think of one girl in the group) *Guess the girl*. Ps: *Her name's Sveta*. T: *Yes/no*, etc. Do the same with the boys. Then a pupil takes your role.

##### This is my family

Take out your family photos. T: *This is my mum/uncle/auntie*, etc. Pupils work in pairs, describing their family photos. P: *This is my uncle*, etc.

T: *This is my mum. Her name's Irina.*

Pupils speak about their mums using your model. Then pupils say two sentences about their relatives: *This is my auntie. Her name's Liza.*



#### 3. Song 'What's his name?' (PB, ex. 1)

Write the names of the children from the song on flashcards or on the board. Read them together. T: *Listen and point.*

Pupils listen again and join in with the names. They put up their hands when they say 'hip, hip, hip, hooray'. T: *Listen again. When you hear 'Bob', say together 'Bob!'*

#### Shared reading

Roles. The first verse: group 1 – Maggie, group 2 – Steve, the second, third, fourth and fifth verses: questions – group 3, answers – group 4, the last verse the groups read together.

#### 4. Moving activity (Magic touch)

Pupils stand in a semicircle. One pupil stands with his back to the others. Someone touches him/ her. Ps: *It's a girl. P: Her name's Liz. Ps: Yes./ No, etc.*

#### 5. Reading the structures

The target structures: My name's *Sergey*. His name's *Vanya*. Her name's *Sveta*.

#### 6. Workbook activities

##### Ex. 1

Teaching letters is described in lesson 1 of this unit. *N* – three trees, *n* – a small gate, *R* – a scarf, *r* – a little flag, *H* – two trees, *h* – a chair, *Z* – a road, *z* – a lightning, *W* – two big birds, *w* – two little birds.



##### Ex. 2

Tapescript

Bob, Rob, Nina, Zina, Maggie, Steve.

##### Ex. 6

For points 3 and 4 pupils draw boys and girls they know and write their names.

#### 7. Round-up

Point to a boy and pupils say: *His name's Sasha. Bye-bye, Sasha.* Etc. Then point to the girls and say goodbye to them.

## LESSON 5. HOW'S YOUR DAD?

|   |                                    |   |
|---|------------------------------------|---|
| <b>Aim</b><br>To present and practise grammar   | <b>Vocabulary</b><br>he, she, I    | <b>Grammar</b><br>How are you?<br>How's your <i>dad</i> ? He's fine.<br>She's fine. He's/ She's ill.<br>How old are you? I'm 7. |
| <b>Pronunciation and phonics</b><br>Sounds: [h] | <b>Recycling</b><br>Family members | <b>You will need</b><br>Flashcards of Steve, Pavel, Maggie, Peter the Parrot, toys  |

#### 1. Warm-up

- Alphabet
- Rhyme 'Two uncles'
- Song 'What's his name?'
- Sight reading
- Name game

T: *If your name begins with 'D', clap your hands! (Denis, Dima, etc. clap their hands.) Think of the letters of your pupils' names.*

#### 2. Vocabulary presentation and practice

##### Presentation

T: *How many boys/girls in the group?* Count the boys and girls. Then invite a boy and a girl. Point at yourself and say: **I**. Invite pupils to join you. Point to the boy:

**he**, I (to yourself), **he** (to the boy), **she** (point to the girl), **I, he, she** (recapping the words). Write the three words on the board and read them with pupils, recapping them. Then invite them to arrange all the other family members flashcards under the correct word **he** or **she**. T: *mum, he or she?* Ps: *She.* T: *Ask 'How are you?'* Pupils ask the characters or toys, answer for them: *Fine, thank you.* And for one character: *I'm ill.* Show that this toy is ill. Then ask about every character/toy: *How's Maggie?* etc. and encourage pupils to say: *He's/She's fine/ill.*

##### Asking questions

Ask pupils: *How's your mum/brother,* etc. and then invite them to ask you.

Draw a cake for one of the characters with candles on it. Ask the character: *How old are you?* Answer

for the character. *I'm 7.* Invite pupils to ask the other characters about their age. Then ask the children: *How old are you?*

*name's Alex.* T: *Robot Alex, stand up! Go to the board/window/door. What's her name?* Etc.

### 3. Chant 'How's your dad?' (PB, ex. 1)

T: *Steve and Maggie are speaking on the phone (show that you are holding a phone). Write on the board: 'How's Maggie's cousin?' Pupils listen and answer the question.*

#### Pronunciation

T: *How's your dad?* Pupils repeat. Show the flashcard of a mum. Ps: *How's your mum?* Etc.

#### Shared reading

In pairs, as there are 2 roles.

### 4. Cartoon (PB, ex. 2)

T: *Who can you see? How many candles on the cake? Whose birthday is it?*

#### Shared reading

Roles: Pavel, Maggie, Steve, Peter the Parrot. Sounds effects: falling.

### 5. Moving activity (Listen and do)

Pupils follow your instructions, playing robots. T: *What's his name?* (pointing to one boy) Ps: *His*

### 6. Reading the structures

The target structures: *How are you? How's your dad? He's/She's fine, thanks. How old are you? I'm 7.*

### 7. Workbook activities

#### Ex. 4

Tapescript

*This is my mum. Her name's Nina. She's fine. This is my dad. His name's Sasha. He's fine.*

#### Ex. 5

Pupils copy only the sentences about themselves into their notebooks.

#### Ex. 7

Pupils draw candles for themselves and write their age.

### 8. Round-up

Chant 'How's your dad?'

## LESSON 6. WHAT'S YOUR MUM'S JOB?

|  |  |   |
|--|--|---|
| <b>Aim</b><br>To present and practise vocabulary | <b>Vocabulary</b><br>vet, farmer, cook, driver | <b>Grammar</b><br>What's his/ her /your <i>dad's</i> job? *<br>He/She's a <i>cook</i> . |
| <b>Pronunciation and phonics</b><br>Sounds: [h]  | <b>Recycling</b><br>Family members             | <b>You will need</b><br>Family photos<br>Flashcards of jobs                             |

### 1. Warm-up

- Rhyme 'Two uncles'
  - Song 'What's his name?'
- You can invite some pupils to lead this activity.  
T: *Denis, you are a teacher.*
- Chant 'How's your dad?'
  - Sight reading
- Pupils show their photos and describe their families in pairs and then to the class: *This is my family.* etc.

### 2. Vocabulary presentation and practice

#### Presentation

Say that today pupils will learn how to name their parents' jobs. Present vocabulary showing the flashcards.

T: *This is a **driver**. Together: a driver. This is a **cook**.* (do the same and then point to the driver again) *This is a ...* Ps: *driver.* T: *This is a ...* Ps: *cook.* Follow the procedure with the words **farmer** and **vet**, recapping all the words.

### Sight reading of the new words

#### Guess the job

Mime one job and invite pupils to guess it. P: *Is it a cook?* T: *Yes/No*, etc.

Then a pupil takes your role.

#### 3. Cartoon (PB, ex. 1)

Steve is showing his family photos. T: *Point to Steve's mum/dad/granny/grandad*. Pupils point to the pictures and say: *he, she*, etc.

#### Tapescript

- Dad: Who's this?  
Steve: This is my granny. Her name's Janet.  
Dad: What's her job?  
Steve: She's a vet.  
Dad: I see.
- Dad: Who's this?  
Steve: This is my grandad. His name's Mike.  
Dad: What's his job?  
Steve: He's a farmer.
- Steve: This is my mum.  
Dad: What's her name?  
Steve: Her name's Linda. She's a driver.
- Dad: Is this your dad?  
Steve: Yes, this is my dad. His name's David. He's a cook.
- Mum: It's tea-time. A cup of tea, Steve?  
Steve: Yes, please.

#### 4. Play a game (PB, ex. 2)

Copy the exercise on the board. Show with lines how to make up and read questions. *Is he a driver?* Pupils make up the other questions. Show that you have one picture on your mind but you aren't going to tell pupils: *Secret!* Show that you are hiding the picture. Invite them to ask you questions and

answer until they guess the picture. Show that your finger was on this picture. Then invite a pair of pupils to demonstrate how to play. When you are sure the group understand, let them play in pairs.

#### 5. Moving activity (Mime game)

T: *Swish, swish, swish, you are a vet/ farmer/ cook/ driver*. Children mime the job you name. Pupils can take your role.

#### 6. Reading the structure

The target structure: He's/She's a *cook*.

#### 7. Workbook activities

##### Ex. 1

V – a big bird, v – a small bird, K and k are funny people.



##### Ex. 2

#### Tapescript

This is my granny. Her name's Valentina. She's a vet.  
This is my grandad. His name's Victor. He's a farmer.



##### Ex. 3

#### Tapescript

1. d-r-i-v-e-r, 2. c-o-o-k, 3 v-e-t, 4. f-a-r-m-e-r.

##### Ex. 6

Pupils write the missing capital or small letters.

#### 8. Round-up

T: (taking the flashcards away) *What's his job?*  
Ps: *He's a farmer*, etc.

## LESSON 7. WHAT DO YOU WANT TO BE?

|  |  |   |
|--|--|---|
| <b>Aim</b><br>To present and practise vocabulary     | <b>Vocabulary</b><br>pilot, dentist, doctor, teacher, model, businessman | <b>Grammar</b><br>What do you want to be?<br>I want to be a <i>doctor</i> . |
| <b>Pronunciation and phonics</b><br>Sounds: [t], [w] | <b>Recycling</b><br>Family members, jobs                                 | <b>You will need</b><br>Family photos<br>Flashcards of jobs                 |



## 1. Warm-up

- Alphabet
- Songs and chants
- Sight reading

## 2. Vocabulary presentation and practice

### Presentation

Present the new vocabulary **pilot, teacher, model, doctor, pupil, businessman, dentist** using the flashcards.

### Pronunciation

T: [t] – *vet, teacher, pilot, dentist*.

### Sight reading

#### Practice

T: *One, two, three*

Who can you see?

Someone in the classroom

Beginning with 'b'?

➔ **Key:** *b* – businessman, *t* – teacher, *v* – vet, *p* – pilot, *pupil*, *m* – model, *d* – driver, doctor, dentist, *c* – cook.

### What's your mum's job?

T: *What's your mum's job?* P: *She's a teacher*. Use extra vocabulary if needed (engineer, shop assistant, secretary, office worker) but be prepared for children of this age often not knowing their parents' jobs.

### What do you want to be?

Ask this question to the children.

P: *I want to be a pilot*, etc.

## 3. Chant 'Magic Fish' (PB, ex. 1)

T: *How many boys/girls? Listen and point.*

### Tapescript

Swish, swish, swish,

I'm a Magic Fish,

What do you want to be?

What do you want to be?

I want to be a pilot.

I want to be a doctor,

I want to be a dentist.

I want to be a businessman.

I want to be a teacher.

I want to be a model.

### Pronunciation

T: [w] – *what, want, what do you want to be?*

## Shared reading

Do the chant in roles. You are 'Magic Fish', they are children. Change the roles. After that different groups speak for different children. Then pupils practise the chant in small groups.

## 4. Moving activity

Divide pupils into groups: pilots, models, doctors.  
T: *Pilots, fly to the door/window/board. Models, walk to the door/window/board. Doctors, run to the door/window/board.*

## 5. Reading the structure

The target structure: I want to be a *doctor*.

## 6. Workbook activities



### Ex. 1

#### Tapescript

1. — What do you want to be?  
— I want to be a doctor.
2. — What do you want to be?  
— I want to be a pilot. I like flying.
3. — What do you want to be?  
— I want to be a model. I'm beautiful.
4. — What do you want to be?  
— I want to be a businessman.
5. — What do you want to be?  
— I want to be a teacher. I like school!

➔ **Key:** 3, 2, 1, 5, 4.

### Ex. 2

*P* – a saucepan, *p* – a note, *J* – an umbrella, *j* – a hook, *Q* – a target, *q* – a yawn, *X* – scissors, *x* – two matches.



### Ex. 3

#### Tapescript

Pilot, model, pupil, teacher, dentist.

## 7. Round-up

T: *What do you want to be?* P: *(I want to be) a pilot*, etc. Ask pupils to cut out the pictures for the next lesson (cutout 1) and put them into an envelope.

# LESSON 8. MEET ELLIE!

| Aim                              | Vocabulary                                    | Grammar   |
|----------------------------------|---|---|
| To develop reading skills        |   |   |
| <b>Pronunciation and phonics</b> | <b>Recycling</b><br>Members of family<br>Jobs | <b>You will need</b><br>Family photos<br>Flashcards of the vocabulary of the unit<br>Cutout 1 for Spider family |

## 1. Warm-up

- Chants and songs
- Sight reading

## 2. Project work (PB, ex. 1)

Look at the photographs together. T: *This is a girl. Her name's Ellie. She's Maggie's cousin.* Pupils listen and answer the question: *What's her brother's name?*

Tapescript

My name's Ellie. I'm 7. I'm from Britain. This is me as a baby. I want to be a teacher. I've got a mum, a dad, a granny, grandad and a brother. This is my brother. His name's Dominic. He's funny!

Read all the sentences with pupils as shared reading. Ask them to make a collage like Ellie's about themselves. They will need a piece paper (wallpaper or the white side of an old poster), photos, coloured paper to write on and then stick on the paper next to the photos. They are to prepare a story, like Ellie's.

## 3. Moving activity (Listen and do)

T: *You are a teacher. Walk to the board. You are a pilot. Fly to the door. You are a cook. Cook potatoes. You are Lucky. Dance. Sing. You are a doctor. Run to the door. You are a vet. Run to Lucky. You are a businessman. Speak on the phone. You are a driver. Drive to the table. Everybody, you are pupils. Go to your desks.*

## 4. Workbook activities



### Ex. 1

Tapescript

My name's Dominic. I'm four. I want to be a pilot. I've got a mum, a dad, a granny and a grandad. This is my sister. Her name's Ellie.



### Ex. 2

Revise the alphabet before this exercise.

Tapescript

Kk, Nn, Ff, Gg, Ll, Aa, Oo, Mm, Dd, Ss, Ii, Cc, Bb, Hh, Rr, Pp, Tt, Vv, Ww, Xx, Zz.

➔ **Key:** a mouse.

### Ex. 3

Play Bingo with letters. Pupils write any 6 letters in the first table. You name letters at random, using flashcards of letters or the Alphabet poster. If pupils have this letter (e.g. Kk), they say: *I've got Kk* and cross this letter out. When they have crossed all the 6 letters, they shout *Bingo!* and you start the next round.

### Ex. 4

First pupils work with the cutout pictures.

T: *Spiders. How many spiders?* Ps: 5. T: *Do you like spiders?* Ps: Yes. No. T: *Show me a cook/a teacher/a businessman/a farmer.* Ps: *Picture C/B/E/D.* T: *Picture A. This is Spidy.* (For Spidy): *Hello! My name's Spidy. I want to be a model. This is my dad,* etc. (tell the story)

Pupils open the WB and put the pictures in the right places.

➔ **Key:** 1B, 2D, 3C, 4E, 5A.

Then pupils listen to the cassette and read.

T: *What's the 'girl's' name? (Spidy.) What's her mum's job? (She's a teacher.) What's her dad's job? (He's a farmer.) What's her auntie's job? (She's a cook.) What's her uncle's job? (He's businessman.)*

### Shared reading

5 groups – 5 parts of the text. Explain that Mr and Mrs are the titles which go with the surnames of men and women.

## 5. Round-up

Remind pupils to make the collage about their family.

# LESSON 9. THE FROG FAMILY

|   |  |  |
|---|--|--|
| <b>Aim</b><br>To develop listening and speaking skills          | <b>Vocabulary</b>  | <b>Grammar</b>   |
| <b>Pronunciation and phonics</b><br>Sounds: [ɑ:], [ʌ], [d], [t] | <b>Recycling</b><br>All the grammar and vocabulary of the unit | <b>You will need</b><br>Flashcards of vocabulary<br>Pupils' projects<br>A dice, buttons for counters |

## 1. Warm-up

- Songs and chants of the unit
- Sight reading

## 2. Vocabulary recycling

### Pronunciation

T: *What words does the sound [d] live in?* Elicit from pupils *dad, grandad, doctor, driver, dentist, model*. Practise the other sounds in the same way [t] – *teacher, vet, aunt, sister, dentist*, [ʌ] – *uncle, cousin, mum, brother*, [ɑ:] – *auntie, farmer*.

### Reading (Noughts and crosses)

|           |          |          |
|-----------|----------|----------|
| 1 aunt    | 2 uncle  | 3 cousin |
| 4 mum     | 5 dad    | 6 granny |
| 7 grandad | 8 granny | 9 baby   |

Write this table with the words and numbers on the board. Divide pupils into 2 teams. Team 1 are noughts and the other are crosses. Ask team 1: *What number?* Then one pupil reads the word. If it is correct, rub out the word and write a cross. Then ask the other team. The team which gets their crosses or noughts in one line wins. Then have another round with jobs.

|           |          |               |
|-----------|----------|---------------|
| 1 doctor  | 2 vet    | 3 businessman |
| 4 dentist | 5 driver | 6 model       |
| 7 cook    | 8 farmer | 9 pilot       |

## 3. Listening (WB, ex. 1)

T: *4 families. Look at the first family. Who can you see?* Ps: *a mum, a dad, an uncle, etc.*

T: *Listen. (to the first text only) Which picture? (pupils show) Write 1.*

### Tapescript

1. This is my family. This is my granny. She's kind. This is my grandad. He's kind, too. And ... this is me.

2. This is my mum. She's a teacher. This is my auntie. She's a vet. I've got 2 cousins, Liz and Tom.
3. This is me and this is my cousin. His name's Bill. He's OK.
4. This is my family. This is my mum. She's nice. She's doctor. This is my dad. He's a businessman. This is his brother, my uncle Sam. He's a businessman, too. And ... this is me.

### Key:

|   |   |
|---|---|
| 4 | 1 |
| 2 | 3 |

Pupils listen again. Stop after the second story.  
T: *Which family?* Etc.

## 4. Project presentation

Pupils come out to the board and describe their families. Arrange their collages on the board.

## 5. Boardgame (PB, ex. 1)

Pupils play in pairs. Each pair needs a dice. Each player needs a counter (buttons of different colour). The objective of the game is to move from *start* to *finish*, reading the words. Both the players put their counters on the start. The first player throws the dice and makes as many moves as the dice says, reads the word on the leaf and stays there. If he/she cannot read the word, he/she misses a turn. The next go is for the other player.

## 6. Workbook activities

### Ex. 2

Key: a driver, a farmer, a family, a baby.

## 7. Round-up

T: *What's your favourite word of the unit?*

# UNIT 2. MY PET

By the end of the unit pupils will be able to:

- identify pets
- describe a pet (size, colour)  
Model: P: I've got a *dog*. It's *grey*.
- describe what pets can or cannot do  
Model: P: It can *jump*. It can *dance*. It can't *fly*.
- speak about preferences  
Model: T: What's your favourite pet?  
P: *A cat*.  
T: What's your favourite colour?  
P: *Blue*.

## LESSON 1. IN A TOY SHOP

|  |  |   |
|--|--|---|
| <b>Aim</b><br>To practise vocabulary and grammar                         | <b>Vocabulary</b><br>frog, pig, snake, mouse, dog, cat, rabbit, hamster, parrot. | <b>Grammar</b><br>I've got a <i>frog</i> .<br>Can you <i>fly</i> like a <i>parrot</i> ? |
| <b>Pronunciation and phonics</b><br>Sound: [æ]<br>Letter secret: o = [ɒ] | <b>Recycling</b>   | <b>You will need</b><br>Flashcards of pets<br>A few toy animals                         |

### 1. Warm-up

Hold up the picture of Maggie: *Who's this? What's her name?* Ps: *Maggie. Maggie is going to have a birthday soon. What would she like to get as a present?* Pupils make guesses in English, e.g. *an apple, a toy*, etc.

T: *Let's go to a toy shop!*

### Pronunciation

[æ] – *cat, rabbit, hamster, parrot*

### Sight reading of the vocabulary

#### Practice 'Back to the board'

Arrange the flashcards on the board and stand so that you can't see them, but pupils can. Ask one pupil to go to the board and take one card. Ask the group: *Has he/she got a dog?* Etc.

### 2. Vocabulary practice

Introduce the vocabulary with the flashcards. T: ***A frog*** (together, then individually), ***a pig, a frog***. That way, recapping, introduce ***a snake, a mouse, a dog, a cat, a rabbit, a hamster, a parrot***.

### 3. Listening (PB, ex. 1)

Pupils read the names of toys on the shelves. Pupils guess what toys the children have got in their bags.  
T: *Listen and point.*

### Shared reading

Pupils read together and then in roles: Pavel, Ellie, Maggie, Steve.

#### 4. Song 'Can you fly like a parrot?' (PB, ex. 2)

Ask pupils to listen to the song for the first time and then say what animals they heard in it. Ask pupils to listen for the second time and say what actions they heard.

Ask a boy and a girl to come to the board. Demonstrate 'I', 'you', 'he', 'she', recapping the words and involving pupils in saying the words and showing the gestures.

#### 5. Moving activity

Pupils stand up and listen to the song again, imitating the actions.

#### 6. Letter secrets (PB, ex. 3)

o = [ɒ]      A dog and a frog.

Show the flashcard of the funny phrase. *What's this? A dog. A frog. A dog and a frog!* Pupils repeat it, then say it slowly, quickly, in whisper. *Listen. Dog,*

*frog. What's the common sound? [ɒ] Write the words. What's the first letter? 'o'. The letter 'o', the sound [ɒ]. This is the secret of the letter 'o'.*

#### 7. Workbook activities

##### Ex. 1

Pupils write in the missing letters, then they listen to the phrase and check.

Tapescript

A. A dog and a frog.

B. Dog, Bob, frog, Tom, doctor.

##### Ex. 5

Pupils copy the words several times into their notebooks.

##### Ex. 6A and ex. 6B

They are connected, as the first one shows pupils a model. In ex. 6B they are supposed to draw themselves in the round and to draw their pet or toy in the box.

#### 8. Round-up

Pupils say what toys they liked most of all in the shop. P: *I like a frog. I like a dog.*

## LESSON 2. IN THE PET SHOP

|   |   |   |
|---|---|---|
| <b>Aim</b><br>To present and practise vocabulary      | <b>Vocabulary</b><br>budgie, tortoise, kitten, puppy, rat, guinea-pig | <b>Grammar</b><br>It's a <i>rat</i> . I've got a <i>rat</i> .<br>What's this? |
| <b>Pronunciation and phonics</b><br>Sounds: [ʌ], [ɔ:] | <b>Recycling animals</b>  | <b>You will need</b><br>Flashcards of pets                                    |

#### 1. Warm-up

- Song 'Can you fly like a parrot?'
- Sight reading of the vocabulary and the funny phrase

#### 2. Vocabulary presentation and practice

##### Presentation

T: *It's Maggie's birthday soon. She doesn't like toys. She wants a pet. We're going to a pet shop. What can we see in a pet shop?*

Demonstrate the flashcards of new pets, naming them. T: *It's a rat (a tortoise, a budgie, a tortoise, a kitten, a puppy, a guinea-pig).*

Recap and do the sight reading of the new vocabulary.

##### Pronunciation

[ʌ] – *mum, brother, puppy, budgie.*

[ɔ:] – *four, tortoise.*

##### Game 'Stop'

Shuffle the set of flashcards. Stand facing pupils and say a word from the set, e.g.: *a budgie*. Show

the flashcards one by one. When pupils see the matching card they say: *a budgie*. Make sure they pronounce it correctly. Ask them to repeat if necessary. Continue with other words.

the pupil last in the line. T: *I've got a budgie*. He/she whispers it to the next pupil and so it goes. The pupil, standing next to the board, finds the flashcard with the budgie and holds it up. Ps (in chorus): *a budgie*. Pupils change places and continue with other words.

### 3. Cartoon 'In the pet shop' (PB, ex. 1)

T: *What can you see? Who can you see?*

Ps: *Steve, Mrs. Bell, a fish, a rabbit, etc. It's a pet shop! Listen. A monster in the shop?*

#### Tapescript

1. Steve: Look! It's a pet shop!  
Steve: What's this?  
Mrs Bell: It's a guinea-pig.
2. Steve: What's this?  
Mrs Bell: It's a rat.
3. Steve: What's this?  
Mrs Bell: It's a puppy. And a kitten!
4. Steve: What's this?  
Mrs Bell: It's a tortoise
5. Steve: What's this?  
Mrs Bell: It's a budgie.
6. Steve: What's this?  
Mrs Bell: It's a goldfish!
7. Steve: What's this? Is it a monster?
8. Peter: No, it's me, Peter! Ha-ha-ha!

#### Scrambled listening

Pupils listen to cartoon in the wrong order and put the numbers into the correct order.

➔ **Key:** 1, 4, 5, 2, 3, 6.

#### Shared reading

Roles: Mrs. Bell, Steve, Peter the Parrot, sound effects – sounds of animals.

### 4. Moving activity (Chinese Whispers)

Arrange the flashcards on the board. Pupils stand in a line. Whisper a sentence with a new word to

### 5. Reading the structure

The target structures: It's a *puppy*. I've got a *kitten*.

### 6. Workbook activities

#### Ex. 1

##### Tapescript

Budgie, tortoise, rabbit, pig, snake, kitten, puppy, mouse.

#### Ex. 2

In 2A pupils listen and number the pictures. In 2B they read the same sentences and write the numbers of the pictures in the right boxes.

##### Tapescript

1. Girl: I've got a rabbit.
2. Boy: I've got a puppy.
3. Girl: I've got a tortoise.
4. Girl: I've got a kitten.
5. Boy: I've got a goldfish.
6. Boy: I've got a hamster.
7. Girl: I've got a budgie.
8. Boy: I've got a rat.

### 7. Round-up

Finish the lesson, encouraging pupils to say bye-bye to each animal.

Ps: *Bye-bye, guinea-pig!* Etc.

## LESSON 3. COLOURED PUPPIES

|   |  |   |
|---|--|---|
| <b>Aim</b><br>To practise new vocabulary  | <b>Vocabulary</b><br>red, yellow, pink, green, purple, orange, blue, white, grey, brown, black | <b>Grammar</b><br>Happy birthday!                         |
| <b>Pronunciation and phonics</b><br>Long and short vowels<br>Letter secrets: r = [r], g = [g] | <b>Recycling</b><br>Pets, colours  | <b>You will need</b><br>Flashcards of animals and colours |



## 1. Warm-up

Put the cards one by one on the board, asking pupils to help you name them.

T: *It's a...* Ps: *budgie!*

- Game: 'One, two, three'

T: *One, two, three, I can see something in the classroom beginning with 'r'. Ps: a rat.* Etc.

- Song 'Can you fly like a parrot?'
- Sight reading of the vocabulary

## 2. Vocabulary practice

Keep reading the flashcards of colours one by one: **red, yellow, pink, green, purple, orange, blue, white, grey, brown, black.**

### Pronunciation

Ask pupils to put up their hands if the vowel is long (*green, purple, blue*) as you read the words. They don't put up their hands if the vowel isn't long. Then ask them to read the flashcards.

### Game 'What's missing?'

Put the flashcards on the board.

T: *Close your eyes!* Take one card away.

T: *Open your eyes! What's missing?*

### Alternative: Game 'What's new?'

Put 2-3 flashcards on the board and follow the procedure of 'What's missing?' the other way round, adding a new card each time.

### Two words together

Hold up two flashcards: one colour and one pet. Ps: *A pink pig*, etc.



## 3. Cartoon (PB, ex. 1)

T: *Look at the picture! Who can you see? What can you see?* Ps: *Mrs. Bell, puppies*, etc.

T: *How many puppies? What colour?* etc. Pupils listen and say what happened.

### Tapescript

1. Mrs Bell: Look! A blue puppy!
2. Mrs Bell: A black puppy!  
Peter: A pink puppy!
3. Mrs Bell: A brown puppy!  
Peter: A yellow puppy!

4. Mrs Bell: A purple puppy!

Peter: An orange puppy!

5. Mrs Bell: A grey puppy!

Peter: A green puppy!

6. Mrs Bell: A white puppy!

Peter: A red puppy!

7. Mrs Bell and Peter: Happy birthday, Maggie...

Look, it's Steve!

### Shared reading

Roles: Mrs. Bell and Peter, sound effects- puppies. Then pupils read in pairs/groups.

## 4. Letter secrets (PB, ex. 3)

r = [r] A red rat and red rabbit.

Show the flashcard of the funny phrase. *What's this? A rat. A rabbit. What colour is the rat/rabbit? Red. A red rat and a red rabbit.* Pupils repeat it, then say it loudly, quietly, fast, slowly. *Listen. Red, rat, rabbit. What's the first sound? [r ] Write the words. What's the first letter? 'r'. The letter 'r', the sound [r]. This is the secret of the letter 'r'. Do you know other words with this secret? Driver, green, brown.*

g = [g] A green guinea-pig.

Teach g [g] in the same way. The words for analysis are *green, guinea-pig*.

## 5. Workbook activities



### Ex.1

Tapescript

A. A red rat and a red rabbit.

B. A green guinea-pig.

C. Guinea-pig, rat, grey, rabbit, granny, red, green, grandad.

### Ex. 2

In 2A pupils colour the pets as written and in 2B they tick or cross in the boxes next to the sentences about the same boy.

## 6. Round-up

Pupils say bye-bye to the colours, e.g.: *Bye-bye, red.*

# LESSON 4. I WANT A PET

|   |                                   |  |
|---|-----------------------------------|--|
| <b>Aim</b><br>To practise vocabulary and grammar. | <b>Vocabulary</b>                 | <b>Grammar</b><br>Have you got a <i>parrot</i> ?<br>I haven't got a <i>parrot</i> .<br>I want a <i>pet</i> ! |
| <b>Pronunciation and phonics</b>                  | <b>Recycling</b><br>Pets, colours | <b>You will need</b><br>Flashcards of pets and colours<br>Flashcard of Peter the Parrot<br>A toy animal      |

## 1. Warm-up

- Sight reading of the vocabulary

T: *What's your favourite colour?*

P: *Blue*, etc.

T: *What's your favourite pet?*

P: *A cat*.

T: *I've got something in the bag.*

Ps: *Have got a tortoise?* Etc. (You've got Peter the Parrot.)

## 4. Play a game (PB, ex. 2)

Pupils read the children's names and say what pets they've got. Help them with the structure.

T: *What has Bob got?*

P: *He's got a parrot and a rabbit.*

Explain the rules of the game. You will think of one child and pupils guess which child by asking you questions: *Have you got a parrot?* Then pupils play in pairs.

## 2. Grammar practice

Peter the Parrot comes to the pupils today and he is very sad.

Peter: *I'm sad. I haven't got a pet. I haven't got a goldfish, I haven't got a dog*, etc. Ask pupils 'to complain' what pets they haven't got. P: *I haven't got a hamster*, etc.

## 5. Moving activity

Song 'Can you fly like a parrot?'

## 6. Workbook activities



### Ex. 1

Tapescript

My name's Michael. I've got a guinea-pig. It's nice. I haven't got a goldfish. But I've got a budgie! I haven't got a frog.

### Ex. 4

Pupils copy only the true sentences about themselves.

## 3. Chant 'I want a pet!' (PB, ex. 1)

T: *What pets can you see?* Ps: *A parrot*, etc.

Pupils listen to the chant, point to the pictures and then say why Liz is sad.

### Shared reading

2 groups. One group reads the questions, the other group reads Liz's answers. Pupils read in groups.

## 7. Round-up

Say 'bye-bye' to the pets: *Bye-bye, puppy!*

# LESSON 5. WHAT IS IT?

|   |   |   |
|---|---|---|
| <b>Aim</b><br>To present and practise vocabulary and grammar  | <b>Vocabulary</b><br>run, jump, dance, swim, walk, hide, sing, fly. | <b>Grammar</b><br>It can <i>jump</i> .<br>It can't <i>jump</i> .      |
| <b>Pronunciation and phonics</b><br>It <u>can</u> <i>swim</i> .<br>It <u>can't</u> <i>swim</i> .<br>Letter secrets: [i] = [ɪ] | <b>Recycling</b><br>Verbs<br>I, he, she, it                         | <b>You will need</b><br>Flashcards of pets, colours and verbs<br>Toys |

## 1. Warm-up

- Game 'Catch your word'  
Divide pupils into three groups: group 1 – pets, group 2 – food, group 3 – actions. Start calling out the words, e.g: *a budgie*. Pupils from group 1 'catch' the word (make the 'catching' gesture).
  - Song 'Can you fly like a parrot?'
  - Chant 'I want a pet!'
  - Sight reading
- T: *What's your favourite colour? What's your favourite pet?*

## 2. Grammar presentation and practice

### Presentation

Revise the pronouns 'I', 'he', 'she', and 'it'. For this invite a boy, a girl and take a toy. Point at yourself – 'I', at the boy – 'he', at the girl – 'she' and show the toy 'it'. Recap the words all the time and invite pupils to join. Describe the toy: *Look at my kitten. It can jump, it can run. It can swim. It can't fly.*

### Pronunciation

*It can swim* = [ɪkəns'wɪm]. Etc.  
*It can't fly* = [ɪkɑ:ntfl'aɪ]. Etc.

### Practice

T: *Have you got a pet?*  
P: *Yes, I have./No, I haven't. I want a pet.*  
T: *What pet do you want?* (distribute the toys)  
T: *Look at pet! It can run, it can jump.*  
Pupils describe their toys.  
T: *My pet can't fly. It can't swim.* Pupils say what their pets can't do. Collect the toys.

## 3. Listen and read (PB, ex. 1)

T: *Listen and read.*

Tapescript

Look at the puppy! It can run. It can jump. It can dance. It can swim.

Now look at the budgie! It can walk. It can hide. It can sing. It can fly.

Pupils read the exercise together and individually.

## 4. Listen and guess (PB, ex. 2)

T: *What pets can you see?* Ps: *A puppy, a tortoise, etc.* Pupils listen to the children's riddles. Stop the cassette before the answer is given and let your pupils answer the question.

Tapescript

1. Steve: Listen. It can walk. It can hide. It can't run. What is it?  
Maggie: Is it a tortoise?  
Steve: Yes!
2. Maggie: Now me. It can fly. It can sing. It can't dance. What is it?  
Pavel: Is it a parrot?  
Maggie: Yes!
3. Pavel: Now my turn. It can swim. It can't walk. It can jump! What is it?  
Maggie: Is it a puppy?  
Pavel: No.  
Steve: Is it a rabbit?  
Pavel: No!  
Maggie and Steve: What is it?  
Pavel: It's a goldfish! Look! It can jump!

### Shared reading

3 roles: Maggie, Steve, Pavel.

### Making up riddles

Invite pupils to make up riddles on analogy about the other animals in the picture. Help them make the first riddle.

T: *Let's make up a riddle about a rabbit. It can....*  
P1...*run.* T: *It can't...* P2: *fly, etc.*

## 5. Moving activity (Listen and do)

Divide pupils into 3 groups: budgies, kittens, puppies. T: *Budgies, fly! Puppies, jump! Kittens, hide!* Etc.

## 6. Letter secrets (PB, ex. 3)

i = [ɪ] Pigs swim, kittens sing.

Show the flashcard of the funny phrase. *Look! Pigs. Do they jump? No, they swim. Pigs swim! Look! Kittens. Do they swim? No, they sing. Kittens sing! Pigs swim, kitten sing!*

Pupils repeat it, then say it loudly, quietly, fast, slowly. *Listen. Kitten, pig, swim, sing. What's the common sound? [ɪ] – Write the words. What's the common letter? 'i'. The letter 'i', the sound [ɪ]. This is the secret of the letter 'i'.*

## 7. Workbook activities



### Ex. 1

Tapescript

A. Pigs swim, kittens sing.

B. This is my sister. Her name's Liz. She can sing.



### Ex. 3

First name the animals together and read the pairs of sentences. When pupils listen to the cassette, they circle the sentences they hear.

Tapescript

1. It can jump.
2. It can't fly.
3. It can swim.
4. It can sing.
5. It can walk.
6. It can't walk.
7. It can hide.
8. It can dance.

### Ex. 6A

In 6A there is a model for pupils' stories about their pet or toy.

## 8. Round-up

Ask pupils to cut out pictures for the next lesson (cutout 2).

# LESSON 6. ANIMAL SHELTER

|   |                   |   |
|---|-------------------|---|
| <b>Aim</b><br>To practise listening and speaking skills | <b>Vocabulary</b> | <b>Grammar</b>  |
| <b>Pronunciation and phonics</b>                        | <b>Recycling</b>  | <b>You will need</b><br>Pupils' cutouts<br>Flashcards with pets, colours, verbs |

## 1. Warm-up

- Chant 'I want a pet!'
  - Sight reading of vocabulary and funny phrases
- T: *What's your favourite colour? What's your favourite pet?* Prepare a riddle: *It can jump, it can run, it can't fly, it's pink (it's a pig).*

## 2. Listening (PB, ex. 1)

Write the words 'Animal shelter' on the board. Explain that it gives shelter to homeless pets and the pets that have been lost.

Pupils look at the photos in the book and name the animals. Ps: A *puppy*, etc.

Explain that some children are going to talk about the pets they have lost. Pupils listen and say the pet (write its number). Stop the cassette before the name of the pet.

Tapescript

- Child 1: It's little. It's white. It's very nice. It can jump and swim. It can't sing. It's a . . . (puppy, No 1)
- Child 2: It's . . . not big. It's black. It can jump, run and climb. It can sing!. It's a . . . (cat, No 3)
- Child 3: It's grey and green. It can't fly, it can't jump, it can't run. It can walk and hide. It's a . . . (tortoise, No 1)
- Pupils listen again and you check together. Pupils read the note and guess the pet (dog, No 5)

### Speaking

Pupils make up 'notes' – riddles about the other animals in the shelter, not saying which animals it is: *It's little. It's orange. It can't walk, It can swim (It's a goldfish, No 6).*

### Project preparation (PB, ex. 2)

Explain that in the next lesson you are going to have a pet exhibition. Pupils draw a pet (real or imaginary) and prepare a story about it. Use ex. 2 as a model.

### 3. Moving activity

Song 'Can you fly like a parrot?'

### 4. Workbook activities



#### Ex. 1

First pupils work with the cutout pictures.

T: *How many pets are there? Show me a puppy/a kitten/a dog/a budgie. Show me a cook/a vet/a*

*pupil/a model.* Pupils open their WB and put the pictures in the right places.

➔ **Key:** 1C, 2A, 3D, 4B

Pupils listen to the text and point to the corresponding pictures.

### Shared reading

Read the texts together with pupils.



#### Ex. 2

Tapescript

*It's a dog. It's black and white. It can't dance. It can't sing. It can run and jump.*

#### Ex. 3

Pupils match the colours to the palette, pets to the cage and verbs to the stadium.

### 5. Round-up

Ask each pupil what pet he/she is going to draw.  
T: *What are you going to draw?* P: *A puppy.* Etc.

## LESSON 7. WHAT PET HAVE YOU GOT?

|  |                   |  |
|--|-------------------|--|
| <b>Aim</b><br>To practise speaking and reading skills. | <b>Vocabulary</b> | <b>Grammar</b>                           |
| <b>Pronunciation and phonics</b>                       | <b>Recycling</b>  | <b>You will need</b><br>Pupils' projects |

### 1. Warm-up

- Chant 'I want a pet!'



### 4. Boardgame

Play in the same way as in unit 1, lesson 9.

### 2. Project presentation

Collect the projects before the lesson, stick them to the board and write the numbers. Pupils in turn describe their pets without pointing to them. P: *I've got a hamster. It's black and white. It can walk, run and hide. It can't swim and fly.* The rest of the class listen and guess: *Number 4*, etc.

### 5. Workbook activities

#### Ex. 2

➔ **Key:** 1 – grey, 2 – dog, 3 – walk, 4 – budgie, 5 – frog, 6 – swim, 7 – mouse, 8 – hamster.  
Draw: goldfish.

### 3. Moving activity

Song 'Can you fly like a parrot?'

### 6. Round-up

T: *What's your favourite pet?*

# UNIT 3. FRIENDS

By the end of the unit pupils will be able to:

- get acquainted

**Model:** P1: Hello! How are you?  
 P2: I'm fine, thanks, How are you?  
 P1: I'm OK. What's your name?  
 P2: My name's *Steve*. What's your name?  
 P1: My name's *Pavel*. How old are you?  
 P2: I'm 7. How old are you?  
 P1: I'm 8. Where are you from?  
 P2: I'm from *Britain*. Where are you from?  
 P1: I'm from *Belarus*.

- talk about possessions

**Model:** This is my friend. He's got a *cat* and a *budgie*.  
 He hasn't got a *rat*.

- describe people and pets

**Model:** This is my friend *Lisa*. She's got *brown* eyes. She's got *brown* hair. She's got a mum. Her name's *Lena*. She's a *doctor*. She's got a *brother*. His name's *Misha*. He's a *pupil*. *Lisa* can *sing* and *dance*. She's got a *cat*. It's *big*. It's *funny*. *Lisa* is a good friend.

- speak about preferences

**Model:** T: What's your favourite pet? P: *A cat*.  
 T: What's your favourite colour? P: *Blue*.

- spell the words: cat, rat, dad, pig, sad, happy, granny, rabbit, dog, frog

## LESSON 1. A NEW FRIEND

|   |  |  |
|---|--|--|
| <p><b>Aim</b><br/>To practise vocabulary and grammar</p>  | <p><b>Vocabulary</b><br/>friend</p>  | <p><b>Grammar</b><br/>Where are you from?<br/>I'm from <i>Britain</i>.</p> |
| <p><b>Pronunciation and phonics</b><br/>Sounds: [w], [h], [ð]<br/>Intonation: <i>wh</i>-questions</p> | <p><b>Recycling</b><br/>How are you? I'm fine, thank you. How old are you? I'm 7.<br/>What's your name? My name's <i>Helen</i>.<br/>Countries, numbers</p> | <p><b>You will need</b><br/>Toys</p>                                       |



## 1. Warm-up

T: *Hello! How are you?* P: *I'm fine, thank you. /I'm OK. T: I've got something in the Magic Box. What is it?* P: *Is it a dog? Is it a cat?*

When pupils have guessed, take the toy out of the Magic Box (e.g. a mouse). Mouse: *Hello, friends!*

## 2. Vocabulary and grammar practice

Mouse: *What's your name?*(to every pupil)

P: *My name's Katya.* Etc. Draw a question mark on the board: *Question. Ask the mouse.* Show with a gesture that pupils should ask the mouse: *What's your name?* T: *My name's Rita. How old are you?* Ask every pupil. P: *I'm 7.* Encourage pupils to ask Rita: *How old are you?* T: *Where are you from?* P: *I'm from Belarus.* Then pupils ask the mouse. Mouse: *I'm from America.*

### Pronunciation

[w] – *What's your name? Where are you from?*

[h] – *How old are you?*

### Practice

The mouse has come with her friends. She introduces them: *This is my friend.* Pupils ask them the questions: *What's your name? Where are you from? How old are you?* Then they introduce their neighbours to the toys: *This is my friend Vanya.*

### Reading the structures

Write the questions and jumbled answers on the board:

|                     |                   |
|---------------------|-------------------|
| What's your name?   | I'm fine, thanks. |
| How are you?        | I'm 5.            |
| Where are you from? | My name's Rita.   |
| How old are you?    | I'm from America. |

Give pupils time to match and then ask them to match questions and answers on the board.

## 3. Listening and reading (PB, ex. 1)

### Pre-listening

T: *Look at the picture. Who can you see?*

P: *A girl and a boy. Steve and Lisa.* Write their names on the board and draw cakes under them and question marks. *How old is Steve? How old is Lisa?*

### While-listening

Pupils listen and follow the lines of the dialogue.

### Shared reading

2 groups: group 1 – Steve, group 2 – Lisa.

## 4. Song 'The more we get together' (PB, ex. 2)

T: *Listen. What's the song about?*

Go through the words together and make sure pupils understand the song.

## Pronunciation

T: (back chain) [ð] – *together, get together, we get together, the more we get together.*

*Be, we'll be, the happier we'll be.*

*The more we get together, the happier we'll be.*

Every time practise in chorus and then individually.

T (train): *For my friend is your friend, and your friend is my friend.*

Pronounce this phrase slowly together and then again, gaining speed, like a train, then very fast and then slowing down.

Read the song together and then sing it with body movements: *The more we get together* – pupils put their hands up together. *Your friend* – point to a friend. *My friend* – point to themselves.

## 5. Moving activity (Two lines)

Say that pupils are from different countries and don't know each other. Hand out the cards, e.g.:

|                     |
|---------------------|
| Tom<br>10<br>Africa |
|---------------------|

|                      |
|----------------------|
| Dima<br>5<br>Belarus |
|----------------------|

Pupils stand in two lines opposite each other. When you signal: *Start!* they have conversations, similar to the one in the PB. The questions on the board from the previous exercise will help them. After one round, pupils in one line make one step to the right, and pupils in the other line stay where they are and they have another conversation.

## 6. Workbook activities

### Ex.1 A, B

In 1A look at the pictures together with pupils: *How many pictures? Picture 1: a boy and a girl. Listen and number.*

### Tapescript

1. Boy : *What's your name?*

Boy: *My name's Sam.*

2. Boy: *How are you?*

Girl: *I'm fine, thank you.*

3. Girl: *Where are you from?*

Girl: *I'm from Africa.*

4. Girl: *How old are you?*

Boy: *I'm 4.*

Key: 

|   |   |
|---|---|
| 2 | 3 |
| 1 | 4 |

In 1B pupils write numbers of the pictures from 1A, corresponding to the texts.

## 7. Round-up

T: *Let's say goodbye to our new friend Rita.*

Ps: *Goodbye, Rita!*

Mouse: *Goodbye, friends! Thank you very much.*

# LESSON 2. HAVE YOU GOT A FRIEND?

|  |  |  |
|--|--|--|
| <b>Aim</b><br>To present and practise new vocabulary and grammar.        | <b>Vocabulary</b><br>kind, nice, good  | <b>Grammar</b><br>He's/She's 8. He's/She's from <i>Belarus</i> . He's/She's a good friend. |
| <b>Pronunciation and phonics</b><br>Intonation: <i>yes/ no</i> questions | <b>Recycling</b><br>Have you got a friend? Yes, I have./No, I haven't. Family, pets. He, she. This is <i>Rod</i> . | <b>You will need</b><br>A toy, a picture of an animal<br>Flashcards of family              |

## 1. Warm-up

- Song 'The more we get together'

## 2. Vocabulary presentation and practice

Take the same toy which you brought for the previous lesson (e.g. *Rita the Mouse*).

Mouse: *Hello, friends!* Ps: *Hello, Rita!*

Mouse: *How are you?* Ps: *Fine, thank you.*

Say that pupils don't know anything about Rita's family. Invite them to ask her questions.

P: *Have you got a mum?* Mouse: *Yes, I have.*

P: *Have you got an uncle?* Mouse: *No, I haven't, etc.*

T: *Now Rita wants to ask you about your families: Have you got a brother? Have you got a cousin? Etc.*

T: *Rita, have you got a friend?* Mouse: *Yes, I have.*

Take the picture of Rita's friend. (e.g. a hamster.)  
Mouse: *Look! This is my friend. His name's Billy. He's 4. He's from America. He's nice. He's kind. He's a good friend.*

Check pupils' understanding by translation.

T: *Repeat after me. He's nice. He's kind. He's a good friend.*

## 3. Chant 'Have you got a friend?' (PB, ex.1)

T: *Who can you see?* P: *Steve and Pavel.*

T: *Listen and read.*

### Pronunciation

Say the sentences from the chant and ask pupils to put their hands up if the voice goes up: *Have you got a brother?* ↗ *No, I haven't.* (children don't put their hands up). You ask the question and pupils answer. Then divide them into 2 groups (questions and answers).

### Shared reading

2 groups: group 1 asks questions, group 2 answers them.

## 4. Listening and reading (PB, ex.2)

T: *Who can you see?* P: *Two girls and two boys.* Write their names on the board and put question marks next to them.

T: *How old is Tina? How old is Betty? How old is Sasha? How old is Rod? Listen.*

T: *Listen and read. Where are they from?*

### Shared reading

4 groups: group 1 reads about Tina, group 2 – about Betty, group 3 – about Sasha, group 4 – about Rod.

### Practice

Pupils come to the board and introduce their friends: *This is my friend Masha. She's nice. She's kind. She's a good friend.*

## 5. Moving activity (Chinese whispers)

T: *Make up two lines.* Ask two first pupils from each line to come to you and whisper them a sentence, e.g. '*She's kind.*' or '*He's from Britain.*' The pupils run to their lines and whisper the sentences to the next pupils and so on. The last pupils should shout out the sentence. Repeat the procedure several times.

## 6. Workbook activities

### Ex. 1

T: *Listen and tick or cross.*

#### Tapescript

Interviewer: Hello, Ellie. How many pets have you got?  
Ellie: Three.

Interviewer: Have you got a mouse?

Ellie: No, I haven't.

Interviewer: Have you got a snake?

Ellie: No, I haven't.

Interviewer: Have you got a puppy?

Ellie: Yes, I have.

Interviewer: Have you got a kitten?

Ellie: No, I haven't.

Interviewer: Have you got a hamster?

Ellie: Yes, I have.

Interviewer: Have you got a goldfish?

Ellie: Yes, I have.

### Ex. 2

T: *Write the letters.*

### Tapescript

This is my cousin. His name's Robert. He's from Britain. He's kind. He's a good friend.

T: *Listen and check.*

### 7. Round-up

Chant 'Have you got a friend?'

## LESSON 3. I'M HAPPY

|  |  |  |
|--|--|--|
| <b>Aim</b><br>To present and practise new vocabulary.                | <b>Vocabulary</b><br>funny, bad, happy, tired, angry, sad, big, little | <b>Grammar</b><br>He's/She's 8. He's/She's from <i>Belarus</i> . He's/She's a good friend. |
| <b>Pronunciation and phonics</b><br>Letter secrets: a = [æ], y = [ɪ] | <b>Recycling</b><br>I'm <i>happy</i> . He's <i>tired</i> .             | <b>You will need</b><br>Flashcards of the adjectives                                       |

### 1. Warm-up

- Song 'The more we get together.'
- Chant 'Have you got a friend?'

T: *Have you got a friend? What's his/her name?*

### 2. Vocabulary presentation and practice

#### Presentation

Take the flashcards of adjectives and show them to pupils.

T: *Look! Today we've got new friends. **Happy, funny, tired, angry, sad, bad, big, little.** Repeat after me.*

Use gestures to accompany every word. Invent them yourself but stick to the same gestures every time you go through this with pupils.

#### Practice

Hand out the flashcards. Then say the adjectives and pupils should stand up if they hear their word.

T: *Happy! Sad! Etc.*

Collect the flashcards. T: *Happy, come to me. Thank you. Sad, come to me. Thank you.*

#### Sight reading of all the adjectives

### 3. Listening and reading (PB, ex. 1)

T: *How many friends can you see? P: 10.*

T: *Listen and point to the pictures.*

T: *Listen and read.*

#### Shared reading

10 groups: 10 adjectives.

### 4. Song 'If you're happy' (PB, ex. 2)

Read the song to pupils and show the movements. Then pupils listen to the song and look at the pictures.

### 5. Moving activity

T: *Make up a circle. Sing the song 'If you're happy.'*

### 6. Letter secrets (PB, ex. 3)

a = [æ]      A sad cat.

Take the flashcard with the funny phrase: *What's this? A cat. Is it happy? No, it's sad. A sad cat.*

Pupils pronounce the phrase fast, slowly, etc. *Listen. Sad, happy, bad. What's the common sound? What's the common letter? The letter 'a', the sound [æ].*

y = [ɪ]      A funny puppy.

Introduce this secret in the same way as above.

### 7. Workbook activities

#### Ex. 1

T: *Write the letters.*

#### Tapescript

A: *A sad cat.*

*A funny puppy.*

B: *This is my granny. Her name's Nelly. This is her puppy.*

*It's funny. My granny is happy.*

T: *Listen and check.*

#### Ex. 2

T: *Cat, rat — rhyming words. Cat — hamster — not rhyming words. Circle 'rat'. Circle the rhyming words.*

### 8. Round-up

Song 'If you're happy'

## LESSON 4. HE'S GOT GREEN HAIR!

|   |   |   |
|---|---|---|
| <b>Aim</b><br>To present and practise vocabulary and grammar. | <b>Vocabulary</b><br>hair, eyes, blond, magician* | <b>Grammar</b><br>He's/She's got <i>blue</i> eyes.<br>He's/She's got <i>blond</i> hair. |
| <b>Pronunciation and phonics</b>                              | <b>Recycling</b><br>Colours, pets, adjectives     | <b>You will need</b><br>Flashcards of colours, pets and adjectives, photographs         |

### 1. Warm-up

T: *Are you happy? Sad? Tired? Angry?*

P: *Yes, I am./No, I'm not.*

- Song 'If you're happy'
- Sight reading of the words and funny phrases

### 2. Vocabulary and grammar practice

Take 5 photographs of men (boys), arrange them on the board and write numbers next to them. Describe one man: **He's got blue eyes. He's got black hair. He's kind. What number?**

Pupils guess and then they describe the man again together with you. Write one of the descriptions on the board and ask pupils to guess the number. Do the same with 5 photos of women (girls). Then focus pupils' attention on the written descriptions and ask them to underline separate words: *Underline the word 'hair'*. Etc.

### 3. Cartoon (PB, ex.1)

T: *Who can you see? Listen. What happened?*

#### Shared reading

3 groups: 1 – Maggie, 2 – Steve, 3 – magician.

### 4. Moving activity

Ask pupils to stand up if they hear a sentence about them. T: *You've got blond hair. You've got green eyes.* Etc.

### 5. Reading the structure

The target structures: 'He's got a *cat*' and 'She's got a *dog*'.

### 6. Workbook activities

#### Ex. 1

T: *Listen and number.*

Tapescript

(Maggie and Steve in the magician's van.)

Wow! Look! He's got a guinea-pig! He's got a rabbit!  
He's got a hamster! He's got a goldfish! He's got a kitten!  
He's got a puppy!

### 7. Round-up

Song 'If you're happy'

## LESSON 5. HE HASN'T GOT A CAT

|  |   |   |
|--|---|---|
| <b>Aim</b><br>To present and practise new grammar.         | <b>Vocabulary</b>                             | <b>Grammar</b><br>He/She hasn't got a <i>rabbit</i> .<br>Has he/she got a <i>rabbit</i> ? |
| <b>Pronunciation and phonics</b><br>Letter secret: h = [h] | <b>Recycling</b><br>Colours, pets, adjectives | <b>You will need</b><br>Flashcards of pets and adjectives, Pavel                          |

### 1. Warm-up

- Song 'If you're happy.'
- Sight reading of vocabulary and
- Structure revision

Take pictures or photos/pictures of 2 boys and 2 girls. Arrange them on the board and write their names under the pictures. Describe the pictures '*He's got green eyes. He's got blond hair*' and pupils guess the names. Arrange the flashcards of pets

next to the photos and pupils says together what pets the children have got: *She's got a hamster.* Etc.

*Happy, hamster, hippo. What's the first sound? [h] What's the first letter? 'h'.*

## 2. Grammar presentation and practice

Invite a boy to the board and ask him to take one flashcard of a pet. Stand with your back to the board so that you can't see the boy. Ask the class *'Has he got a budgie?'* Etc. Ps: *No, he hasn't./Yes, he has.* After some time practise saying the question together and ask a pupil to take your role. Repeat the procedure with girls.

Then invite P1 to guess and P2 to take a pet and say that you will now say which pets P2 hasn't got: *He hasn't got a puppy.* Etc. P1 has to guess the pet. Then practise the negative structure together and ask pupils to help to guess by saying which pets P2 hasn't got.

## 3. Chant 'Has he got a cat?' (PB, ex. 1)

Take the flashcard of Pavel but don't show it to the class. T: *This is my friend. He's got blue eyes. He's got blond hair. Who is it?* Ps: *Pavel.* Ask questions, e.g. *Has he got a cat?* taking up the flashcards of a cat, a rat, a dog, and a frog. T: *What pet has Pavel got? Listen and say.*

T: *Listen again and read.*

### Shared reading

4 groups correspond to the numbers in the book. All the 4 groups read the last verse about the budgie together.

## 4. Letter secrets (PB, ex. 2)

h = [h]                      A happy hamster.

Take the flashcard of the funny phrase. *What's this? A hamster. Is it happy? Yes. A happy hamster. Listen.*

## 5. Reading the structure

The target structures: 'He hasn't got a *cat*', 'She hasn't got a *dog*.'

## 6. Moving activity (Train)

T: *Stand up! Make up a line. You are a train. Repeat after me. He hasn't got a snake.*

Pupils imitate the train sound, repeating the phrase several times each time gathering the speed. Repeat the procedure with other sentences, e.g. *'She hasn't got a brother.'*, *'He hasn't got a budgie.'* Etc.

## 7. Workbook activities

### Ex. 1

Tapescript  
A happy hamster.

### Ex. 2

T: *Listen. Tick or cross.*

Tapescript

- This is Liz. She's got a parrot. She's got a dog. She hasn't got a rabbit. She's got a rat. She hasn't got a guinea-pig.
- This is Bob. He hasn't got a snake. He's got a tortoise. He hasn't got a budgie. He's got a cat. He's got a goldfish.

## 8. Round-up

Rhyme 'Has he got a cat?'

# LESSON 6. MAKE A BOOK

| Aim  | Vocabulary  | Grammar                                    |
|--|---|--|
| To present and practise new vocabulary and grammar | Very well   |  |
| Pronunciation and phonics                          | Recycling   | You will need                              |
| Sounds: [v], [w]                                   | Colours, pets, family, verbs<br>He can <i>swim</i> very well. | Flashcards of colours, pets, family, verbs |



## 1. Warm-up

- Rhyme 'Has he got a cat?'
- Sight reading of the words and funny phrases

## 2. Vocabulary presentation and practice

### Presentation

Invite a boy to the board. T: *Jump! You can jump.* (Show to the pupil that you want him to jump higher.) *You can jump very well!* (Support the meaning with stronger voice and a thumb-up gesture.)

Invite a girl and ask her to run and then encourage her to run faster: *She can run very well!*

### Pronunciation

[v], – *very, very, very.* [w] – *well, well, well.* *Very well, He can sing very well. She can dance very well.*

### Practice

T: *Stand up! You can run. You can run very well! You can jump. You can jump very well!*

Pupils perform the actions.

T: *What can you do very well?*

P: *I can swim very well. I can run very well. I can sing and dance very well.* Etc.

## 3. Listening and reading (PB, ex. 1)

T: *Who can you see?* P: *Pavel.*

T: *He's got a book about his friend. Listen. Has Lisa got a pet?*

T: *What's her name? Where's she from? How old is she? What colour eyes has she got? What colour hair has she got? What family has she got? What can she do very well?*

### Shared reading

6 groups – 6 pages in Pavel's book.

### Project preparation

Explain to pupils that at home they should prepare a project about their friends like a book about Lisa. They need to take an A4 page and cut it in two. Then they fold the two pieces so that they make a small book. Write the title 'My friend' on the cover and, showing a real book, say that they can decorate the cover, write the name of the author and the year of publishing on the cover. Then number the six pages (the seventh page may have the information about the author or the price). Refer pupils to the pages in Pavel's book and say that they need to write similar information about their friends and draw or stick pictures.

## 4. Words to remember (PB, ex. 2)

Pupils are supposed to be able to write the words from this exercise as they hear them.

Write the following words on the board and miss the vowel letters in them. Give pupils time to guess the letters and then ask them to come to the board and complete the words.

C\_t, r\_t (the letter 'a')  
p\_g (the letter 'i')  
D\_g, fr\_g (the letter 'o')  
D\_d, s\_d (the letter 'a')

Jumble the letters in the following words on the board:

pyaph (happy), nnargy (granny), bitrab (rabbit)

Ask pupils to guess the words and write them on the board.

If you have enough time, ask pupils to rub out the words you dictate. After that pupils open their exercise-books and write all the words. Invite one pupil to the board and teach pupils to hear the sounds: *dad*, [d-æ-d]. *Write.* Etc. If you have no time, just ask them to copy the words.

## 5. Moving activity (Listen and do)

Divide the class into two teams. Ask one pupil to come to the board and show to his team what he can do very well. The team should guess and say the correct sentence, e.g. *He can swim very well.* If the sentence is correct, the team gets a point. Repeat the procedure with the other team.

## 6. Workbook activities

### Ex. 1

T: *Listen. Tick or cross.*

Tapescript

1. *He can sing very well.*
2. *He can jump very well.*
3. *He can swim very well.*
4. *She can run very well.*

### Ex. 3

T: *Write.*

Tapescript

This is my friend. His name's Jerry. He's from Britain. He's got green eyes. He's got long hair. He can sing very well. He's got a mum, a dad and a little brother. He's got a hamster. It's funny.

T: *Listen and check.*



**Ex. 5**

➔ **Key:** 1 – doctor, 2 – good, 3 – parrot, 4 – little, 5 – mouse, 6 – driver, 7 – sad, 8 – tired. Draw: tortoise.

**7. Round-up**

Remind pupils to make a book about their friends and be prepared to write the words from PB, ex. 1. Song ‘The more we get together’

**LESSON 7. QUESTIONS FROM PETER THE PARROT**

|  |                   |  |
|--|-------------------|--|
| <b>Aim</b><br>To develop speaking skills | <b>Vocabulary</b> | <b>Grammar</b>   |
| <b>Pronunciation and phonics</b>         | <b>Recycling</b>  | <b>You will need</b><br>Flashcards of colours, pets, family, verbs, a dice, counters |

**1. Warm-up**

- Song ‘The more we get together’
- Chant ‘Have you got a friend?’
- Rhyme ‘Has he got a cat?’

**2. Project presentation**

Pupils show their books and tell the class about their friends. After the presentation pupils say whose book they like best.

**3. Moving activity**

Song ‘If you’re happy’

**4. Question game (PB, ex.1)**

Divide the class into two teams. Each team puts a counter on the start point. Take a dice. Pupils throw the dice in turn. They move their counter according to the result on the dice. Then one pupil from the team reads the question written in the square and answers it. The first team to get the finish point is the winner.

**5. Workbook activities****Ex. 1 (Dictation)**

T: *Dictation. Open your exercise-books.*

Dictate the text yourself. The first time pupils listen to the story and follow the lines in the WB. Then read a sentence and then a word for pupils to be able to write it. Use the recording at the end of the dictation for pupils to check.

*Tapescript*

Hello! My name's Sam. I'm from America. I've got a **big** family. I've got a mum, a **dad**, a **granny** and a granddad. I've got a **dog**. He's big. I'm **happy**.

**Ex. 2**

T: *Play ‘Bingo’. Round 1.* Pupils tick 4 words. T: (taking out a flashcard) *Who's got ‘a sister’?* Pupils who have ticked this word say: *I have!* and circle the tick. The first pupil who has circled all his/her ticks, shouts *Bingo!* Do rounds 2, 3 and 4 in the same way.

**6. Round-up**

T: *Are you happy?* Ps: *Yes!*

# UNIT 4. FOOD

By the end of the unit pupils will be able to:

- express their likes and dislikes

**Model 1:** I like *apples*. Yummy! I don't like *lemons*. My mum likes *pizza*. She doesn't like *fish*. My pet likes *meat*. It doesn't like *orange juice*.

**Model 2:** P1: Do you like *cheese*?

P2: Yes, I do./No, I don't.

P1: Does your friend like *jelly*?

P2: Yes, he does./No, he doesn't.

- talk about possessions

**Model:** I've got some *apples*, some *milk* and some *cake*. I haven't got any *meat*.

- order a meal

**Model:** P1(waiter): Hello!

P2 (visitor): Hello! Can I have some *ice-cream*?

P1(waiter): *Ice-cream*, please.

P3(cook): Here you are.

P1(waiter): Here you are.

P2 (visitor): Thank you.

- spell the words: like, milk, cake, name, snake, jam, baby

## LESSON 1. I LIKE TEA

|   |  |  |
|---|--|--|
| <b>Aim</b><br>To present and practise new vocabulary and grammar                            | <b>Vocabulary</b><br>pizza, eggs, yoghurt, jam, bread, coffee, tea, juice, eat, drink, yummy, hungry | <b>Grammar</b><br>I like <i>tea</i> .<br>I don't like <i>coffee</i> .                |
| <b>Pronunciation and phonics</b><br>Sounds: [dʒ], [əʊ]<br>Letter secrets: y = [j], j = [dʒ] | <b>Recycling</b>   | <b>You will need</b><br>Flashcards of foods<br>Flashcards of letter secrets<br>A toy |

### 1. Warm-up

T: Are you happy? Are you tired? Are you **hungry**? (show with a gesture). I've got something in the Magic Box. Guess what it is (a mouse). The mouse is sad. It's hungry. Let's feed the mouse.

### 2. Vocabulary and grammar presentation and practice

#### Presentation

Take the flashcards of **pizza, bread, jam, eggs, coffee, tea, juice, yoghurt**, show them to pupils and

ask them to name the food. Put the flashcards on the board. Repeat the words together recapping them. Then speak to the mouse: *Do you like bread?* Mouse: *Yes, I do. Do you like coffee?* Mouse: *No, I don't.* Etc. Put the flashcards of 'eat' and 'drink' on the board so that they can start 2 columns. Take one flashcard: *Pizza? Do we eat pizza or drink pizza? (Eat or drink?) Eat.* Put it into 'eat' column. Etc.

### Pronunciation

[dʒ] – *jam, juice.*  
[əʊ] – *don't, No, I don't.*

### Sight reading of the vocabulary Practice

T: *I like jam. Yummy! Do you like jam?*  
P: *Yes, I do./No, I don't.*  
Do the same with the other words. Write 'I like... I don't like ...' on the board and ask pupils to say in pairs what they like and don't like.

### 3. Cartoon (PB, ex.1)

T: *Who can you see?* P: *Steve and Maggie.* T: *What food can you see?* P: *Jam, pizza, bread, eggs, coffee, tea, juice.* T: *Listen and point. What happened to Steve and Maggie.*

### Shared reading

4 groups: 1 – Maggie, 2 – Steve, 3 – Jam, 4 – Juice.

### 4. Moving activity (Paper ball)

Crumple a piece of paper to make a ball. Throw it to different pupils and name foods and not foods. Pupils are supposed to catch the ball only if you name food and say: *I like jam.* Etc. If it is not food, pupils should stand still.

### 5. Letter secrets (PB, ex. 2)

y = [j] Yoghurt is yummy.

Show the flashcard of the funny phrase. *What's this? Yoghurt. Do you like yoghurt? Yoghurt is jummy.* Pupils repeat it, then say it in a loud, quiet, happy voice. *Listen. Yummy, yoghurt. What's the common first sound? [j] Write the words. What's the first letter? 'Yy'. The letter 'y', the sound [j]. This is the secret of the letter 'y'. Do you know other words with this secret? Yes, yellow, you, yuck.*

j = [dʒ] Jam and juice.

Show the flashcard of the funny phrase. *What's this? Jam. Juice. Do you like jam? Do you like juice? Jam and juice!* Pupils repeat it, then say it slowly, quickly, in whisper. *Listen. Jam, juice. What's the first sound? [dʒ] Write the words. What's the first letter? 'j'. The letter 'j', the sound [dʒ]. This is the secret of the letter 'j'. Do you know other words with this secret? Jump, jelly, job, Janet.*

### 6. Workbook activities

#### Ex. 1

T: Write.

Tapescript

- A. Yoghurt is yummy.  
Jam and juice.  
B. This is yellow jam. This is yellow yoghurt. This is yellow juice.

T: *Listen and check.*

#### Ex. 2

T: *Listen. Tick or cross.*

Tapescript

Hello! My name's Alex. I like tea. I like eggs. I like pizza. I like bread. I don't like coffee.

### 7. Round-up

T: *What's your favourite food?*  
P: *Pizza! Yoghurt! Sweets! Etc.*

## LESSON 2. DO YOU LIKE CARROTS?

| Aim   | Vocabulary   | Grammar  |
|---|--|--|
| To present and practise new vocabulary and grammar  | cucumbers, tomatoes, potatoes, carrots, oranges, apples, bananas, lemons | Do you like <i>apples</i> ? Yes, I do. No, I don't. The articles 'a' and 'an'. Plurals         |
| <b>Pronunciation and phonics</b><br>Intonation: <i>yes/no</i> questions<br>Linking: potatoes <u>and</u> tomatoes<br>Letter secrets: c = [k] | <b>Recycling</b><br>Foods  | <b>You will need</b><br>Flashcards of foods<br>Flashcards of letter secrets<br>Alphabet poster |

## 1. Warm-up

- Revise the alphabet using the poster
- Sight reading of the vocabulary and funny phrases
- Letter game

Put the flashcards of food from Lesson 1 on the board.

T: *One, two, three, oh, I see,*

Something yummy beginning with 't'.

P: *Tea!* Repeat the procedure with letters 'b' (bread), 'p' (pizza), 'j' (jam, juice), 'c' (coffee).

## 2. Vocabulary and grammar presentation and practice

### Presentation

T: *Today Rita is sad, She's hungry! Look! I've got something yummy in the box.* Take the flashcards of fruit and vegetables out of the Magic Box: **Apples! Bananas! Oranges! Lemons! Potatoes! Carrots! Tomatoes! Cucumbers!**

### Sight reading of the words

#### Practice

T: *Do you like carrots?* P: *Yes, I do./ No, I don't.* T: *Do you like cucumbers?* Etc.

Write: 'I like... I don't like ...' on the board and pupils say in pairs which of new foods they like or dislike.

### Pronunciation

Draw pupils' attention to the rising intonation in the questions: *Do you like apples? Tomatoes.* Ps: *Do you like tomatoes?* Etc. Show the rising tone with your hand.

### Grammar practice

Invite pupils to guess what fruit and vegetables you like. P: *Do you like apples?* T: *Yes, I do./No, I don't.* Etc.

## 3. Chant 'Do you like carrots?' (PB, ex. 1)

T: *What food can you see in the pictures? Listen to the chant. Does the girl like carrots? Does the boy like lemons?*

T: *Listen to the chant again.* Pupils follow the lines and join in the chant, saying: *Yes, I do./No, I don't.*

### Pronunciation

Potatoes and tomatoes [pə'teɪtəʊzəntə'mɑ:təʊz]  
Show pairs of pictures and pupils arrange them into combinations, e.g. cucumbers and carrots.

### Learning the chant

The teacher says the first two lines, one group says the questions and the other group says the answers.

## Shared reading

2 groups: group 1 asks the questions, group 2 answers the questions. Verses 1 and 3 are read together.

## 4. Play a game (PB, ex. 2)

Read the names of the children together and check: *What does Liz like?* Ps: *Bananas.* Draw the beginning of the table on the board: 'Do you like ... oranges? *Cucumbers.*' Ps: *Do you like cucumbers?* T: *I'm not your teacher now. I'm ... Secret! Guess! Ask me questions.* Pupils ask: *Do you like lemons?* etc. until they guess. Then pupils play in pairs.

## 5. Moving activity (Interview)

Hand out the flashcards of food to pupils and give each of them a small piece of paper. Say that you would like to know what the class's favourite food is. Ask pupils to stand up. Each pupil should ask the rest of the class if they like the food in his flashcard. P1: *Do you like carrots?* P2: *Yes, I do./No, I don't.* If other pupils say 'Yes, I do.', he/she puts a tick on his/her piece of paper. If other pupils say 'No, I don't.', he/she writes nothing. Then sum up.

T: *Petya! How many pupils like carrots?*

P1: *Five!* Put the flashcard of 'carrots' on the board and write the number 5 next to it.

Repeat the procedure with other foods. Look at the numbers and sum up. T: e.g. *I see you like bananas, oranges and tomatoes most of all.*

## 6. Letter secrets (PB, ex. 3)

|         |                                     |
|---------|-------------------------------------|
| c = [k] | Cucumbers and carrots for the cook. |
|---------|-------------------------------------|

Show the flashcard of the funny phrase. *Who's this? A cook. Does he like cucumbers? Yes, he does. Does he like carrots? Yes, he does.* Show the funny phrase. *Cucumbers and carrots for the cook!* Pupils repeat it, then say it slowly, quickly, in whisper. *Listen: cucumbers, carrots, cook. What's the common sound? [k] Write the words. What's the first letter? 'c'. The letter 'c', the sound [k]. This is the secret of the letter 'c'. Do you know other words with this secret? Doctor, cat, uncle, America, Africa.*

## 7. Workbook activities

### Ex.1

T: *Write.*

Tapescript

A: *Cucumbers and carrots for the cook.*

B: *This is my uncle. He's from America. He's a doctor. He's got a cat. It's black.*

T: *Listen and check.*

**Ex. 2**

T: *Listen and write.*

Tapescript

1) c- a- r- r- o- t- s, 2) o- r- a- n- g- e- s, 3) p- o- t- a- t- o- e- s, 4) l- e- m- o- n- s.

**Ex. 3**

Write two words on the board: *a carrot* and *an apple*. Ask pupils to say why 'lipuchka a' goes with *carrot*

and 'lipuchka an' with *apple*. Ask pupils to remember other words which go with 'lipuchka an': *an orange, an egg, an elephant*. Then ask them to do ex. 3.

T: *Which of the words go with 'a'? Which of the words go with 'an'?*

**8. Round-up**

T: *What's your favourite food?*

## LESSON 3. A SWEET PRINCESS

|   |  |   |
|---|--|---|
| <b>Aim</b><br>To present and practise new vocabulary and grammar.                                       | <b>Vocabulary</b><br>jelly, hot dog, chocolate, cake, ice-cream, sweets, fish, meat, milk, breakfast*, lunch*, dinner* | <b>Grammar</b><br>He/she likes <i>sweets</i> . He/she doesn't like <i>jelly</i> .                   |
| <b>Pronunciation and phonics</b><br>Sounds: long and short vowels<br>Letter secrets: i = [ai], a = [ei] | <b>Recycling</b><br>Foods<br>I, he, she, it  | <b>You will need</b><br>A toy (e.g. a puppy)<br>Flashcards of foods<br>Flashcards of letter secrets |

**1. Warm-up**

- Chant 'Do you like carrots?'
- Sight reading of the vocabulary and funny phrases
- Rhyming game

T: *You and me, you and me, I like coffee. You like ...*  
Ps: *Tea!*

T: *Yum, yum, yum, ham, ham, ham. I like milk and apple ...* Ps: *Jam!*

T: *Ten budgies, ten parrots. My rabbit likes ...*  
Ps: *Carrots!*

T: *I've got a friend. His name's Ted. I like pizza. He likes ...* Ps: *Bread!*

T: *Feet and legs, feet and legs. I can kick seven... ..*  
Ps: *Eggs!*

**2. Vocabulary presentation and practice****Presentation**

T: *Today is a sweet lesson.* Put the flashcards on the board, saying **jelly, chocolate, cake, ice-cream, sweets, fish, meat, milk, hot dogs** and recapping the vocabulary.

**Pronunciation and sight reading**

Read the vocabulary from the flashcards and ask pupils to put up their hands if they hear a long vowel. Then invite them to read all the words without pictures and check that they observe the length and shortness of the vowels.

**Practice**

T: *What do you like?* P1: *I like ice-cream.* P2: *I like jelly and sweets.*

**3. Grammar presentation and practice****Presentation**

Invite a boy and a girl to help you. *I* (pointing to yourself, *he* (to the boy), *she* (to the girl), *it* (to the toy.) Pupils join you with the gestures and words. Point to the boys, the girls and the toy in random and ask pupils to say *he, she* or *it*. Ask the boy: *Sasha, what do you like?*

P: *I like hot dogs.* T: *He likes hot dogs.* Encourage pupils to say what 'tail' got stuck to the word 'like'. Ask the pupil to point to the other flashcards of food which he likes. The rest of the class give their comments. P: *He likes tea. He likes juice.* Etc. Repeat the procedure with the girl.

Invite another boy to the board and ask him to point to the flashcards of food which he does not like. T: *He doesn't like coffee.* Ps: *He doesn't like milk. He doesn't like carrots.* Etc. Repeat the same procedure with the girl.

**Game 'Back to the board'**

Stand so that you can't see the flashcards. Ask a boy to go to the board and take one flashcard. That is the food he likes. Say: *He likes ice-cream.*



Ps: Yes/No. Repeat till you guess the word. Then a pupil takes your role. Repeat the procedure with a girl.

#### 4. Listening and reading (PB, ex. 1)

T: *What food can you see? Look at the girl. She's a sweet princess. What does she like? What doesn't she like? Listen to the story about the sweet princess and point to the pictures.*

##### Shared reading

2 groups: group 1 reads what the princess likes, group 2 reads what she doesn't like.

#### 5. Sweet princess's song (PB, ex. 2)

T: *What food can you see?*

P: *Ice-cream, chocolate, cake, jelly.*

Present the words *breakfast, lunch* and *dinner*, using the flashcards. Arrange them on the board and put question marks under each picture. Pupils listen to the song and answer the questions: *What's for breakfast? What's for lunch? What's for dinner?* Pupils answer the questions.

##### Pronunciation

T: *Breakfast, for breakfast, ice-cream for breakfast; lunch, for lunch, cake for lunch, chocolate cake for lunch; dinner, for dinner, jelly for dinner; much, very much, like it very much, I like it very much.*

#### 6. Moving activity

Divide the class into three groups: the *ice-cream* group, the *chocolate cake* group and the *jelly* group. Play the cassette with the sweet princess's song and ask pupils to sing it. When the pupils pronounce their group's word, they should stand up. Next time they should sit down.

#### 7. Letter secrets (PB, ex. 3)

i = [aɪ]      Mike likes ice-cream.

Show the flashcard of the funny phrase. *Who's this? Mike. Does he like ice-cream? Yes, he does. He likes*

*ice-cream.* Show the funny phrase. *'Mike likes ice-cream.'* Pupils repeat it, then say it slowly, quickly, in whisper. *Listen: Mike, likes, ice-cream. What's the common sound? [aɪ] Mike. How many sounds? [m-aɪ-k] three. Write the word. How many letters? Four. Why, three sounds, four letters? The letter 'e' – no sound, it's silent. What's the second letter? 'i'. The letter 'i', the sound [aɪ]. This is the secret of the letter 'i'. Do you know other words with this secret? Nice, fine, driver, pilot, white, hide.*

a = [eɪ]      Kate likes cake.

Show the flashcard of the funny phrase. *Who's this? Kate. Does she like cake? Yes, she does. She likes cake.* Show the funny phrase. *'Kate likes cake.'* Pupils repeat it, then say it slowly, quickly, in whisper. *Listen: Kate, cake. What's the common sound? [eɪ] cake. How many sounds? [k-eɪ-k] three. Write the word. How many letters? Four. Why, three sounds, four letters? The letter 'e' – no sound, it's silent. What's the second letter? 'a'. The letter 'a', the sound [eɪ]. This is the secret of the letter 'a'. Do you know other words with this secret? Snake, name, baby.*

#### 8. Workbook activities

##### Ex. 1

T: *Write.*

Tapescript

A: *Mike likes ice-cream. Kate likes cake.*

B: *My name's Mike. I've got a snake. It's nice. I like ice-cream. My snake likes cake.*

T: *Listen and check.*

##### Ex. 2

T: *Listen. Tick or cross.*

Tapescript

*This is Tanya. She likes jelly. She likes fish. She doesn't like hot dogs. She likes ice-cream. This is Misha. He likes meat and milk. He likes jam. He doesn't like coffee.*

#### 9. Round-up

Sweet princess's song

Ask pupils to cut out pictures (cutout 3) and bring them for the next lesson.



# LESSON 4. AT THE CAFE

|   |  |   |
|---|--|---|
| <b>Aim</b><br>To present and practise new vocabulary.         | <b>Vocabulary</b><br>porridge, pasta, sandwiches, soup, sausages, cheese, chicken, water         | <b>Grammar</b><br>Can I have some <i>pasta</i> ? Here you are. Thank you.       |
| <b>Pronunciation and phonics</b><br>Letter secrets: ch = [tʃ] | <b>Recycling</b><br>Foods. I like/don't like <i>tea</i> .<br>She likes/doesn't like <i>tea</i> . | <b>You will need</b><br>Flashcards of food and letter secrets, cut-out pictures |

## 1. Warm-up

- Sweet princess's song
- Sight reading of the vocabulary and funny phrases
- Rubbing out words

Write a funny phrase and read together. Rub out one word. Pupils read together and individually. Keep rubbing out the words till there is no phrase on the board and pupils 'read' it without visual support.

- Chain game

P1: *I like pizza.* P2: *Sveta likes pizza. I like apples.*

P3: *Vanya likes apples. I like tomatoes.* Etc.

## 2. Vocabulary presentation and practice

### Presentation

T: *Today we're going to the cafe. We've got a lot of food in our cafe.* Take the flashcards of food: **porridge, pasta, sandwiches, soup, sausages, cheese, chicken, water**, show and name them to pupils. They repeat after you and recap the vocabulary.

### Sight reading of the words

#### Practice

Shuffle the flashcards. Then name any food, e.g. *pasta*. Show the flashcards one by one. As soon as pupils see the flashcard of *pasta*, they should repeat the word. Repeat the procedure with the rest of the new words.

## 3. Listening (PB, ex. 1)

T: *Let's go to the cafe. Let's read. What's for breakfast? What's for lunch? What's for dinner? Listen. What food do the boys order at the cafe?*

### Tapescript

Steve: I'm hungry. Let's go to the cafe! Look! That's a menu. Breakfast: porridge, sandwiches, tea and coffee.

Bob: Lunch: soup, pasta, sausages, mineral water.

Rob: Dinner: cheese, chicken, potatoes, orange juice.

Yummy!

Waiter: Hello! What would you like?

Bob: Can I have some pasta, please?

Waiter: Anything else?

Pavel: Can I have some sausages, please?

Waiter: Sure.

Rob: Can I have some chicken, please?

Waiter: OK, pasta, sausages and chicken..

Boys: That's right.

Pupils answer the question.

## 4. Reading (PB, ex. 2)

Pupils read and match the pictures to the texts. Write '1 - ?, 2 - ?, 3 - ?' on the board. Pupils are supposed to give names to the numbers.

➤ **Key:** 1 - Rob, 2 - Pavel, 3 - Bob.

### Shared reading

3 groups: Bob, Rob and Pavel.

## 5. Moving activity (At the cafe)

Ask two pupils to come to the board and to be waiters. Ask other two pupils to be cooks. The rest of the class are visitors. Put all the flashcards of food on the board or on the table. Visitors should order the meal.

Waiter: *Hello!*

Visitor: *Hello! Can I have some ice-cream?*

Waiter to cook: *Ice-cream, please.*

Cook: *Here you are.*

Waiter to visitor: *Here you are.*

Visitor: *Thank you.*

If you have time, you can ask other pupils to be waiters and cooks.

## 6. Letter secrets (PB, ex. 3)

ch = [tʃ] Chocolate chickens.

T: *What can you see? Chickens. Look, chocolate chickens. Pupils repeat the phrase in different voices.*

Chocolate chickens. What's the common sound? [tʃ] Listen. Cheese. How many sounds? [tʃ-i:-z ] three. How many letters? Six. Why? The letters 'ch' give the sound' [tʃ] . What other words do you know with this secret? Chicken, teacher.

Ask the questions: How old is Kate? What does she like? What does her mum like? Etc.

### Shared reading

Different groups read different texts.



### Ex. 3

Tapescript

Chocolate chickens.

## 7. Workbook activities



### Ex. 1

Pupils work with the cut-out pictures. T: Show me the picture of 'mum', 'dad', etc. Pupils read the texts and put the pictures in the right places. Then they listen to the cassette and check.

➔ Key: 1B, 2E, 3C, 4A, 5D.

## 8. Round-up

T: What sandwiches do you like? P1: I like cheese sandwiches. P2: I like sausage sandwiches. Etc.

# LESSON 5. I'M HUNGRY

|   |  |  |
|---|--|--|
| <b>Aim</b><br>To present and practise new grammar | <b>Vocabulary</b><br>fridge*                   | <b>Grammar</b><br>I've got some fish. I haven't got any fish.<br>Pronunciation and phonics |
| <b>Pronunciation and phonics</b>                  | <b>Recycling</b><br>I've got/ I haven't got... | <b>You will need</b><br>Flashcards of foods  |

## 1. Warm-up

- Sight reading of the vocabulary and funny phrases
- Rubbing out words

P1: I've got some sausages.

T: Can I have some sausages?

P1: Here you are. T: Thanks.

## 2. Grammar presentation and practice

### Presentation

Draw a picture of a fridge on the board and put the flashcards of food 'into the fridge'. T: I'm hungry. What have I got in the fridge? I've got **some** meat. Encourage pupils to help you name the food. T: I've got some ... Ps: Apples, etc. Invite pupils to take some food out of the fridge. T: Katya, have some meat, please. Etc.

### Practice

T: What have you got? P1: I've got some meat.

P2: I've got some apples. Etc. Then look at your fridge and say: Look! I haven't got any meat. I haven't got any apples. Etc. Ask pupils to hide their flashcards behind their backs. Ask pupils to give you some food.

T: Petya, can I have some chicken?

P1: Sorry, I haven't got any chicken.

T: What have you got?



## 3. Cartoon (PB, ex. 1)

T: Look at the fridge. What has Maggie got?

P: Fish, meat, chicken and milk. Listen, say what happened to Maggie.

T: Listen to the cartoon again and read.

Ask pupils to guess what word is missing in part 4 (cake).

### Shared reading

2 groups: 1 – Maggie, 2 – Fluffy.

## 4. Remember (PB, ex. 2)

Read the words together in the book. Write the words on the board, with the missing letters 'sn\_ ke, l\_ ke, b\_ by, c\_ ke, n\_ me, m\_ lk, j\_ m' and ask pupils to find the missing letters. Spell the words together, read them and then pupils copy the words in their notebooks. Pupils are supposed to learn the spelling of the words to be able to write them in the gap dictation next time.

### 5. Moving activity (Listen and do)

'Robots' game. Give different commands to individual pupils. T: *Tanya! Come to the board! Jump! Run! Take some porridge. Eat it. Take some juice. Drink it.* Etc.

### 6. Workbook activities

#### Ex. 1

Prepare the flashcards for every bingo round. First pupils tick 6 words in the first box. Say 'Who's got ice-cream?' etc., taking a flashcard. Pupils who have ticked ice-cream, say: *I've got ice-cream* and circle the tick. The pupil who has circled all his ticks, shouts 'Bingo!'



#### Ex. 2

Tapescript

Maggie: Hello, Steve! How are you?

Steve: I'm fine.

Maggie: I've got some tomatoes, some cheese and some eggs. I haven't got any meat. What would you like?

Steve: Can I have some juice?

Maggie: No, sorry. I haven't got any juice. I've got some mineral water. Is it OK?

Steve: Yes, thank you.

### 7. Round-up

T: *What have you got in your fridge?*

P: *I've got some meat.* Etc.

## LESSON 6. MERRY CHRISTMAS!

|  |   |  |
|--|---|--|
| <b>Aim</b><br>To test listening, reading and writing | <b>Vocabulary</b>                           | <b>Grammar</b><br>I've got some <i>fish</i> .<br>I haven't got any <i>fish</i> . |
| <b>Pronunciation and phonics</b>                     | <b>Recycling</b><br>I've got/I haven't got. | <b>You will need</b><br>Flashcards of foods                                      |

### 1. Warm-up

T: *Where's Denis?* P: *I'm here./He's ill.*

T: *Let's remember the words. Family!* P: *A mum, a dad, etc.* T: *Stop! Jobs! ... Stop! Pets! ... Stop! Colours! ... Stop! Food!*



### 3. Listen and read (PB, ex. 2)

T: *Who can you see in the picture?* P: *Santa Claus! Look! Santa Claus has got some letters. Listen. How many letters?*



### 2. Christmas song (PB, ex. 1)

Draw a Christmas tree on the board: *Christmas tree. Where's our Christmas tree? Dad's bringing our Christmas tree.* Draw a cake: *A cake. Where's our Christmas cake? Mum's making our Christmas cake.* Then pupils listen to the song.

#### Pronunciation

*Tree, Christmas tree, our Christmas tree, where's our Christmas tree? Cake, Christmas cake, where's our Christmas cake? Santa Claus, our Santa Claus, where's our Santa Claus?* First pupils sing the questions only. Then they sing the song together.

### 4. Test (WB)



#### Task 1. Listen and number.

Say that the children have written about their families. Pupils should listen and number the pictures.

Tapescript

1. I've got a mum, a dad and a baby brother.

2. I've got a mum, a dad and two sisters.

3. I've got a mum, a dad, an uncle and an auntie.



#### Task 2 (Dictation)

Say that Mary has written about her pets. Read the whole text yourself. Then read a sentence, a word and pupils write it. Dictate the whole text, and then pupils listen to the cassette and check.

### Tapescript

My name's Mary. I've got a cat and a dog. My cat likes milk. My dog likes cake. I like my pets.

### Task 3. Read and colour.

Say that the children have also sent their photos. Pupils read and colour the pictures.

### Task 4. Read. Tick or cross.

Say that Alesya has written what food she likes and what food she doesn't like. Pupils read and tick (✓) or cross (✗) in the boxes.

### Task 5A. Write.

Say that the children ask Santa Claus to give them toys as Christmas presents. Pupils write the names of the toys.

### Task 5B. Write and draw.

Pupils write their letters to Santa Claus.

### 5. Round-up

Ask pupils to prepare their stories about themselves, their families, pets and friends. Pupils can use ex. 1, lesson 7 for preparation at home.

## LESSON 7. THE SNOW QUEEN

|                                  |  |   |
|----------------------------------|--|---|
| <b>Aim</b><br>To test speaking   | <b>Vocabulary</b>                        | <b>Grammar</b>                              |
| <b>Pronunciation and phonics</b> | <b>Recycling</b><br>Foods, songs, chants | <b>You will need</b><br>Flashcards of foods |

### 1. Warm-up

- Songs and chants of the unit

### 2. Listening and speaking (PB, ex. 1)

Say that the snow queen has stolen the Christmas presents and has hidden them in the top tower of her snow castle. Invite pupils to help Santa Claus find the presents. To do that pupils should climb four snow towers. Divide the class into groups of four.

1) T: *Tower number 1. To climb this tower you should tell about yourselves. Listen to what Pavel tells about himself. Has he got a brother?*

Give 2-3 minutes for the preparation, and one pupil from each group tells about him/herself. During the preparation pupils in groups help each other.

2) T: *Tower number 2. To climb this tower you should tell about your families. Listen to what Pavel tells about his family. What's Pavel's sister's name?*

Give 2-3 minutes for the preparation, and one pupil from each group tells about his/her family.

3) T: *Tower number 3. To climb this tower you should tell about your pets or toys. Listen to what Pavel tells about his pet. What colour is his pet?*

Give 2-3 minutes for the preparation, and one pupil from each group tells about his/her pet or toy.

4) T: *Tower number 4. To climb this tower you should tell about your friend. What's Pavel's friend's name?*

Give 2-3 minutes for the preparation, and one pupil from each group tells about his/her friend.

T: *Hooray! We've got Christmas presents.*

### 3. Workbook activities

#### Ex. 2

➔ **Key:** 1 – sausages, 2 – apples, 3 – kitten, 4 – bread, 5 – sweets, 6 – porridge, 7 – cake, 8 – chocolate, 9 – cheese, 10 – soup. Draw: sandwiches.

#### Ex. 3

Pupils read the words and join the corresponding letters in the same order.

➔ **Key:** a cup.

### 4. Round-up

Christmas song

# UNIT 5. MY DAY

By the end of the unit pupils will be able to:

- identify parts of the day
- give and perform commands  
Model: Sing! Read a book! Run! Jump!
- describe daily routine  
Model: In the morning I get up. I wash my face. I brush my teeth. I have breakfast. I go to school. In the evening I go for a walk. I watch TV. I read a book. I do my homework. I have dinner. I go to bed.
- ask and give information about daily routine  
Model: P1: What do you do in the morning?  
P2: I play *tennis*. And you?  
P1: I *watch TV*.
- ask and answer about physical abilities  
Model: P1: Can you *play tennis*?  
P2: Yes, I can./No, I can't.
- spell the words: funny, puppy, jump, run, mum, sing, fish, brush

## LESSON 1. LUCKY, SING!

|   |   |   |
|---|---|---|
| <b>Aim</b><br>To present and practise new vocabulary                      | <b>Vocabulary</b><br>get up, go to school, go to bed, sing, dance, run, jump, swim; morning, afternoon, evening | <b>Grammar</b><br>Get up! Go to school! Go to bed!  |
| <b>Pronunciation and phonics</b><br>Sound: [ŋ]<br>Letter secrets: u = [ʌ] | <b>Recycling</b><br>Verbs   | <b>You will need</b><br>Flashcards of times of the day and activities<br>Flashcards of letter secrets |

### 1. Warm-up

T: *Good morning/afternoon!* (To every pupil.)

### 2. Vocabulary presentation and practice

#### Presentation

Show the flashcard of the morning.

T: **Morning**. Ps: *Morning*. Come up to the window, look out and say: **It's morning**.

Ps: *It's morning*. Introduce **afternoon, evening**. Recap the words. Introduce **get up, go to school, go to bed**: *Morning. Get up!* (mime) *Afternoon. Go to school!* (mime) *Evening. Go to bed!* (mime). Recap the words. Revise *sing, dance, run, jump, swim* miming the actions.

#### Sight reading of all the words

#### Pronunciation

[ŋ] – *morning, good morning; it's morning, evening, good evening; it's evening*.

### Practice 'Guessing game'

Pick up a flashcard (e.g. of morning). Pupils guess what it is: *It's afternoon.* T: *No.* Etc.

### Listen and do

Give commands and ask pupils to do the actions. Then a pupil takes up your role.

to repeat *a funny puppy*. Say: *Look at the puppy! What can the puppy do?* Ps: *Jump.* Say: *A funny puppy can jump.* Ask the pupils to repeat. Ask: *What's the second sound?* Ps: [ʌ]. Write: *funny, puppy, jump* on the board. Ask: *What letter makes the sound [ʌ]?* Ps: 'u'. T: *Letter 'u', sound [ʌ]. This is the letter secret of the letter 'u'.*

### 3. Cartoon (PB, ex. 1)

T: *Look at the pictures. Who's this? What's the dog's name? What colour is it? Listen. What can the dog do?*

### Shared reading

Pupils read in 4 groups: mums, Steves, Lucky (sound effects) and narrators.

### 6. Workbook activities

#### Ex. 1A

Tapescript  
A funny puppy can jump.

#### Ex. 1B

Tapescript  
This is my puppy. It's funny. It can jump and run. It can't swim. It can't sing. My puppy likes milk.

#### Ex. 2

First pupils circle what they hear.

Tapescript

1. Run!
2. Go to school!
3. Go to bed!
4. Get up!

Pupils match the circled words with the pictures.

### 4. Moving activity (Magic Box Says)

T: *Let's play the game 'Magic Box Says'!* Ask the pupils to do the actions: *Sing! Dance! Run! Jump! Swim! Get up! Go to school! Go to bed!* Pupils have to follow the instructions if the teacher says: *Magic Box Says!*

### 5. Letter secrets (PB, ex. 2)

u = [ʌ]      A funny puppy can jump.

T: *Look at the picture. What's this?* Ps: *A puppy!*  
Ask: *Is the puppy funny?* Ps: *Yes!* Ask the children

### 7. Round-up

T: *What's your favourite time: morning, afternoon or evening?* P: *Morning!*

## LESSON 2. IN THE MORNING

|  |  |   |
|--|--|---|
| <b>Aim</b><br>To present and practise new vocabulary and grammar                 | <b>Vocabulary</b><br>brush my teeth, brush my hair, wash my face, then | <b>Grammar</b><br>In the morning I <i>get up</i> .  |
| <b>Pronunciation and phonics</b><br>Sounds: [w], [ð]<br>Letter secrets: sh = [ʃ] | <b>Recycling</b><br>Verbs, times of the day                            | <b>You will need</b><br>Flashcards of times of the day and activities<br>Flashcards of letter secrets |

### 1. Warm-up

T: *Good morning/afternoon!* (to every pupil).

- Sight reading of the words and funny phrases
- Rubbing out words

Write *A funny puppy can jump* on the board. T: *Read together!* Then say: *Goodbye one eye, goodbye two eyes! Close your eyes! Rub one word from the sentence out.* Say: *Open your eyes. Look, what's missing?* Elicit the missing word, encourage the

pupils to read the sentence as if it is complete. Do the same with the rest of the words till they can recite the funny phrase without the visual support.

### 2. Grammar presentation and practice

#### Presentation

Revise *morning/afternoon/evening* using the flashcards. Ask the pupils to say *Yes* or *No* to your statements. Say, e.g. *I get up in the evening.* /*I go to*



bed **in the afternoon**. I go to school **in the evening**, etc. Let the children reply *Yes/No*.

*My morning*. In the morning I get up (mime), **wash my face** (mime), **brush my hair** (mime) **and brush my teeth** (mime). Say and mime again, ask the pupils to repeat and mime the words together.

### Pronunciation

[ð] – *the; the morning; in the morning; the afternoon; in the afternoon; the evening; in the evening.*

### Sight reading of the new words Practice ‘Snowball game’

Pupils stand up and do the actions with you. T: *In the morning I get up* (mime). Ask the pupils to say the sentence and mime it together. Ask a pupil: *What do you do in the morning?* Accept anything the pupil says. Repeat the basic sentence (*In the morning I get up*), add the new idea, mime both. *In the morning I get up and wash my face*. Then elicit the next idea from the pupils and add it to the chain. Introduce **‘then’**. Use it to link the ideas: *In the morning I get up and wash my face. Then I brush my hair*, etc.

### 3. Song ‘This is the way’ (PB, ex. 1)

T: *Look at the pictures. Who is this? Lisa. Listen. What does she do in the morning?*

### Pronunciation

[ð] – *this, the way, this is the way, in the morning.*  
[w] – *way, this is the way; wash, I wash my face.*

### Shared reading

Different groups read different verses.

### 4. Moving activity

Song ‘This is the way’ with movements.

### 5. Letter secrets (PB, ex. 2)

sh = [ʃ] I wash and brush my sheep.

T: *Look at the sheep! What do I do for my sheep? Brush and wash. I wash and brush my sheep. Read together.* Then ask the pupils to read the sentence slowly, quickly, as if they are tired, happy, sad. T: *Brush – how many sounds?* Ps: [b-r-ʌ-ʃ] *four*. Write on the board the word ‘brush’: *How many letters?* Ps: *Five*. T: *Four sounds, five letters, why?* Elicit: *Two letters ‘s’ and ‘h’ make one sound [ʃ]. This is the letter secret of the letters ‘sh’.*

### 6. Workbook activities



#### Ex. 1

Read the phrases together. Then pupils listen and circle what they hear.

Tapescript

1. I brush my teeth in the morning.
2. I brush my hair in the evening.
3. I go to school in the afternoon.
4. I get up in the morning.
5. I wash my face in the afternoon.
6. I jump in the evening.



#### Ex. 3A

Tapescript

I wash and brush my sheep.



#### Ex. 3B

Tapescript

Fish, wash, cheese, brush, chocolate.

### 7. Round-up

T: *What do you do in the morning?* P: *I brush my teeth.*

## LESSON 3. A CATERPILLAR’S DAY

| Aim   | Vocabulary  | Grammar   |
|---|---|---|
| To develop reading skills                                   |   |   |
| <b>Pronunciation and phonics</b><br>Letter secrets: ng= [ŋ] | <b>Recycling</b><br>Daily routine, times of the day | <b>You will need</b><br>Flashcards of daily routine and letter secrets. Objects for the ‘Feely bag’ game (a hairbrush, an alarm clock, a toothbrush, a bar of soap, etc.) |

### 1. Warm-up

- Song ‘This is the way’
- Sight reading of vocabulary and funny phrases

### 2. Vocabulary and grammar practice

‘Snowball game’ from the previous lesson.

### 3. Story (PB, ex. 1)

Introduce Jessica, the caterpillar. T: *Look at the picture and say what Jessica does every day* (a microphone – for singing, a schoolbag – for going to school, etc.). *Listen. What colour is Jessica's hair? What colour are Jessica's teeth?*

Ask some comprehension questions: *When does Jessica have tomatoes and cucumbers/apples and bananas/potatoes and carrots? When does she brush her teeth?*

#### Shared reading

Make a film about Jessica. The girls read for Jessica and the boys make sounds effects.

### 4. Moving activity (Feely bag)

Take out a bag or a box with daily routine objects in it (e.g. a toothbrush, a hairbrush, an alarm clock, a bar of soap). Ask a pupil to come up to the board, touch an object in the bag/ box and without looking at it decide what it is and how it is used every day (e.g. a hairbrush). Then the pupil should say a sentence using the word (e.g. *I brush my hair in the morning*).

### 5. Letter secrets (PB, ex. 2)

ng = [ŋ] I sing in the morning.

T: *Look at the bird! What can the bird do?* Elicit *Sing*. Read: *I sing in the morning. Read together*. Ask the pupils to read the sentence slowly, quickly, loudly, in a whisper. *Sing. How many sounds?* [s-ɪ-ŋ] *Three*. Write on the board the word 'sing'. *How many letters?* *Four*. *Why?* Elicit: *Two letters 'ng' make one sound [ŋ]. This is the letter secret of the letters 'ng.'*

### 6. Workbook activities

#### Ex. 1A

T: *How many pictures? Eight. Listen to the cassette and number the pictures.*

Tapescript

1. Hello! My name's Jessica! I've got white teeth.
2. In the morning I get up and brush my hair.
3. I brush my teeth.
4. Then I go to school.
5. In the afternoon I sing.
6. Then I dance.
7. I have apples in the afternoon.
8. In the evening I go to bed.

➔ Key: 

|   |   |   |   |
|---|---|---|---|
| 2 | 6 | 3 | 1 |
| 5 | 8 | 4 | 7 |

Check the answers: say a number, accept a short answer (e.g. *dance; white teeth*).

#### Ex. 1B

Tell the pupils to read the sentences which describe the pictures in ex. 1 and decide where each of the sentences goes.

➔ Key: 2, 8, 3, 5, 7, 4, 1, 6.

#### Ex. 2A

Tapescript

I sing in the morning.

#### Ex. 2B

Tapescript

Green, morning, run, evening, sing.

#### Ex. 3

➔ Key: 1. school 2. face 3. teeth 4. bed 5. sing 6. dance 7. hair. Draw: a caterpillar.

### 7. Round-up

Song 'This is the way'

## LESSON 4. IN THE EVENING

|  |   |  |
|--|---|--|
| <b>Aim</b><br>To present and practise vocabulary               | <b>Vocabulary</b><br>go for a walk, read a book, do my homework, watch TV | <b>Grammar</b>   |
| <b>Pronunciation and phonics</b><br>Sounds: [w], [n], [ŋ], [ð] | <b>Recycling</b><br>Daily routine, times of the day                       | <b>You will need</b><br>Flashcards of daily routine and letter secrets |

### 1. Warm-up

- Pronunciation game

Divide the class into three groups: [ð], [n] and [ŋ].

Ask the pupils to stand up as they hear the word with 'their' sound: *this, way, green, morning, watch, evening, run, walk, in the evening, brown, sing*, etc.

- Sight reading of the words and funny phrases

## 2. Vocabulary presentation and practice

### Presentation

Use flashcards or draw simple pictures to elicit *book, TV, homework* as the pupils have heard them lots of times. Write them on the board, ask the children to read together. Revise *evening*. Say: *My evening. In the evening I go for a walk* (mime), *do my homework* (mime), *read a book* (mime) and *watch TV* (mime). *Then I go to bed*. Say and mime again, ask the pupils to repeat and mime the words together.

### Pronunciation

[w] – *walk; go for a walk; I go for a walk in the afternoon*. [w] – *work; homework; I do my homework in the afternoon*. [w] – *watch; watch TV; I watch TV in the evening*. [w] – *walk, homework, watch*.

### Sight reading of the new vocabulary

#### Practice ‘Guessing game’

Think of a time of the day, e.g. evening. Describe it: *I read a book, watch TV and go to bed*. Ps: *Evening*. Then pupils take your role.

## 3. Song (PB, ex.1)

T: *Who’s this? Listen. What does Lisa do in the evening?*

Ask: *What does Lisa do in the evening?*

## Shared reading

Every group reads one verse.

## 4. Play a game (PB, ex. 2)

Read the names of the children and ask pupils to make questions according to the model. Invite a pair to the board: *Alex, you’re not Alex. You’re ...secret! Dima, ask him questions. Guess his name*. Then pupils play in pairs.

## 5. Moving activity

Song ‘This is the way’ with movements.

## 6. Workbook activities



### Ex. 1

Tapescript

In the evening I do my homework. Then I go for a walk. I read a book and go to bed.

## 7. Round-up

Ask the class: *Who does homework in the afternoon?* Etc.

# LESSON 5. BREAKFAST, LUNCH, DINNER

|  |  |   |
|--|--|---|
| <b>Aim</b><br>To present and practise vocabulary | <b>Vocabulary</b><br>have breakfast, have lunch, have dinner | <b>Grammar</b><br>I have <i>breakfast</i> in the <i>morning</i> .             |
| <b>Pronunciation and phonics</b>                 | <b>Recycling</b><br>Daily routine, foods                     | <b>You will need</b><br>Flashcards of daily routine, foods and letter secrets |

## 1. Warm-up

- Song ‘This is the way’
- Sight reading of the words (daily routine and foods) and funny phrases

## 2. Vocabulary presentation and practice

### Presentation

Revise the words *morning, afternoon, evening* using the flashcards. Put them in a row on the board. Say: *I have eggs, porridge, a sandwich and tea in the*

*morning. It’s my breakfast. Breakfast. I **have breakfast** in the morning*. Ask the pupils to repeat. Ask them to finish the sentence: *I have breakfast in the ...* (elicit ‘*morning*’). Introduce **lunch** and **dinner** in the same way. Give the translation for ‘lunch’ and ‘dinner’ if necessary.

### Practice

Demonstrate the guessing game with one of the pupils in front of the class: P1 thinks of a meal, but doesn’t name it: *I have sandwiches, porridge and tea*. P2 should guess which meal it is and name it (e.g. *breakfast*). Pupils play in pairs.

### 3. Listening and reading (PB, ex. 1)

Pupils listen and read the sentences under the pictures.

### 4. Cartoon (PB, ex. 2)

T: *What's his name? Who's this? (Steve and his mum). What does he have for breakfast/lunch/dinner?*  
Ask the children some comprehension questions:  
*Why can't Steve have some cake?*

#### Shared reading

Groups: mums and Steves. Act out the cartoon, use gestures and mime.

### 5. Moving activity

Song 'This is the way' with movements.

### 6. Workbook activities

#### Ex. 1

Tapescript

1. d-i-n-n-e-r, 2. b-r-e-a-k-f-a-s-t, 3. l-u-n-c-h

#### Ex. 3

Read the names of the food together. T: *Listen to Rebecca. Tick what she likes.*

Tapescript

Hello! My name's Rebecca! In the morning I have breakfast. I usually have *tea, eggs* and *yoghurt* for breakfast. *Yoghurt* is yummy!

In the afternoon I have lunch. I usually have *soup, chicken* and *juice* for lunch. I like *apple juice*!

In the evening I have dinner. I usually have *potatoes, sausages* and *milk* for dinner. I like *milk* in the evening!

### 7. Round-up

Ask pupils to cut out pictures for the next lesson (cutout 4).

## LESSON 6. WHAT DO YOU DO IN THE MORNING?

|   |  |   |
|---|--|---|
| <b>Aim</b><br>To practise vocabulary and spelling | <b>Vocabulary</b>                        | <b>Grammar</b><br>What do you do in the morning/afternoon/evening? And you?                             |
| <b>Pronunciation and phonics</b><br>Sound: [w]    | <b>Recycling</b><br>Daily routine, foods | <b>You will need</b><br>Flashcards of daily routine<br>Flashcards of letter secrets<br>Cut-out pictures |

### 1. Warm-up

- Song 'This is the way'
- Sight reading of the words and funny phrases
- Paper ball

Crumple a piece of paper to make a ball. Throw it to different pupils and ask questions on daily routine (e.g. *When do you go to school?* etc. – to elicit *In the morning/afternoon/evening*) and on meals (e.g. *What do you have for breakfast?* – to elicit food words).

### 2. Chant 'What do you do in the morning?' (PB, ex. 1)

Go on with the questions but this time ask the target questions of the day: *What do you do in the morning/afternoon/evening?* Elicit as many ideas from the children as it is possible. T: *Look at the*

*pictures. Listen. What do the children do in the morning/afternoon/evening?*

#### Pronunciation

[w] – *what, what do you do, what do you do in the morning?*

#### Shared reading

Two groups: questions and answers.

#### Practice

Ask the children to invent and recite their own verses using the prompts below the text (*watch TV, brush my teeth, go for a walk, read a book, run, swim, get up*). Children can work individually or in pairs. Give your example first.

### 3. Remember (PB, ex. 2)

Jumble the words from the exercise on the board and ask pupils to recognize them. E.g. *nyfun*=funny.

Then pupils copy the words into their notebook. Teach pupils to dictate the sounds to themselves. *Fish*, [f-i-ʃ]. You can remind them the funny phrase to help: 'I wash and brush my sheep.' Tell pupils that they will write a dictation in one of the next lessons.

#### 4. Moving activity

Divide the pupils into three groups: [ʌ], [ʃ], [ɪ]. Ask the children to listen to you as you say their sound to stand up or clap their hands: *funny, puppy, jump, run, mum, sing, fish, brush*.

##### Listen and do

Show the actions yourself and give commands to pupils: *Stand up! Play football/volleyball/basketball/ice-hockey/badminton/tennis! Swim/skate/ski!*

#### 5. Workbook activities



##### Ex. 1

Pupils take their cutouts. Introduce Bonny, the lion. Ask: *Where is Bonny? What has happened to Bonny? Can the doctor help Bonny? Read the story. Match the pictures to the story.* When pupils finish, they listen and check their answers.

➔ **Key:** 1c, 2b, 3a, 4d, 5f, 6e, 7g.

You can ask the children to glue the pictures either in the class or at home. You can act out the story.

#### 6. Round-up

Pupils say 'Goodbye' to Bonny and tell him: *Brush your teeth!* Etc.

## LESSON 7. I CAN PLAY TENNIS

|  |   |   |
|--|---|---|
| <b>Aim</b><br>To present and practise vocabulary and grammar | <b>Vocabulary</b><br>play football, volleyball, basketball, ice-hockey, badminton, tennis; swim, skate, ski | <b>Grammar</b><br>I can play <i>football</i> .<br>I can <i>swim</i> .<br>Can you <i>play volleyball</i> ?<br>Yes, I can. No, I can't. |
| <b>Pronunciation and phonics</b>                             | <b>Recycling</b><br>Daily routine, can  | <b>You will need</b><br>Flashcards of sport games   |

#### 1. Warm-up

- Chant 'What do you do in the morning?'
- Alphabet (using the poster)
- 'Shark' game

Draw 5 lines on the board, each corresponding to a letter in the word 'sport'. '\_ \_ \_ \_ \_'. Draw a fish with an open mouth and steps which lead to the mouth. Every time pupils say a letter which isn't in the word 'sport', write the letter on the steps which take children closer to the mouth. Help them not to get into the angry fish's mouth.

#### Sight reading of the vocabulary

##### Practice

Draw a line on the board to divide it into two parts: 'games' or 'activities'. Ask an individual pupil: *Can you (play tennis)?* Elicit the answer. Ask the pupil to put the 'tennis' flashcard into the correct group. Ask how many words we use to name a sport game: (*Two words: 'play' + sport game word*). Ask how many words we use to name a sport activity: *One word*. Write a model sentence on the board for each of the groups, e.g. 'I can play basketball' and 'I can ski'. Underline the target 'sport' words and circle *can*. Ask the children to make up their own 'I can...' sentences.

#### 2. Vocabulary and grammar presentation and practice

##### Presentation

Introduce the words by saying and miming the words, then ask pupils to repeat after you: *volleyball/basketball/ice-hockey/tennis/badminton/swim/skate/ski*.



#### 3. Listening and reading (PB, ex. 1)

T: *Look at the snowmen.* Elicit games and activities they can do/play. Read the letters on the snowmen. T: *What are the snowmen's names? Match the letters to the names.* Say: 'T' is for ... Elicit: 'Ted', etc. Listen. *What do the snowmen do?*



Ask some comprehension questions: *Can Ted swim? Who can play ice-hockey?* Etc.

### Shared reading

#### 4. Play a game (PB, ex. 2)

P1 thinks of a snowman from ex. 1 (the name and the sport), P2 asks general questions: *Can you ...?* trying to guess the word. Divide the class into pairs, give the pupils time to play, monitor the class. Ask the children to change roles and play again.

#### 5. Moving activity

Play the 'Miming game' using the 'sport' words: pupil A mimes an action, pupil B guesses the word.

#### 6. Workbook activities



##### Ex. 1

Tapescript

Football, volleyball, badminton, hockey.



##### Ex. 3

T: Listen and tick the activities the children can do.

Tapescript

1. Teacher: Hello, Misha.

Misha: Hello.

Teacher: Misha, can you play football?

Misha: Yes, I can! I play football with my friends!

Teacher: Can you play tennis?

Misha: Yes, I play tennis in the afternoon.

Teacher: Can you play ice-hockey?

Misha: Ice-hockey? No, I can't. I can't play ice-hockey and I can't skate.

Teacher: Misha, can you ski?

Misha: Oh, yes! I can ski! I like it!

Teacher: Can you swim then?

Misha: Of course, I can! All my friends can swim! We swim every day!

Teacher: Thank you, Misha. Bye!

Misha: Bye!

2. Teacher: Hi!

Alesya: Hello!

Teacher: What's your name?

Alesya: My name's Alesya.

Teacher: What a nice name! Alesya, can you play football or ice-hockey?

Alesya: Football? Ice-hockey? Oh, no! I can't play football and I can't play ice-hockey! Silly games!

Teacher: And what about tennis?

Alesya: Oh, yes! Tennis is great! I play tennis in the afternoon!

Teacher: Can you ski or skate, Alesya?

Alesya: I can skate but I can't ski.

Teacher: And the last question, Alesya. Can you swim?

Alesya: No, I can't. I can't swim. But my sister can!

➔ **Key:** Misha can play football; play tennis; ski and swim. Alesya can play tennis, skate and swim.

##### Ex. 7

➔ **Key:** 1. football, 2. swim, 3. hockey, 4. tennis, 5. volleyball, 6. skate, 7. the secret word: basketball.

#### 7. Round-up

Pupils say which sport they can play very well: *I can ski very well.* Etc.

## LESSON 8. PAVEL'S DAY

| Aim                       | Vocabulary                    | Grammar                                  |
|---------------------------|-------------------------------|--|
| To develop reading skills |                               |  |
| Pronunciation and phonics | Recycling                     | You will need                            |
|                           | Daily routine, sport, colours | Flashcards of sport games and activities |

#### 1. Warm-up

- Chant 'What do you do in the morning?'
- Sight reading

#### 2. Recycling vocabulary and grammar

##### Noughts and crosses

Draw the following grid on the board and divide pupils into two groups: noughts (o) and crosses (x).

|            |        |            |
|------------|--------|------------|
| ice-hockey | a book | volleyball |
| walk       | TV     | school     |
| skate      | teeth  | bed        |

To get a nought or cross for their team pupils need to make a sentence with the words in the corresponding box.



#### 3. Project work (PB, ex. 1)

Introduce Pavel: *This is a boy. He's from Belarus. What's his name? Yes, his name's Pavel. He's telling*



us about his morning, afternoon and evening. Listen. What does Pavel have for breakfast/lunch/dinner?

#### Tapescript

Hello! My name's Pavel. In the morning I get up and have breakfast. I usually have porridge, eggs and tea for breakfast. Then I go to school. In the afternoon I have lunch. I usually have soup, pasta and sausages for lunch. Then I go swimming and play tennis. I do my homework in the afternoon. In the evening I have dinner. I usually have potatoes, chicken and juice for dinner. I watch TV and read a book. Then I go to bed.

#### Shared reading

Ask them to make a poster like this about their day. They will need a piece of A4 paper, coloured pencils or felt-tip pens to write and draw on the paper. Cut out pictures from old magazines and photos will make the posters more attractive. Ask the children to prepare a story, like Pavel's.

#### 4. Moving activity

Play the game Chinese Whispers: put Ps in a line, say a sport word to P1, who whispers it to P2 and so on. The last pupil has to mime the word.

#### 5. Workbook activities



##### Ex. 2 (Dictation)

Read the whole text to pupils. Then they listen again and write the words in the gaps.

##### Tapescript

My name's Pavel. I've got a puppy. It's funny. It can run very well. I brush my pet every day.

#### 6. Round-up

Remind the pupils to make the poster about their day.

## LESSON 9. FROM HEAD TO TAIL

|   |                   |   |
|---|-------------------|---|
| <b>Aim</b><br>To develop speaking and presentation skills | <b>Vocabulary</b> | <b>Grammar</b>  |
| <b>Pronunciation and phonics</b>                          | <b>Recycling</b>  | <b>You will need</b><br>Flashcards of vocabulary and letter secrets |

#### 1. Warm-up

- Chants and songs of the unit
- Who knows more funny phrases?

Divide pupils into groups of 3-4. Give the time to remember all the funny they have learnt. Then have a competition: each team says one phrase in turn. The team who says the last phrase is the winner.

#### 2. Project presentation

Pupils come out to the board and present their posters. The class can ask questions about their day, what they have for breakfast, etc. *What do you do in the morning? What do you have for lunch?* Etc.



#### 3. Boardgame (PB, ex. 1)

Pupils play in pairs. Each pair needs a dice. Each player needs a counter (e.g. buttons of different colour). Ps move from 'head' to 'tail'. The players throw a dice in turn, read the instruction on the caterpillar, follow it and stay on the square. If he/she can't read or conduct the instruction, he/she goes back to the previous square.

#### 4. Moving activity

Play 'Miming game', 'Snowball', 'Magic Box Says', 'Paper Ball game' or 'Chinese Whispers' game.

#### 5. Workbook activities

##### Ex. 1

Play 'Bingo'. Pupils put a tick next to any four words. T: *Who's got 'ice-hockey'?* Those who have ticked this word, circle the tick. The first pupil to circle all the ticks, shouts: *Bingo!*

##### Ex. 2

➔ **Key:** 1. go to bed, 2. school, 3. homework, 4. play ice-hockey.

##### Ex. 3

T: *Read the words and join the pictures.*

➔ **Key:** *a comb.*

#### 6. Round-up

T: *What's your favourite word of the unit?*

# UNIT 6. IN THE LESSON

By the end of the unit pupils will be able to:

- give and perform commands  
Model: Go to the *board*! Don't *open the window*!
- identify days of the week
- talk about preferences  
Model: P1: What's your favourite number?  
P2: *Five*.  
P1: What's your favourite colour?  
P2: *Blue*.
- describe location of objects  
Model 1: P1: Where's the *ruler*?  
P2: It's in the *bag*.  
Model 2: P1: Is the *book* in the *bag*?  
P2: Yes, it is./No, it isn't.
- talk about possessions  
Model: P1: Have you got a pencil?  
P2: Yes, I have./No, I haven't.
- spell the words: three, five, six, nine, ten, pen, book, bag, sweet

## LESSON 1. A PRESENT

|  |  |  |
|--|--|--|
| <b>Aim</b><br>To present and practise new vocabulary                             | <b>Vocabulary</b><br>pen, pencil, pencil-case, rubber, ruler, bag, book; put, take | <b>Grammar</b><br>This is my bag. It's a pen.<br>I've got a pencil.  |
| <b>Pronunciation and phonics</b><br>Sounds: [p], [r]<br>Letter secrets: oo = [u] | <b>Recycling</b>   | <b>You will need</b><br>Flashcards of school things<br>School things |

### 1. Warm-up

T: *It's Monday today. There are 7 days in the week: **Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday**. Do the same every lesson to get pupils familiar with the days of the week. Today is Monday. Are you ready for the lesson?*

### 2. Vocabulary presentation and practice

#### Presentation

Present the words, demonstrating your actions and using school things. T: *In the morning I pack my **bag**.*

*I take a **pen, pencils** and a **rubber** and **put** them in the **pencil-case**. Then I put my pencil-case and my **books** in my bag. So now I'm ready for the lesson. Look! I've got a **ruler**, etc. Come to me! (invite 3 pupils) **Alex, take a pen! Vova, take a ruler! Pavel, take a pencil! Alex, put the pen in the pencil-case!** Do the same with the ruler and the pencil.*

#### Pronunciation

[p] – pencil, pen, pencil-case  
[r] – ruler, rubber

#### Sight reading of the words

### 3. 'A present' (PB, ex. 1)

Say that Steve has an uncle who loves travelling and who always brings him very exotic presents from his trips. This time he has brought him a very unusual present. Ask children to guess what sort of present it is. Invite pupils to listen to the cassette and see if their guess was right. Stop before the word 'monkey'.

#### Tapescript

Uncle Grundy: Hello, Steve!  
 Steve: Oh, Uncle Grundy! Hello!  
 Uncle Grundy: How are you, Steve?  
 Steve: Fine, thanks! And you?  
 Uncle Grundy: Fine, thank you. I've got a present for you.  
 Steve: What is it?  
 Uncle Grundy: Guess! Her name's Brenda. She's from Africa. She likes bananas. She's got brown hair. She's got black eyes. She can jump. She's funny.  
 Steve: It's a ...monkey.

#### Shared reading

3 groups: Steve, Uncle Grundy, Brenda.

### 4. Song 'My bag' (PB, ex. 2)

T: *What can you see? Who can you see in the pictures? (the monkey, Steve) The monkey is helping Steve to pack his bag.* Ask children what school things they see in the pictures. Invite them to read the words under the pictures.

Play the song again encouraging children to mime the actions with you putting school things in the school bag. Pupils make new verses of the song using the words 'book', 'ruler', 'rubber', etc.

### 5. Moving activity

Give commands to different pupils. T: *Take your ruler! Don't put it in your bag! Put your ruler on the window/door/chair/desk, etc. Go to the window/door/bookcase, etc. Write! Don't write! Draw/eat/read/sleep/run!* (Demonstrate what to do.)

### 6. Letter secrets (PB, ex. 3)

oo = [u] Look, a cook on the book!

T: *Look at the picture. What's this? Ps: A cook! Ask: Where's the cook? Ps: On the book! T: Look, a cook on the book! Listen. Book. How many sounds? [b-u-k] three. Write 'book' on the board. How many letters? Four. oo = [u]. This is the letter secret of the letters 'oo'.*

### 7. Workbook activities

#### Ex. 1

#### Tapescript

A. Look, a cook on the book!  
 B. Bag, pen, book, pencil, rubber.

### 8. Round-up

T: *See you on Thursday.* (Check understanding).

## LESSON 2. WHERE'S THE MONKEY?

|   |  |  |
|---|--|--|
| <b>Aim</b><br>To present and practise new vocabulary  | <b>Vocabulary</b><br>in, on, under, behind, near | <b>Grammar</b><br>Where's the ruler?<br>The ruler is in the pencil-case.   |
| <b>Pronunciation and phonics</b><br>Sounds: [w], [r]<br>Sound clusters: <u>in</u> <u>the</u> <u>box</u><br>Letter secrets: x = [ks] | <b>Recycling</b>                                 | <b>You will need</b><br>A toy monkey, a box<br>Flashcards of school things |

### 1. Warm-up

- Days of the week
- Song 'Put your pencil in the bag'
- Sight reading

T: *I've got a pen, etc. Take your pen! Put your pen in the pencil-case!* Do the same with a pencil, rubber, ruler.

### 2. Vocabulary presentation and practice

#### Presentation

Introduce new prepositions using the monkey and the box. T: *I've got something in my bag. Guess! (It's a toy monkey)* Take the toy monkey and say that it is very naughty and wants to hide. Put it behind the box. T: *Where's the monkey? Oh, it's **behind**!*  
 Put it under the box. T: *Where's the monkey? Oh, it's **under**!*  
 Put it on the box. T: *Where's the monkey? Oh, it's **on**!*  
 Put it near the box. T: *Where's the monkey? Oh, it's **near**!*

Check that pupils understand. Repeat with the preposition 'near' and the familiar prepositions 'on', 'in', 'under' putting the monkey near/on/... the box and the pupils. T: *The monkey is behind Lena/near Tolya.*

### Pronunciation

[ð] – *in the box, on, the box, behind the box, under the box, near the box.*

### Sight reading of the prepositions

#### Practice

Give the toy and the box to a pupil and try to guess where it is without looking at it. T: *Alex, stand behind me! Hide the monkey!* The pupil puts the toy in/under/on/behind/near the box. T: *Is it in the box?* Ps: *No.* T: *Is it behind the box?* Ps: *Yes.* Then a pupil takes over your role.

### 3. Cartoon (PB, ex. 1)

Ask pupils what they do every morning before going to school. Say that this morning there was something wrong with Steve when he was going to school. T: *Listen. What happened?*

### Shared reading

Roles: children (as many as you need), Mrs Bell, Steve and a monkey.

### 4. Moving activity

Children come to the board and stand as you say: *Sasha, come to me! Vasya, stand near Sasha! Olya, stand near Vasya! Pavel, stand behind Olya!* Etc.

### 5. Letter secrets (PB, ex. 3)

x = [ks] Six foxes in six boxes.

T: *Look at the picture. How many foxes?* Ps: *Six!*  
Ask: *Where are the foxes?* Ps: *In the boxes.* T: *Six foxes in six boxes. Listen. Box. How many sounds?* [b-ɒ-k-s] *four.* Write 'box' on the board. *How many letters?* *Three.* x = [ks]. *This is the letter secret of the letter 'x'.*

### 6. Workbook activities



#### Ex. 1

Tapescript

Six foxes in six boxes.



#### Ex. 3

Tapescript

1. The mouse is behind the cheese.
2. It's on the cheese now.
3. It's near the cheese.
4. It's under the cheese.
5. It's in the cheese.

➔ **Key:** 1 – behind, 2 – on, 3 – near, 4 – under, 5 – in.

### 7. Round-up

Invite pupils to put all their school things in their bags. *Put your pencils in the pencil-case!*, etc. *See you on Tuesday.*

## LESSON 3. LET'S PLAY!

|   |  |  |
|---|--|--|
| <b>Aim</b><br>To present and practise grammar               | <b>Vocabulary</b><br>chair, desk, window, table, book-case, floor, desk, door, board | <b>Grammar</b><br>Is it under the chair?<br>No, it isn't. Yes, it is.                    |
| <b>Pronunciation and phonics</b><br>Letter secrets: w = [w] | <b>Recycling</b><br>Prepositions   | <b>You will need</b><br>A toy monkey, a box<br>Flashcards of school things and furniture |

### 1. Warm-up

T: *It's Monday today. There are 7 days in the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday. Today is Monday. Are you ready for the lesson? Show me your books/pencil-cases, etc. Victor, put your pencil-case on the desk.*

- Song 'Put your pencil in the bag'
- Sight reading

### 2. Vocabulary practice

Stick the words of the furniture to the corresponding objects and read them together: *This is a ...*

table/window/the floor, the door, a desk, a chair, a bookcase, the board.

### Sight reading

#### 3. Cartoon (PB, ex.1)

T: *Who can you see? Steve and Brenda. They're playing a guessing game. Listen. Where's Steve's bag?*

#### Tapescript

1. Monkey: Let's play!  
Steve: OK. Where's my pencil-case?  
Monkey: Guess!
2. Steve: Is it in the bookcase?  
Monkey: No, it isn't.
3. Steve: Is it under the chair?  
Monkey: No, it isn't.
4. Steve: Is it behind the door?  
Monkey: No, it isn't.
5. Steve: Is it near the window?  
Monkey: No, it isn't.
6. Steve: Is it on the floor?  
Monkey: Yes, it is.

#### Shared reading

Roles: Steve, monkey, sound effects.

#### 4. Play a game (PB, ex. 2)

Ask pupils to point to the objects in the pictures: *Where's the ruler?* Etc. Then read the words under the pictures together. Think of one thing and play with pupils: *One thing – secret! Guess. Ask the questions: Is it ...?* When pupils guess your secret object, they play in pairs.

#### 5. Moving activity (Hide the monkey)

P1 goes out of the classroom, and the other pupils hide the monkey. P1 comes back: *Is the monkey behind the door?* Etc.

#### 6. Letter secrets (PB, ex. 3)

w = [w]    Wow! Sweets can swim!

T: *Look at the picture. Sweets! They can swim! Sweets can swim! What the common sound? [w]. The sound [w] – the letter 'w'. This is the secret of the letter 'w'.*

#### 7. Workbook activities

##### Ex. 1

#### Tapescript

- A. Wow! Sweets can swim!  
B. chicken, chocolate, chair, teacher

##### Ex. 2

#### Tapescript

1. The chair is under the desk.
2. The desk is behind the board.
3. The chair is on the floor.
4. The door is near the window.

➔ **Key:** 1 – no, 2 – no, 3 – yes, 4 – yes.

#### 8. Round-up

Invite pupils to play the game 'Runaway picture'. They close their eyes and one flashcard 'disappears'. They open their eyes and guess the picture. Play the game until all the cards disappear from the board.

## LESSON 4. HOW MANY BOOKS?

|   |  |  |
|---|--|--|
| <b>Aim</b><br>To present and practise vocabulary and grammar          | <b>Vocabulary</b><br>one, two, three, four, five, six, seven, eight, nine, ten | <b>Grammar</b><br>Plurals. What's your favourite number/day? *<br>How many <i>pupils</i> ? * |
| <b>Pronunciation and phonics</b><br>Letter secrets: e = [e], th = [θ] | <b>Recycling</b><br>Prepositions   | <b>You will need</b><br>Flashcards of the numbers and school things                          |

#### 1. Warm-up

T: *It's Tuesday today. Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. It's Tuesday today. What's your favourite day/number?*  
P: *Sunday/five...*

T: *Olya, how many boys/girls pupils/teachers are there in the classroom?*

- Song 'Put your pencil in the bag'
- Ask pupils to put their school things on the desk. T: *Put your books on the desk. Put your pencil-case near the books. Put your pencil on/behind your pencil-case.*



Invite pupils to count their school things.

T: *Count your pencils. Tanya, how many pencils have you got?* Tanya: *Two pencils.*

- Sight reading of school things and furniture

## 2. Vocabulary presentation and practice

### Presentation

Write the words of numbers in the right order. Mix the numbers.

|     |     |       |      |      |     |       |     |
|-----|-----|-------|------|------|-----|-------|-----|
| One | two | three | four | five | six | seven | ... |
| 2   | 7   | → 1   | 5    | 3... |     |       |     |

Give pupils time to match them. Then invite them to the board to match.

### Practice

Pupils practise making plurals using school objects: *One pen, two pens*, etc. Then they count their pencil, ruler, books, etc.

## 3. A mess in the classroom (PB, ex. 1)

Ask pupils to look at the picture. Say that this is Steve's classroom. Tell children that during the lunch break while all the pupils were out the monkey made a terrible mess in the classroom. Ask pupils to find all the things and to count them.

T: *How many pupils can you see?* P1: *Four.* ...Then ask them where the things are. T: *Where's the bag?* P1: *It's under the chair.* Read the questions with plurals and check understanding. Pupils answer the questions in pairs. Check together.

## 4. Listening and reading (PB, ex. 2)

Pupils listen to the cassette, read the exercise together and individually.

## 5. Moving activity (Listen and do)

Ask individual pupils to follow your commands: *Pavel, go to the door! Zhenia, go to the board. Write*

*your name on it. Read your name. Lena, don't write your name. Anton, take your pencil-case. Don't open it. Go to the board. Draw a boy. Don't draw a girl. Hide behind the door. Stand near the window. Stand near Pavel. Etc.*

## 6. Letter secrets (PB, ex. 3)

e = [e] Ten pencils in the pencil-case.

T: *Look at the picture. Pencils. How many pencils? 10. Where are the pencils? In the pencil-case. Ten pencils in the pencil-case. What's the common sound? [e]. Ten, how many sounds? [t-e-n] Three. How many letters? Three. What's the second sound? What's the second letter? The sound [e] – the letter 'e.' This is the secret of the letter 'e'.*

th = [θ] Three pizzas! Thank you!

T: *Look at the picture. Pizzas! How many pizzas? Three. Thank you! What the common sound? [θ]. Thank. How many sounds? Four. How many letters? Five. Why? The sound [θ] – the two letters 'th.' This is the secret of the letters 'th'.*

## 7. Workbook activities



### Ex. 1

Tapescript

- A. Three pizzas! Thank you!
- B. Ten pencils in the pencil-case.
- C. bag, pen, big, bed, six, pencil



### Ex. 2

Tapescript

- 1. Five pencils.
- 2. Nine rulers.
- 3. Seven rubbers.
- 4. Eight pens.

## 8. Round-up

Invite pupils to count the furniture in the classroom. T: *How many desks can you see? See you on Monday.*

# LESSON 5. SCHOOL RULES

|   |  |  |
|---|--|--|
| <b>Aim</b><br>To practise grammar                             | <b>Vocabulary</b><br>open, close, read, write, draw, listen speak English, sit down, stand up, eat, drink, sleep | <b>Grammar</b><br>Go/Don't go to the board!                                  |
| <b>Pronunciation and phonics</b><br>Letter secrets: ee = [i:] | <b>Recycling</b><br>School things and furniture  | <b>You will need</b><br>Flashcards of the numbers, school things, activities |



### 1. Warm-up

T: *What day is it today? It's Tuesday. There're seven days in the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. It's Tuesday today. What's your favourite day/number/colour/food?*

### 2. Grammar practice

Give pupils different commands, but they are naughty today. They change them into negatives commands. T: *Write in your Workbooks!* Ps: *Don't write in your Workbooks!* T: *Sit on the chair!* Etc.

#### Sight reading of the verbs

#### Read and do

Show the flashcard 'jump' and call a pupil. The pupil reads it and does the action.

### 3. Chant 'Stand up! Sit down!' (PB, ex. 1)

T: *Who can you see in the picture? Where are they? What's happening in the picture? Listen and check.* Pupils listen again and repeat the words 'OK', 'Oh, no!'.

#### Shared reading

Roles: the teacher, boys, girls.

### 4. Reading and listening (PB, ex. 2)

Read the rules on the board in the picture. T: Listen and point to the children

#### Tapescript

Mrs Bell: *Steve, Maggie, don't eat!*  
 Steve and Maggie: *Sorry, Mrs Bell.*  
 Mrs Bell: *Ben, don't jump!*  
 Ben: *Sorry, Mrs. Bell.*  
 Mrs Bell: *Tom, don't run!*  
 Tom: *OK, Mrs Bell.*

Mrs Bell: *Children, don't sleep!*

Children: *Z-z-z-z.*

Pupils listen again and then act out the dialogue.

### 5. Moving activity (Chinese whispers)

Pupils stand in 2 lines. P1 in every line whispers a command, pupils whispers it to each other and the last pupil is supposed to do the action.

### 6. Letter secrets (PB, ex. 3)

ee = [i:] Three green teeth!

T: *Look at the picture. Teeth! How many teeth? Three. What colour? Green. Three green teeth. What the common sound? [i:]. Green. How many sounds? Four. How many letters? Five. Why? The sound [i:] – two letters 'ee.' This is the secret of the letters 'ee'.*

### 7. Workbook activities

#### Ex. 1

Tapescript

- A. Three green teeth!
- B. Three, book, green, sheep, cook, sleep

#### Ex. 2

Tapescript

1. Open the door!
2. Don't listen to music!
3. Go to the board!
4. Don't write on the desk!

#### Ex. 3

Divide pupils into 3 team. Each team reads their task and one pupil demonstrates the actions.

### 8. Round-up

Chant 'Stand up! Sit down!'

## LESSON 6. WHAT'S YOUR FAVOURITE LESSON?

|   |   |  |
|---|---|--|
| <b>Aim</b><br>To practise vocabulary                      | <b>Vocabulary</b><br>Monday, Tuesday,<br>Wednesday, Thursday,<br>Friday, Saturday, Sunday | <b>Grammar</b><br>What day is it today?*   |
| <b>Pronunciation and phonics</b><br>Sounds: [θ], [r], [ʌ] | <b>Recycling</b><br>School things and furniture,<br>numbers, colours                      | <b>You will need</b><br>Flashcards of numbers 1–10,<br>school things, activities |

### 1. Warm-up

- Chant 'Sit down! Stand up!'
  - Pronunciation
- Divide pupils into 3 groups, corresponding to the 3 sounds [θ], [r], [ʌ]. When pupils hear their sound, they stand up or put up their hands: *Monday, Thursday, Sunday, three, Friday, rubber, ruler*, etc.

### 2. Cartoon (PB, ex. 1)

T: *Who can you see in picture 1? Maggie. She's got a book. It's a lesson. Read the days of the week. What day is it? Listen. What's Maggie's favourite lesson?*

#### Shared reading

Roles: Mrs Bell, Maggie, Steve, Tom.

### 3. Moving activity

Divide pupils into 7 groups. Name the groups 'Monday – Sunday'. When pupils hear their names, they stand up and sit down. T: *My favourite day is Friday. My mum likes Monday.*

### 4. Workbook activities



#### Ex. 3

Tapescript  
Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

### 5. Round-up

Chant 'Sit down! Stand up!'

## LESSON 7. I'M UNCLE GRUNDY

|   |                                      |  |
|---|--------------------------------------|--|
| <b>Aim</b><br>To practise grammar   | <b>Vocabulary</b>                    | <b>Grammar</b><br><i>I swim on Monday</i><br>Do you <i>play football</i> on <i>Tuesday</i> ? |
| <b>Pronunciation and phonics</b><br>Sounds: [e], [ɪ], [æ]<br>Letter secret: ay = [eɪ] | <b>Recycling</b><br>Sport activities | <b>You will need</b><br>Flashcards of sport activities                                       |

### 1. Warm-up

- Sight reading of daily routines and sport activities
  - Pronunciation
- Divide pupils into 3 groups, corresponding to the 3 sounds [e], [ɪ], [æ]. They stand up when they hear their sound: *pen, big, bag, pencil, ten, bad, bed, rat, cat, pig, six*.

### 2. Grammar practice

Ask the questions: *Do you watch TV/ go for a walk/ dance/draw?* etc. *on Monday/Tuesday*, etc? P: *Yes, I do. No, I don't.*

### 3. Rhyme 'I'm Uncle Grundy' (PB, ex. 1)

Remind pupils that Steve has got an uncle, whose name is Uncle Grundy. He works very hard but after work he likes doing different things to relax.  
T: *Listen. What does Uncle Grundy do on Sunday?*

### Scrambled listening

➔ Key: 5, 3, 1, 7, 6, 2, 4.

### Shared reading

7 days – 7 groups. Try to motivate the children to make similar rhymes about themselves.

### 4. Moving activity

Act out the rhyme 'I'm Uncle Grundy'

### 5. Letter secrets (PB, ex. 2)

ay = [eɪ] Play football on Sunday!

T: *Look at the picture. Football! When do you play football? On Sunday! Play football on Sunday What the common sound? [eɪ]. Play. How many sounds? Three. How many letters? Four. Why? The sound [eɪ] – the letters 'ay.' This is the secret of the letters 'ay'.*

## 6. Remember (PB, ex. 3)

Write all the words on the board and say that Uncle Grundy likes only the words 'three, sweet, book'. Ask them to guess why he likes these words (they have double letters). Children copy the words into their notebooks. Remind them about the letter secrets and teach them to hear the sounds and write the letters: pen, [p-e-n], bag [b-æ-g], etc.



## Ex. 3

Tapescript

1. I draw on Wednesday.
2. I dance on Friday.
3. I play tennis on Tuesday.
4. I read a book on Saturday.
5. I watch TV on Thursday.
6. I go for a walk on Sunday.
7. I play football on Monday.

## 7. Workbook activities



### Ex. 2

Tapescript

Play football on Sunday!

## 8. Round-up

T: *What's your favourite day?* P: *Sunday.* T: *What do you do on Sunday?* Etc.

# LESSON 8. WHAT DAY IS IT TODAY?

| Aim                         | Vocabulary                      | Grammar  |
|-----------------------------|---------------------------------|--|
| To develop listening skills |                                 |  |
| Pronunciation and phonics   | Recycling                       | You will need                                    |
|                             | Daily routine, sport activities | Flashcards of daily routine and sport activities |

## 1. Warm up

- Rhyme 'I'm Uncle Grundy'
- Game 'Categories'

T: *Days of the week.* Ps: *Monday,* etc. T: *Numbers/colours/food,* etc.



## 2. Story (PB, ex. 1)

T: *Look, Steve. It's morning. Listen. What day is it?*

### Shared reading

Pupils make a film about Steve: narrators, Steve, the school guard and sound effects.

## 3. Project work (PB, ex. 2)

Explain to pupils that they have to make a diary for the whole week and write what they usually do every day as it is shown in the book. They need two A4 sheets, cut in halves and glued together.

## 4. Moving activity

Tell the story about Steve and pupils mime it. A pupil then can take up your role.

## 5. Workbook activities



### Ex. 1A

Tapescript

1. In the morning I get up.
2. I brush my teeth.
3. I wash my face.
4. I have breakfast.
5. I put my pencil-case in the bag.
6. I take my bag and go to school.
7. I'm late. I run to school.

### Ex. 1B

Match the sentences from ex. 1B to the pictures from ex. 1A.

➔ **Key:** 2, 5, 7, 1, 6, 3, 4.

## 6. Round-up

Ask pupils if they have a story like Steve's.

# LESSON 9. FROM SCHOOL TO THE PARK

|  |                   |  |
|--|-------------------|--|
| <b>Aim</b><br>To develop speaking skills | <b>Vocabulary</b> | <b>Grammar</b>                             |
| <b>Pronunciation and phonics</b>         | <b>Recycling</b>  | <b>You will need</b><br>Dice, two counters |

## 1. Warm-up

- Song 'Put your pencil in the bag'
- Rhyme 'I'm Uncle Grundy'
- Sight reading of vocabulary
- Who knows more funny phrases?

## 2. Project presentation

Pupils arrange their projects on the table and tell their stories, showing the pages.

## 3. Boardgame (PB, ex. 1)

Pupils play with a dice and counters for each team. When they land on a square, they are supposed to read the instruction and do the action. The object of the game is to move from 'Start' (the school) to 'Finish' (the park).

## 4. Workbook activities



### Ex. 1. (Dictation)

Tapescript  
In the morning.

In the morning I put my pens in my pencil-case. I put five books and six pencils in my bag. Then I take my bag and go to school. I like my school. I'm happy.

## 5. Round-up

Recall the rhyme 'I'm Mr. Grundy'. Invite pupils to recite the rhyme changing the action verbs, the sound words and transforming their names in a funny way, e.g. *Sasha – Sandy, Tanya – Tandy*, etc.

T: *What's your favourite word in this unit?*

# UNIT 7. ON SUNDAY

By the end of the unit pupils will be able to:

- give information about regular weekend occupations  
**Model 1:** On Sunday I *watch TV*. I *go to the swimming-pool*.  
 In the afternoon I *play football*. Etc.  
**Model 2:** P1: What do you do on Sunday?  
 P2: I *go to the zoo*.
- invite people to do something  
**Model:** P1: Let's *play tennis*.  
 P2: That's a good idea.
- give information about animals  
**Model:** They're *grey*. They're from *Belarus*. They like *meat*.
- spell the words: play, day, green, I, she, he, it

## LESSON 1. TOPSY TURVEY

|  |   |  |
|--|---|--|
| <b>Aim</b><br>To present and practise vocabulary, to consolidate grammar | <b>Vocabulary</b><br>play computer games, listen to music, go to the swimming-pool, go to the zoo, go to the circus, diary* | <b>Grammar</b><br>I <i>go to the swimming-pool</i> on <i>Wednesday</i> .         |
| <b>Pronunciation and phonics</b><br>Sound: [ɜ:]                          | <b>Recycling</b><br>Walk, jump, read a book, go for a walk, watch TV  | <b>You will need</b><br>Flashcards of Topsy Turvey, Steve, Maggie and activities |

### 1. Warm-up

- Rhyme 'I'm Uncle Grundy'
  - Days of the week
- T: *What day is it today? What's your favourite day? What do you do on ...?*

### Pronunciation

'Backchain' practice: [ɜ:] – *circus, the circus, to the circus, go to the circus, I go to the circus, On Sunday I go to the circus*. Etc.

### Practice

T: *Do you play computer games?* P: *Yes, I do./No, I don't.* T: *Do you listen to music in the morning or in the evening?* Etc.

### 2. Vocabulary presentation

#### Presentation

Use flashcards to present the new vocabulary.  
 T: *Let's ask Steve and Maggie. What do you do on Sunday?* Steve: *I read book, I watch TV. I **play computer games**. And I **go to the zoo**. In the evening I **go to the swimming-pool**.* Maggie: *I **go to the circus**. I **listen to music**.*

### 3. Cartoon (PB, ex. 1)

T: *We have a guest today* (show the flashcard of Topsy Turvey). *Ask him questions.* Ps: *What's your name? (Topsy Turvey) How old are you? (seven) Where are you from? What's your favourite day/*

colour/number/food? T: *Sunday/yellow/seven/ice-cream. Now open your books. Listen. What is special about Topsy Turvey?*

### Scrambled listening

They listen again and point to the correct picture.

➔ **Key:** 4, 1, 5, 3, 7, 6, 2.

### Shared reading

Roles: Steve, Maggie, Topsy Turvey, sound effects.

## 4. Moving activity (Listen and do)

T: *Stand up. It's Saturday. It's morning. Get up. Wash your face/hands/eyes/ears/nose. Brush your teeth/hair. Have breakfast. Play football. Go to the swimming-pool. Swim. Swim fast. Stop. Go home. Have lunch. Listen to music. Play computer games. Have dinner. Go for a walk. Go home. Watch TV. Go to bed. Sleep. Get up. Take your bag. Go to school. If pupils do the action, ask: What day is it today? It's Sunday. I don't go to school on Sunday, and you?*

## 5. Workbook activities



### Ex. 1

Tapescript

1. Hi! I'm Janet. On Sunday I go to the circus.
2. My name's Zina. I listen to music on Sunday. I like music very much.
3. My name's Liz. On Sunday I go for walks.
4. I'm David. I like Sunday. On Sunday I go to the swimming-pool.
5. I'm Helen. My favourite day is Sunday. I go to the zoo on Sunday.
6. I'm Mark. On Sunday I play computer games. It's fun!

### Ex. 2

Pupils read and put the numbers of the corresponding pictures in ex. 1.

➔ **Key:** 5, 3, 1, 4, 2, 6.

## 6. Round-up

Pupils say what they do on Sundays. P: *I go to the swimming-pool on Sundays.* Etc.

# LESSON 2. DO YOU GO TO THE ZOO ON SUNDAY?

|  |  |   |
|--|--|---|
| <b>Aim</b><br>To present and practise grammar and vocabulary   | <b>Vocabulary</b>  | <b>Grammar</b><br>Do you <i>play tennis</i> on Sunday?<br><i>Yes, I do/No, I don't.</i> |
| <b>Pronunciation and phonics</b><br>Sound: [ð] in the morning<br>Intonation: <i>yes/no</i> questions | <b>Recycling</b><br>In the morning/evening/<br>afternoon | <b>You will need</b><br>Flashcards of activities  |

## 1. Warm-up

- Sight reading of the vocabulary
- Snowball game

Pupils stand up. Begin: *On Sunday morning I get up. Then ...* Invite pupils to give an activity, e.g. brush my teeth/listen to music, etc. *In the morning I get up and listen to music. Then ...*, etc. Every time children speak with you and join with the actions.

### Pronunciation

*Do you play computer games on Sunday?*

[ð] – *in the morning, in the afternoon, in the evening.*  
*Do you play computer games in the morning?* Say questions and answers and pupils show with their hands whether the voice goes up or down. Show a flashcard (e.g. listen to music). P: *Do you listen to music?* Etc.

## 2. Grammar presentation and practice

### Presentation

T: *Do you go to the swimming-pool on Monday (Wednesday)?* P: *No, I don't.* T: *Do you play computer games?* P: *Yes, I do,* etc.



## 3. Chant 'Do you go to the zoo on Sunday?' (PB, ex. 1)

T: *Who can you see in the pictures? How many boys/girls? Listen. Where do the boys and girls go on Sunday?*



### Shared reading

2 groups: questions and answers.

#### 4. Play a game (PB, ex. 2)

Read the children's names together and ask: *Who plays tennis?* Ps: *Liz*, etc. Show to pupils how to make up questions. Play the game with the class or invite a pair to demonstrate.

#### 5. Moving activity

Invite pupils to respond to your invitation and do the activities: *Let's play volleyball!* Ps: *That's a good idea!* Etc. T: *Don't play volleyball!* Pupils stop.

### 6. Workbook activities



#### Ex. 1

Tapescript

Fluffy: Hi, I'm Fluffy! I like Sundays! In the morning I listen to music and I go to the circus. Bears, monkeys, dogs. And music... I like music very much! In the afternoon I play tennis and I play computer games. In the evening I watch TV. Sunday is fun!

#### Ex. 4

➔ **Key:** 1 – music, 2 – computer, 3 – tennis, 4 – basketball, 5 – volleyball.

### 7. Round-up

Pupils ask questions to the teacher: *Do you listen to music in the morning?* *Do you play computer games in the morning?*

## LESSON 3. I DON'T PLAY FOOTBALL

|   |                   |  |
|---|-------------------|--|
| <b>Aim</b><br>To present and practise grammar | <b>Vocabulary</b> | <b>Grammar</b><br><i>I don't play football.</i><br><i>Let's go for a walk!</i><br><i>That's a good idea.</i> |
| <b>Pronunciation and phonics</b>              | <b>Recycling</b>  | <b>You will need</b><br>Flashcards of Topsy Turvey and activities  |

#### 1. Warm-up

- Chant 'Do you go to the zoo on Sunday?' Pupils practise asking and answering questions in pairs. P1: *Do you go to the circus on Sunday?* P2: *Yes, I do*, etc.
- Sight reading



#### 3. Cartoon (PB, ex. 1)

T: *Look at the pictures. Who can you see?* (Steve, Maggie). *What has Steve got?* (a football and a volleyball). *Listen. What does Topsy like?*

#### Shared reading

Roles: Topsy Turvey, Steve, Maggie, Mum.

#### 2. Grammar presentation

T: *Stand up! Let's play badminton.* Ps: *That's a good idea!* Etc. *Ask Topsy Turvey.* Ps: *How are you? Are you happy? Are you tired? Do you watch TV in the afternoon? Do you play computer games on Sunday?* T: *Today Topsy Turvey is sad. Let's invite him to do different things.* T: *Let's play tennis!* Topsy: *I don't play tennis, etc.* T: *What's the matter?*

#### 4. Play a game (PB, ex. 2)

Practise invitations using the prompts. Play the game first with the class, then pupils play in pairs.

#### 5. Moving activity (Invitation)

Play some music. Pupils stand up. They walk around while the music is playing. When the music

stops, they stop and invite another pupil standing next to them at that moment: *Let's go to the circus!* Etc.

afternoon. I play basketball. I don't play football. In the evening I go for a walk with Lucky. I don't go to the swimming-pool on Sunday.

## 6. Workbook activities



### Ex. 1

Tapescript

Steve: I like Sunday. I don't go to school. In the morning I go to the zoo. I like animals. I don't watch TV in the

## 7. Round-up

Pupils say one thing that they don't do on Sunday: *I don't go to the zoo on Sunday.* Etc.

# LESSON 4. AT THE CIRCUS

|  |  |  |
|--|--|--|
| <b>Aim</b><br>To present and practise vocabulary; to develop speaking skills | <b>Vocabulary</b><br>I, you, he, she, it, we, they | <b>Grammar</b><br>We're <i>at the circus</i> .<br>We can <i>see a bear</i> .                                       |
| <b>Pronunciation and phonics</b><br>Sounds: [w], [ð], [ə]                    | <b>Recycling</b>                                   | <b>You will need</b><br>Make flashcards for the pronouns yourself (write or type them on pieces of paper)<br>A toy |

## 1. Warm-up

- Chant 'Do you go to the zoo on Sunday?' Organise chain practice for pupils to ask and answer the question: *Do you watch TV on Sunday?* P: *Yes, I do. Do you go to the swimming-pool on Sunday?* P2: *No, I don't go to the swimming pool on Sunday.* Etc.

*circus. What animals can you see at the circus? Listen. What can the animals do?*

Check understanding of 'For you and me.'

### Pronunciation

[ð] – *At the circus, we're at the circus, the bear, the monkey, etc.* [ə], [kən], *we can see a bear, the bear can dance, etc.*

## 2. Vocabulary presentation and practice

### Presentation

Ask a boy and a girl to come up to the board and take a toy. Present the pronouns, pointing to people and recapping the words: *I, you, he, she, it* (to the toy), *we* (show with a gesture), *they* (point to the boy and the girl).

### Sight reading of the pronouns

#### Pronunciation

Ask pupils to make their lips as round as Topsy Turvey and say: [w] *walk, watch, swimming-pool, we, we watch TV, we walk, we swim.*

## 4. Moving activity

Divide pupils into 4 groups: bears, tigers, lions, monkeys. When they hear their word, they stand up, when they hear it again, they sit down. They sing the chorus together.

## 5. Speaking 'Circus school'

Use toys for this activity: *Let's open a circus school. We've got animals. Let's say what the animals can do.*

P1: *The monkey can jump. The monkey can run. The monkey can climb trees. The monkey can swim. The monkey can dance. The monkey can sing.* T: *Is it a good monkey? Go to the circus school, monkey. And sit down, please. Very good.* Listen to a few stories told by pupils.



## 3. Song 'We're at the circus' (PB, ex. 1)

T: *Do you like the circus? Let's go to the circus. Open your Pupil's Books. Steve and Maggie are at the*

## 6. Workbook activities



### Ex. 1

Tapescript

1. m-o-n-k-e-y;    3. b-e-a-r;
2. t-i-g-e-r;    4. l-i-o-n.



### Ex. 2

Tapescript

This is a cat, Kitty. Kitty is little. Kitty is sad. She's hungry. She drinks some milk.

## 7. Round-up

Song 'We're at the circus'

# LESSON 5. AT THE ZOO

|  |   |   |
|--|---|---|
| <b>Aim</b><br>To activate vocabulary and grammar; to develop speaking and listening skills | <b>Vocabulary</b>   | <b>Grammar</b><br><i>They're</i> red.<br>plurals  |
| <b>Pronunciation and phonics</b><br>Sounds: [z], [ð]                                       | <b>Recycling</b><br>I, you, he, she, it, we, they<br>animals, countries, articles | <b>You will need</b><br>Flashcards of weekend<br>activities and pronouns<br>Toy animals |

## 1. Warm-up

- Song 'We are at the circus'
- Different groups of children sing different verses and they sing the chorus together.
- Sight reading of activities, animals and pronouns

## 2. Vocabulary and grammar practice

### Plurals

Take two toy dogs: *One dog – two dogs*. Make plurals of the other animals and ask pupils to put up their hand if they hear [z]. Then show flashcards of animals and ask pupils to make plurals themselves. Draw their attention to the word 'foxes'.

### Pronouns

Revise all the pronouns. Demonstrate the pronoun 'they' using a real situation. Ask a boy and a girl to come up to the board and take a toy animal. Say: *Jump!* They fulfil the action and you comment: *Look at Vova and Masha. They can jump.* Etc.

### Pronunciation

Explain how to pronounce the sound correctly and say the following sentences about the toy animals that you have on the table: *They can run. They can jump. They can count. They eat meat. They eat bread. They eat sweets.*

### Practice 'The last sentence'

Use the toy animals you have in class.  
T: *Speak about foxes. They can run.* P1, 2: *They can jump./They can swim.* Etc. The last one to say a sen-

tence is the winner. Change the sentence. T: *They eat meat.* P1, 2: *They eat potatoes. /They eat cheese.* Etc.

### Riddles

T: *Guess the animal. Listen to me.*

1. *They're from Africa. They're big. They've got a big head. They've got big black eyes. They've got a big mouth. They've got big teeth. They've got a long tail. They eat meat. They are green. They can swim very well. What are they? (Crocodiles)*
2. *They're from Britain and from Belarus. They're not big. They've got a long nose. They've got black eyes. They've got small ears. They've got a long tail. They've got sharp teeth. They eat rabbits and chickens. They are red or orange. What are they? (Foxes)*



## 3. Story 'At the zoo' (PB, ex. 1)

T: *Open your books. Who is at the zoo? (Maggie, Steve, Topsy Turvey) What animals can you see? (We can see crocodiles.)* Read the names of the animals together. *Listen and point to the animals.* Stop the cassette for pupils to guess.

Tapescript

They're from India. They're grey. They're very big. (elephants)  
They're from Belarus. They're red. They're nice. (foxes)  
They're from Africa. They're grey. They're very big. (hippos)  
They're from Africa. They're green. They're big and angry. (crocodiles)  
They're from Africa. They're yellow and brown. They're very big. (giraffes)  
Then pupils listen again and follow the text in the book.

### Shared reading

Divide the class into five groups which read about different animals.

#### 4. Moving activity

Pupils stand up and listen to sentences. If the sentences are right, pupils clap their hands. If not, they don't.

1. Foxes are black.
2. Foxes are from Belarus.
3. They've got a big mouth.
4. They've got small teeth.
5. They've got a long tail.
6. They eat grass.
7. They eat rabbits.
8. They eat fruit.
9. They eat rabbits.
10. They can jump very well.
11. They can fly very well.
12. They can run very well.

#### 5. Workbook activities



##### Ex. 1A

Discuss the pictures. Name all the animals in the pictures. Say that Maggie and Topsy are walking around the zoo and looking in the guidebook. There are numbers in the guidebook. Pupils need to put the numbers on the cages.

#### Tapescript

Maggie: Let's go to the zoo, Topsy Turvey.  
Topsy: That's a good idea!  
Maggie: OK. What's number 1?  
Topsy: Monkeys. Look! They're funny.  
Maggie: Number 2? Elephants. They're big.  
Topsy: A-ha. Let's look at the tigers. Number ...  
Maggie: Number 3.  
Topsy: That's right. What's number 4?  
Maggie: Crocodiles.  
Topsy: They're angry!  
Maggie: Oh, yes! Let's look at the foxes!  
Topsy: Number 5.  
Maggie: Yes. Foxes are number 5. They're beautiful.  
Topsy: Number 6 — giraffes, number 7 — hippos.  
Maggie: They can swim! Look!  
Topsy: What's number 8?  
Maggie: Snakes.  
Topsy: I don't like snakes. Number 9 — parrots, number 10 — lions.  
Maggie: They're angry!

#### Ex. 1B

In 1B pupils put numbers on the cages from ex. 1A to the corresponding words.

#### 6. Round-up

Remember what animals we can see at the zoo.

## LESSON 6. MY FAVOURITE DAY

|   |                   |  |
|---|-------------------|--|
| <b>Aim</b><br>To develop reading, speaking and listening skills | <b>Vocabulary</b> | <b>Grammar</b>   |
| <b>Pronunciation and phonics</b>                                | <b>Recycling</b>  | <b>You will need</b><br>Flashcards of weekend activities, Steve and Maggie, Topsy Turvey |

#### 1. Warm-up

- Song 'We're at the circus'

#### 2. Speaking 'Talk to Steve and Maggie'

Take the flashcards of Steve and Maggie. T: *Talk to Steve and Maggie.*

Steve: *What's your name? How old are you? Where are you from? What's your favourite day/colour/number/food?* T: *Answer Maggie's questions.*

Maggie: *Do you go to the circus/zoo in Belarus? What animals can we see at the circus/zoo? What can they do?*  
P1: *We can see monkeys at the circus. They can jump. They can dance.*

#### Riddles

Pupils make up riddles about the animals which live in Belarus: *They're small. They're grey. They eat carrots (rabbits).*

#### Weekend in Britain

T: *Ask Steve and Maggie about their Sunday.* Ps: *Do you go to the circus on Sunday? Do you watch TV in the morning? Etc.*

### 3. Project work (PB, ex. 1)

T: *Who is in the picture? Mrs Bell. She's reading pupils' stories about their Sundays. Who can you see? Steve, Maggie and Topsy Turvey. Read. Story 1. Whose story is that? Story 2. Whose story is that?*  
T: *Now listen and check.*

#### Shared reading

Boys read Steve's part, girls – Maggie's.

#### Project preparation

Say that pupils need to write stories like Steve's and Maggie's and draw pictures to illustrate the story on an A4 sheet of paper. In the next lesson you will put their projects on the wall and pupils will read them and guess the authors.

### 4. Remember (PB, ex. 2)

Write the following words on the board: 'play, day, green, I, she, he, it, cat, parrot, like, big'. Read the

words together. Ask pupil to put the words into 5 groups in their notebooks: [æ], [ɪ], [i:], [eɪ], [aɪ].

### 5. Moving activity

Steve: *Let's play!* Ps: *That's a good idea!* Steve: *Let's jump! Let's play football/hockey/tennis/basketball/volleyball/computer games! Let's go home! Let's watch TV! It's evening. Let's sleep.*

### 6. Workbook activities

#### Ex. 3

This exercise includes the words from the dictation. Make sure you do it in class.

### 7. Round-up

Play the game 'The last sentence'. Pupils are to speak about Sunday and the pupil who says the last sentence is the winner.

## LESSON 7. QUESTIONS FROM TOPSY TURVEY

|  |                   |  |
|--|-------------------|--|
| <b>Aim</b><br>to develop reading, speaking and listening skills; | <b>Vocabulary</b> | <b>Grammar</b>   |
| <b>Pronunciation and phonics</b>                                 | <b>Recycling</b>  | <b>You will need</b><br>Pupils' projects<br>Dice, counters |

### 1. Warm-up

- Favourite songs and chants

### 2. Project presentation

Put the children's stories on the wall and attach numbers to them. Allow them to walk around, read their stories and guess who has written them. Then pupils tell their stories. Encourage the others to ask questions for more information.

### 3. Boardgame (PB, ex. 1)

Pupils throw a dice, read the question in the square where they land and answer it. The winner is the pupil who gets first to the finish (number 12).

### 4. Workbook activities

#### Ex. 1 (Dictation)

Tapescript  
My pets.

*I've got a parrot and a cat. This is my parrot. He's green, blue, yellow and red. And this is my cat. She's big. I like my pets.*

#### Ex. 2

➔ **Key:** Odd one out: a parrot (it doesn't swim), a pupil (not kept in the zoo), a computer (no computers at the circus), a lion (no lions at school).

### 5. Round-up

Pupils ask the questions from Topsy Turvey game to the teacher.

# UNIT 8. SEASONS

By the end of the unit pupils will be able to:

- identify different types of weather and season  
**Model:** T: What's the weather like today?  
P: It's warm and sunny.
- describe seasons  
**Model 1:** My favourite season is *summer*. It's *hot*. It's *sunny*.  
I *play volleyball* in *summer*.  
**Model 2:** P1: What's your favourite season?  
P2: *Spring*.  
P1: What do you do in *spring*?  
P2: I *go for a walk*. And you?  
P1: I *play badminton*.
- express likes and dislikes  
**Model:** P1: Do you like *summer*?  
P2: Yes, I do.
- invite people to do something  
**Model:** P1: Let's *go swimming*!  
P2: That's a good idea!
- spell the words: hot, sunny, spring, sheep, hen, duck, black

## LESSON 1. TIME MACHINE

|  |   |   |
|--|---|---|
| <b>Aim</b><br>To present and practise vocabulary     | <b>Vocabulary</b><br>warm, hot, cold, cloudy, windy, foggy, sunny | <b>Grammar</b><br>What's the weather like today? * It's <i>warm</i> .     |
| <b>Pronunciation and phonics</b><br>Sounds: [w], [ð] | <b>Recycling</b>  | <b>You will need</b><br>Flashcards of weather<br>Poster 'Today's weather' |

### 1. Warm-up

- Rhyme 'One cloud, two clouds'

T: *What day is it today? What season is it? Spring!*  
Look through the window. *It's warm. Clouds!* Draw a cloud on the board. *One cloud, two clouds, three clouds, four, five clouds, six clouds, seven clouds more.*

Draw 6 more clouds, saying the words. Then pupils listen to the chant on the cassette and learn it.

*Tapescript*  
One cloud, two clouds,  
Three clouds, four,  
Five clouds, six clouds,  
Seven clouds more.



## 2. Vocabulary presentation and practice

### Presentation

Use the flashcards for the presentation: *What's the weather like?\** *It's cold (warm, hot, windy, foggy, sunny, cloudy.)* Recap the vocabulary.

### Pronunciation

[w] – *weather, warm, windy, what's;*

[ð] – *the weather, what's the weather like?*

### Sight reading of the vocabulary

### Game 'Back to the board'

Stand facing the class and invite a pupil to take a flashcard and stand behind you: *Anton, stand behind me.* Ps: *What's the weather today?* T: *Is it cold?* Ps: *No, it isn't.* T: *Is it foggy?* Ps: *Yes, it is.* Repeat the guessing game changing the pupils and then a pupil takes over your role.

## 3. Cartoon (PB, ex. 1)

T: *Who can you see? (Maggie, Steve, Peter the Parrot)*  
Picture 1. *What's the weather like? It's ... foggy.* etc.  
*Listen. What happened?*

### Scrambled listening

➔ Key: 4, 2, 1, 6, 5, 3.

### Shared reading

The roles are: Maggie, Steve and Time Machine (sound effects.)

## 4. Moving activity

T: *Let's go for a walk. It's warm. It's hot. It's cold. It's windy. It's foggy.* (Pupils mime what they do in such weather.)

## 5. Poster 'Today's weather'

|      |         |
|------|---------|
| It's | Tuesday |
| It's | warm    |
| It's | sunny   |

1. A sheet of paper. 2. 3 stripes.

Stripe 1: Monday – Tuesday – Wednesday – Thursday – Friday – Saturday – Sunday.

Stripe 2: hot – warm – cold.

Stripe 3: sunny – cloudy – windy – foggy – raining – snowing.

Moving the stripes read the structures of the lesson together. You can invite pupils to make and have such a colourful poster on a wall of the classroom. They can move the stripes every day according to the day of the week and the weather.

## 6. Workbook activities

### Ex. 1A

Tapescript

1. It's warm. 2. It's foggy. 3. It's sunny. 4. It's windy. 5. It's cold. 6. It's hot. 7. It's cloudy.

### Ex. 1B

Pupils write the numbers, corresponding to the pictures in ex. 1A.

### Ex. 2

Tapescript

A. Sunny, funny, happy, angry.

B. Sunny, cloudy, windy, cold, warm.

## 7. Round-up

Pupils speak about the weather today.

P: *It's warm and sunny.*

# LESSON 2. AUTUMN, WINTER, SPRING AND SUMMER

|  |   |   |
|--|---|---|
| <b>Aim</b><br>To present and practise vocabulary     | <b>Vocabulary</b><br>autumn, winter, spring, summer, raining, snowing | <b>Grammar</b><br>What season is it now?*                                 |
| <b>Pronunciation and phonics</b><br>Sounds: [w], [ŋ] | <b>Recycling</b><br>Weather   | <b>You will need</b><br>Flashcards of weather<br>Poster 'Today's weather' |

## 1. Warm-up

- Rhyme 'One cloud, two clouds'
  - Sight reading
- T: *What's the weather like today?*  
Ps: *It's cloudy*, etc.

## 2. Vocabulary presentation and practice


### Presentation

T: *It's **snowing**.* (showing the flashcard) *Do you like snow?* P: *Yes, I do./No, I don't.* *It's **raining**.* (changing the picture) *Do you like rain?* P: *Yes, I do./No, I don't.* Go through all the flashcards, recapping. T: *It's ...* Ps: *snowing*, etc. Show the flashcard of spring. T: *It's **spring** now.* Check understanding. *It's warm. It's sunny. Do you like spring? It's **summer**. It's hot. It's sunny. Do you like summer? It's **autumn**. It's cold. It's cloudy. Do you like autumn? It's **winter**. It's cold. It's windy. Do you like winter?*

### Pronunciation

- [ŋ] – *morning, evening, snowing, raining, spring*  
[w] – *warm, windy, winter, I like winter*

### Sight reading of the vocabulary

 **Chant 'Spring, summer, autumn, winter'**  
Pupils listen and look at the flashcards on the board.

### Tapescript

1. Spring, summer, autumn, winter.  
Spring, summer, autumn, winter.
2. I like spring. I like summer.  
I like autumn. I like winter.
3. Spring, summer, autumn, winter.  
Spring, summer, autumn, winter.

Learn the chant and then practise in the following way: group 1 repeats verse 1 all the time. Group 2 joins only in verse 2, while group 1 is saying verse 1. Help pupils with keeping the rhythm.

### Practice

T: *Do you like spring?* (showing the flashcard). P: *Yes.* Show another flashcard and invite pupils to ask you such a question: *Do you like winter?* T: *No, I don't like winter*, etc.

## 3. Cartoon (PB, ex. 1)

T: *Who can you see?* Ps: *Maggie, Steve, Peter.* T: *What can you see?* Ps: *The Time Machine.* T: *Picture 1. What's the weather like?* P: *It's raining.* T: *What season is it?* P: *It's autumn.* Do the same with pictures 2-4.  
T: *Now listen. What happened?*

### Tapescript

1. Maggie: Look! It's raining. It's cold.  
Steve: It's autumn.  
Peter the Parrot: It's autumn, it's autumn!  
Maggie: I don't like it. Let's fly away.
2. Maggie: It's snowing. Brrr... it's cold.  
Steve: It's winter.  
Peter the Parrot: It's winter, it's winter!  
Maggie: I don't like it. Let's fly away.
3. Maggie: It's warm. It's windy.  
Steve: It's spring.  
Peter the Parrot: It's spring, it's spring!  
Maggie: I don't like it. Let's fly away.
4. Maggie: It's hot. It's sunny.  
Steve: It's summer. Let's swim!  
Peter the Parrot: It's summer, it's summer!  
Maggie: Look! Crocodiles! Let's fly away!!!

### Shared reading

The roles are: Maggie, Steve, Peter the Parrot and Time Machine (sound effects.)

## 4. Moving activity

Divide pupils into 4 groups: winter, spring, summer, autumn. When pupils hear their word, they stand up or sit down. You can say any text, repeating the words. T: *It's spring now. I like spring. In spring I go for a walk. After spring comes summer. Summer is my favourite season. I don't go to school in summer, I go to school in autumn. It's foggy in autumn. It's warm in summer. It's cold in winter. Winter is white. I ski in winter. I swim in summer. Spring, summer, spring, autumn, winter, summer, autumn, winter, autumn, winter, etc.*

## 5. Reading the structures

Use the poster, described in the previous lesson.

## 6. Workbook activities

### Ex. 2

### Tapescript

1. s-u-m-m-e-r,      3. a-u-t-u-m-n,
2. w-i-n-t-e-r,      4. s-p-r-i-n-g.

### Ex. 4

- ➔ **Key:** 1 – sunny, 2 – cloudy, 3 – windy, 4 – cold, 5 – warm, 6 – foggy, secret word – Sunday.

### Ex. 7

Pupils read the captions under the picture and draw the seasons. In spring the leaves are small and green. In summer they are big and green. In autumn they are yellow, red and brown. In winter there are no

leaves. Pupils can also draw the sun, clouds, raindrops, snowflakes, etc.

### 7. Round-up

T: *What's your favourite season?* P: *Summer*, etc.

## LESSON 3. IT'S A HOT SUMMER DAY

|  |  |   |
|--|--|---|
| <b>Aim</b><br>To practise vocabulary           | <b>Vocabulary</b><br>go skiing, skating, swimming, fishing | <b>Grammar</b><br>Let's <i>go swimming</i> . Let me see.* You and me.*    |
| <b>Pronunciation and phonics</b><br>Sound: [ŋ] | <b>Recycling</b><br>Weather and seasons                    | <b>You will need</b><br>Flashcards of weather<br>Poster 'Today's weather' |

### 1. Warm-up

- Chant 'Spring, summer, autumn, winter'  
T: *Do you like spring?* P: *Yes, I do*, etc. Encourage pupils to ask you the questions and when you answer, say: *Let me see...* (show that you are thinking).

- Pronunciation  
Children raise their hands when they hear the sound [ŋ]. T: *morning, season, evening, winter, snowing, raining, windy, spring*. Then pupils repeat the words with the sound [ŋ].

### 2. Vocabulary practice

#### Presentation

Tell a short story and pupils guess the season: *It's cold. It's windy. I go skiing. I go skating. I play hockey.*  
P: *Winter*. T: *Yes, it's winter*. T: *It's hot. It's sunny. I go swimming. I don't go to school* (summer). *It's warm. It's sunny. I play volleyball. I go for a walk* (spring). *It's beautiful. I go to school. It's foggy. It's windy. I don't go for a walk. I watch TV* (autumn).

#### Practice

T: *Do you go skating/skiing/swimming/fishing in winter?* P: *Yes, I do./No, I don't.*

### 3. Song 'It's a hot summer day' (PB, ex. 1)

Show the flashcards of the seasons.

T: *It's a summer day. It's a hot summer day*. Do the same with the other seasons. *Listen* (books closed). *Which seasons can you hear?* Pupils listen and say which seasons they have heard. Then they open the book, listen again and point to the pictures.

### Shared reading

4 groups – 4 verses.

### 4. Moving activity (Chinese whispers)

Children stand in 2 lines and the first pupil whispers a sentence, e.g. *I go swimming in summer*. When the last pupils hear the sentence, he mimes the activity. Then they whisper what they do in spring, then in summer and finally in autumn.

### 5. Workbook activities



#### Ex. 1

Tapescript

1. Girl 1: *It's cold. Let's listen to music.*  
Girl 2: *That's a good idea.*
2. Girl: *It's sunny. Let's go for a walk.*  
Boy: *Great!*
3. Boy 1: *It's windy and cold. Let's play computer games.*  
Boy 2: *Cool!*
4. Boy: *It's hot and sunny. Let's swim.*  
Girl: *Great!*
5. Boy 1: *It's a good day. Let's play basketball.*  
Boy 2: *OK!*
3. Girl 1: *It's sunny. Let's play tennis.*  
Girl 2: *That's a good idea.*



#### Ex. 2

Tapescript

1. w-i-n-t-e-r.
2. a-u-t-u-m-n.
3. s-u-m-m-e-r.
4. s-p-r-i-n-g.

### 6. Round-up

T: *It's a warm spring day*. P: *Let's go fishing!* T: *Good idea!*

## LESSON 4. PAVEL ON A FARM

|   |   |  |
|---|---|--|
| <b>Aim</b><br>To practise vocabulary                                      | <b>Vocabulary</b><br>duck, hen, sheep, horse, cow                       | <b>Grammar</b><br>My favourite season is <i>spring</i> .<br>Plurals                              |
| <b>Pronunciation and phonics</b><br>Sound: [z]<br>Letter secret: ck = [k] | <b>Recycling</b><br>Weather and seasons, farm animals, colours, numbers | <b>You will need</b><br>Flashcards of weather, farm animals, colours, numbers and letter secrets |

### 1. Warm-up

- Chants
  - Song 'It's a hot summer day'
  - Sight reading of seasons, weather, farm animals, colours, numbers
- T: *What's your favourite season?* P: *My favourite season is spring*, etc.

### 2. Vocabulary and grammar practice

#### Pronunciation

T: *One chicken – two chickens.* [z] *Put up your hands when you hear [z]. Cows, pigs, cats, dogs, rabbits, hens, ducks.* Draw pupils' attention to the word 'horses'. *Fox – foxes, box – boxes, pencil-case – pencil-cases, horse – horses.*

#### Riddles

Prepare one or two riddles for pupils: 1. *They're little. They're yellow.* (chickens) 2. *They're not big. They eat potatoes. They're pink.* (pigs) Etc.

### 3. Story 'On a farm' (PB, ex. 1)

Invite pupils to look at the picture and ask: *What's this?* Ps: *Time Machine.* T: *Who's this?* Ps: *Pavel.* T: *What's this?* Ps: *A farm.* Read and count the farm animals together. T: *Listen and point to the animals.*

#### Shared reading

One pupil can play Pavel, others can imitate farm animals when Pavel names them.

### 4. Moving activity

Pupils sing the song 'It's a hot summer day' in groups, miming the actions.

### 5. Letter secrets (PB, ex. 2)

ck = [k] A chicken and a duck.

T: *What's this? A chicken. What's this? A duck. A chicken and a duck. Read together.* Then ask pupils to read the sentence slowly, quickly, as if they are tired, happy, sad. T: *Duck – how many sounds?* Ps: [d-ʌ-k], *three.* Write on the board the word 'duck'. *How many letters?* Ps: *Four.* T: *Three sounds, four letters, why?* Elicit: *Two letters 'c' and 'k' make one sound [k]. This is the letter secret of the letters 'ck.'* Other words with the secret are 'black, yuck, ice-hockey.'

### 6. Workbook activities

#### Ex. 2

Tapescript  
A chicken and a duck.

### 7. Round-up

T: *What farm animals do you like?* P: *I like horses, etc.*

## LESSON 5. WHAT DO YOU DO IN AUTUMN?

|                                   |   |  |
|-----------------------------------|---|--|
| <b>Aim</b><br>To practise grammar | <b>Vocabulary</b>   | <b>Grammar</b><br>What do you do in <i>autumn</i> ?              |
| <b>Pronunciation and phonics</b>  | <b>Recycling</b><br>Weather and seasons, wild and farm animals, colours | <b>You will need</b><br>Flashcards of weather and letter secrets |

### 1. Warm-up

- Song 'It's a hot summer day'
- Sight reading of vocabulary and funny phrases

### 2. Chant 'What do you do in summer?'

Showing the flashcard of summer, ask: *What do you do in summer?* First answer your questions yourself for pupils to understand them: *I go for a walk. I play football.* Check understanding. Using the other flashcards talk with pupils about spring, autumn and winter.

T: *Look at the tortoise. Listen. What does he do in autumn/winter/spring/summer?*

#### Shared reading

2 groups: questions and answers.

### 4. Moving activity

Pupils stand in a circle. P1: *What do you do in summer?* P2: *I go swimming. And you?* P3: *I go fishing. And you?* Etc.

### 5. Workbook activities

#### Ex. 1

First pupils read all the words in pairs. If they do not know a word, they ask: *What's this?* Then they listen to the cassette and join the dots.

#### Tapescript

Summer — autumn — winter — spring — windy — cloudy — foggy — sunny — warm — hot — cold — cat — bear — tiger — lion — budgie — dog — hamster — crocodile — rabbit — hippo — elephant — monkey — parrot — fox — puppy — kitten — spring.

➔ **Key:** an elephant.

### 6. Round-up

T: *What do you do in autumn?*

P: *I go to school, etc.*

## LESSON 6. WHAT'S YOUR FAVOURITE SEASON

|  |                         |  |
|--|-------------------------|--|
| <b>Aim</b><br>To develop speaking skills   | <b>Vocabulary</b>       | <b>Grammar</b><br>My favourite season is <i>spring</i> .         |
| <b>Pronunciation and phonics</b><br>Letter secrets revision:<br>ck = [k], sh = [ʃ], u = [ʌ],<br>a = [æ], e = [e], ng = [ŋ] | <b>Recycling</b><br>can | <b>You will need</b><br>Flashcards of weather and letter secrets |

### 1. Warm-up

- Chant 'What do you do in autumn?'
- Sight reading
- 'Who knows more funny phrases?'

### 2. Speaking 'Snowball'

Begin a story about one season, mime it together and ask pupils to add sentence each: *In spring it's warm and sunny. In spring ...* Accept what a pupil says, e.g. go for a walk. Begin the story together again: *In spring it's warm and sunny. I go for a walk. In spring ..., etc.* Make up stories about other seasons.

### 3. Project work (PB, ex. 1)

Pupils read the names of the seasons together. T: *Listen to Peter. What's his favourite season?* Stop before the last word. Pupils guess and then listen to the end. (It's summer.)

#### Shared reading

Different groups read about different seasons.

#### Project preparation

Invite pupils to draw their favourite season, or to bring photographs and prepare a story about their favourite season(s) like those in PB, ex. 1.



#### 4. Remember (PB, ex. 2)

Write the words on the board or use the flashcards: dog, bad, hot dog, sunny, mum, duck, sheep, sing, brush, hot, wash, sad, black, happy, spring, black, funny. Start 6 column: ck = [k], sh = [ʃ], u = [ʌ], a = [æ], e = [e], ng = [ŋ]. Pupils divide the words and copy them. Teach pupil to dictate the words to themselves: hot, h-o-t, and then write.

#### 5. Moving activity (Two lines)

Pupils stand in two lines facing each other. P1: *What's your favourite season?* P2: *Spring.* P1: *What's your favourite season?* P1: *Winter.* Then first line make one step to the left, whereas the second line do not move. Pupils have the same conversation with another partner.

#### 6. Workbook activities

##### Ex. 1A

Read the children's names and the sentences together. Then pupils listen and match them.

#### Tapescript

1. My name's Dima. My favourite season is winter. It's cold. I can play ice-hockey in winter.
2. My name's Kate. My favourite season is spring. It's warm and sunny. I go for a walk in spring.
3. My name's Anna. My favourite season is summer. It's hot and sunny. I can play football in summer.
4. My name's Misha. My favourite season is autumn. It's beautiful. I go to school in autumn.

##### Ex. 1B

Pupils write in the prepositions, then they listen to the text in ex. 1A and check.

##### Ex. 2

#### Tapescript

This is my hen.  
It's black and red.  
It can't swim.  
It's very funny.

#### 7. Round-up

Remind pupils to make and bring their projects about their favourite season.

## LESSON 7. GET A PRESENT!

|  |                   |  |
|--|-------------------|--|
| <b>Aim</b><br>To develop speaking and reading skills | <b>Vocabulary</b> | <b>Grammar</b>                                     |
| <b>Pronunciation and phonics</b>                     | <b>Recycling</b>  | <b>You will need</b><br>Pupils' projects, counters |

#### 1. Warm-up

T: *What's your favourite season/fruit/vegetable/day/subject/colour/animal/number?*

Encourage pupils to ask you these questions. Then they ask each other.

T: *What's the weather like today?*

#### 2. Project presentation

Arrange the pictures of the projects on the board and put the numbers under each picture. Pupils present their projects and the listeners guess the number of the project.

P: *My favourite season is autumn. It's warm. It's sunny. I can see yellow trees in autumn. I play football in autumn. I go for a walk, etc.*

#### 3. Moving activity

T: *It's sunny. It's hot.* P: *Let's go swimming!* T: *That's a good idea!* Then pupils mime the actions.

#### 4. Boardgame (PB, ex. 1)

Pupils play in pairs. They place their counters on 'What's your favourite season?' P1 answers the question and moves the counter according to the answer. P2 does the same. They keep playing until they 'get a present'.

#### 5. Workbook activities

##### Ex. 2

Odd one out: volleyball, Andrey, yellow, apple, carrot.

#### 6. Round-up

Count the pupils who like winter/autumn/spring/summer.



## LESSON 8. A MESSAGE IN A BOTTLE

|   |                   |                      |
|---|-------------------|----------------------|
| <b>Aim</b><br>To test reading and listening | <b>Vocabulary</b> | <b>Grammar</b>       |
| <b>Pronunciation and phonics</b>            | <b>Recycling</b>  | <b>You will need</b> |

### 1. Warm-up

- Days of the week

T: *What do you do on Sunday?*

P: *On Sunday I play football, etc.*

- Guess a riddle

T: *They've got grey hair. They've got red eyes. They've got white teeth. They eat carrots.* (Rabbits)

- Round of favourites

In turn pupils say what they like. P1: *I like the circus.*

P2: *Masha likes the circus, I like the zoo, etc.*

5. *He doesn't like tennis.*

6. *He likes the circus.*

7. *He doesn't like the zoo.*

8. *He doesn't like television.*

#### Ex. 2

Pupils need to read Bunny's description and colour his picture according to the text.

#### Ex. 3

Pupils read Bunny's diary and put numbers into the appropriate pictures.

#### Ex. 4

Pupil read the stories about the animals and put the appropriate numbers on the pictures.

#### Ex. 5 (Dictation)

T: *Bunny wrote a note to his mother, we need to complete it and give the note to the mother.* It is a dictation.

Tapescript

Dear Mum, don't be sad. I'm at the circus. I've got a friend. It's a dog. It's funny. I'm happy.

Love, Bunny.

### 2. Cartoon (PB, ex. 1)

Ask pupils to look at the cartoon and answer: *What season is it? What's the weather like? Listen. What happened?*

T: *Mother Rabbit has got a son. What's his name?* P: *Bunny.* T: *Where is he?* P: *He's lost.* T: *Let's help to find him!*

### 3. Workbook activities

#### Ex. 1

Now Mother Rabbit will tell us what her son likes or doesn't like.

Tapescript

1. *He likes carrots.*
2. *He likes sweets.*
3. *He doesn't like winter.*
4. *He likes football.*

### 4. Round-up

Ask pupils to be prepared to speak about their morning, working day, Sunday and favourite season for the next lesson. They can use the texts in their PB, Lesson 9 as models.

## LESSON 9. GOODBYE, FRIENDS!

|                                  |                   |                      |
|----------------------------------|-------------------|----------------------|
| <b>Aim</b><br>To test speaking   | <b>Vocabulary</b> | <b>Grammar</b>       |
| <b>Pronunciation and phonics</b> | <b>Recycling</b>  | <b>You will need</b> |

### 1. Warm-up

Play the game 'Categories'. T: *Animals!* P: *A dog, etc.* T: *Morning..., Winter..., School..., etc.*

### 2. Listening and speaking (PB, ex.1)

#### Listening

The school year is going to be over soon, that's why Pavel, Maggie and Steve want to make a farewell

trip together with pupils. To make it fun they want pupils to tell stories and sing.

### **Speaking**

Divide pupils into groups of 3-4. In the first round each group needs to prepare a story about their daily routine. Give them 2-3 minutes to prepare and then ask one pupil from every team. In the next round they prepare a story about their morning, then about their Sunday and the last round is about their favourite season. Every time ask a new pupil from each group. Between the rounds group sing their favourite songs and chants or play their favourite games.

### **3. Workbook activities**

#### **Ex. 1**

Pupils circle the odd words in every column and write them in the box 'seasons'.

### **4. Round-up**

T: *Who is your favourite character in the book?*

# STORIES TO ENJOY

## STORY 1. RON AND SPOT

**The aim:** to teach children to take care of pets, to be able to help them, to help each other in the family

**New vocabulary:** sad, happy, call (=telephone), a pill-pills, take, give, what's the matter?

### 1. Warm-up

T: *How are you? Are you happy?* Draw a happy face on the board. *Are you sad?* Draw a sad face on the board. If one pupil is away, say: *Where's Anna? What's the matter? She's ill. I'm sorry.*

### 2. Vocabulary work

Take a picture of a boy (girl). Ask one pupil to come to you and take the picture. *Anton, take the picture. Give the picture to Andrey.* Etc. *This is Jack. He's ill. Let's call the doctor. Call, telephone.* Show the gesture of telephoning. Improvise a conversation with the doctor. *Doctor! 'Yes, what's the matter?' Jack is ill.' The doctor comes. He gives pills to Jack.* Bring a packet of pills to demonstrate the meaning of the word. *In the story we're going to read about a boy, Ron, and his dog, Spot.*

### 3. Listening to the teacher

Children take their chairs and sit around you in a circle. Set the pre-listening question, writing it on the board and reading it together: 'What's the vet's name?' Read the story, stop to explain what is

happening if necessary, but keep the pace of the story. Pupils look at the pictures while you read. Change your voice and intonation when you read – these are powerful means to help pupils to understand the story. Listening to the cassette before the lesson will help you to find the right intonation. At the end elicit the answer to the pre-listening question.

➔ **Key:** Mr Pill.

### 4. Listening to the cassette

Now pupils listen to the cassette. Set the other question, writing it on the board: 'How many people help Spot?' Don't stop the cassette during the story – let children enjoy the story and the atmosphere. After listening elicit the answer to the question.

➔ **Key:** six.

### 5. Comprehension check

Prepare handouts for pupils or write the exercises on the board. Explain the task and ask pupils to do the exercises in pairs first, and then check together as a class.

#### 1. Who says this? Match.

1. Let's ask Mum and Dad!

Granny and Grandad

2. Let's call the vet!

Mr Pill

3. Here you are, Spot!

Spot

4. Yum, yum!

Mum and Dad

5. I want to be a vet!

Ron

#### 2. Complete the sentences.

1. Ron is ....
2. He's got a ....
3. That's a good ...!
4. Mr Pill gives pills to ....
5. Spot takes the ....
6. Ron wants to be a ....

## 6. Shared reading

Do shared reading as described in the introduction. Roles: the teacher is the narrator, pupils are Ron, Spot, Mr Pill, Granny, Grandad, Mum, Dad.

## 7. Follow-up

At this stage it is important to discuss the emotional and moral aspects of the story. Speak about the situation with children. Ask them if their pet has ever been ill. What did they do? How do we know that a pet is ill? What should be done to help the pets? Etc.

# STORY 2. MAGIC FLOWER

**The aim:** to teach children to be responsible for their pets, to understand that keeping a pet is not just playing with it.

**New vocabulary:** a flower, a beautiful flower, a magic flower, a fairy.

## 1. Warm-up

T: *Have you got a pet? What pet have you got? Who hasn't got a pet? What pet do you want?* P: *I want a ...*

## 2. Vocabulary work

Introduce the vocabulary using the board or prepare picture to show the meaning. Draw a flower on the board: *a flower*. Draw another flower with more petals: *a beautiful flower*. Use more emphatic intonation to show the meaning. Draw a flower with sparkles around it: *a magic flower*. Show with your voice that it is magic. Draw a woman's silhouette with sparkles around her: *a fairy*. *We're going to read a story about a girl, Liz. She hasn't got a pet. She wants a pet. A fairy gives her a magic flower!*

## 3. Listening to the teacher

Children take their chairs and sit around you in a circle. Set the pre-listening question, writing it on

the board and reading it together: 'Does Liz like the flower?' Read the story, stop to explain what is happening if necessary, but keep the pace of the story. Change your voice and intonation when you read. At the end elicit the answer to the pre-listening question.

➔ **Key:** Yes, she does.

## 4. Listening to the cassette

Now pupils listen to the cassette. Set the other question, writing it on the board: 'Is Liz happy?' Don't stop the cassette during the story. After listening elicit the answer to the question.

➔ **Key:** Yes, she is.

## 5. Comprehension check

Prepare handouts for pupils or write the exercises on the board. Explain the task and ask pupils to do the exercises in pairs first, then check together as a class.

### 1. Who says this? Match.

1. Look! I've got a budgie.

2. Look! I've got a dog.

3. I want a pet.

4. Look! I've got a cat.

5. Here's a magic flower for you!

6. Here's a puppy for you!

Liz

Mum

Ron

Anna

Tom

the fairy

### 2. True or false?

1. Mum is busy.

2. The fairy gives Liz a pet.

3. Liz doesn't like the flower.

4. Ron has got a frog.

5. Anna has got a cat.

6. Tom has got a hamster.

7. The puppy is lovely.

## 6. Shared reading

Do shared reading as described in the introduction. Roles: Liz, Mum, the fairy, Ron, Anna, Tom, the dog, the cat, the budgie.

## 7. Follow-up

At this stage it is important to discuss the emotional and moral aspects of the story. Is it always fun to keep pets? How should you take care of pets? What things should you consider before you take a pet? Invite pupils to draw their magic flower and say their wishes: *I want a dog*, etc.

# STORY 3. SOPHIE

**The aim:** to teach children to be neat and keep their things in order

**New vocabulary:** clean, dirty, run away

## 1. Warm-up

T: *Look at your desks. Are your things in order? Where's your book/pencil-case/ bag, etc.?*

the board and reading it together: 'Why do Sophie's things run away?' Check understanding of the question. Read the story.

➔ **Key:** They are dirty and sad.

## 2. Vocabulary work

Show your hands. *Look, **clean** hands, clean.* Take a piece of chalk. Your hands are not clean any more, show it: **dirty**, *dirty hands. We're going to listen to the story about a girl. Her name's Sophie. She's dirty. Her things are dirty. They **run away!*** Check understanding.

## 4. Listening to the cassette

Set the other question, writing it on the board: 'Where are Sophie's school things?'

➔ **Key:** Now they are in their right places.

## 3. Listening to the teacher

Children take their chairs and sit around you in a circle. Set the pre-listening question, writing it on

## 5. Comprehension check

Explain the task and ask pupils to do the exercises in pairs first, then check together as a class.

### 1. True or false?

- 1. Sophie is a pupil.
- 2. It's evening. Sophie goes to school.
- 3. The book is sad, 'Sophie doesn't like me!'
- 4. The school things run away.
- 5. Sophie cries, 'I can go to school!'
- 6. Now Sophie cleans her school things.

### 2. Who says this?

1. Sophie doesn't like me!

2. Let's run away!

3. That's a good idea!

4. Dad, where's my book?

5. I can't go to school!

6. It's behind the door.

Sophie

the bag

Granny

the book

the pencil-case

## 6. Shared reading

Roles: Sophie, the book, the pencil-case, the bag, Mum, Dad, Granny. The teacher is the narrator.

## 7. Follow-up

Discuss with children where they keep their things at home. Are they always in order? Who tidies up their room? Etc.

# STORY 4. HOME ALONE

**The aim:** to teach children to be neat and keep their things in order

**New vocabulary:** fridge, alone

## 1. Warm-up

T: *Have you got a rat/budgie/guinea pig/cat/dog/tortoise?*

## 2. Vocabulary work

Present the words, drawing pictures on the board. Draw a big picture of a fridge on the board. The food (flashcards) that you will put on the shelves will make it look like a fridge. Say: **A fridge**. Draw one child on the board and two or three in a distance. *He's alone. They're not alone.*

## 3. Listening to the teacher

Set the pre-listening question: 'Where are the animals?' Read the story.

➔ **Key:** On the bed.

## 4. Listening to the cassette

Set the other question: 'Why is Mike angry?'

➔ **Key:** The house is in a mess, no food.

## 5. Comprehension check

Explain the task and ask pupils to do the exercises in pairs first, then check together as a class.

### 1. Who says if?

1. 'Let's play,' says ...

Mike

2. 'OK. Let's run and jump!' says the ...

Spot

3. 'Let's fly!' says the ...

Mum

4. 'Look at the floor. It's dirty!' says ...

Dad

5. 'Look at the fridge.  
What a mess!' says ...

pets

6. 'Here they are!' says ...

budgie

7. 'We're sorry,' say the ...

cat

### 2. True or false?

1. Mike's from Britain.

2. He's got three pets.

3. Mike's mum and dad play tennis on Sundays.

4. Mike plays football on Sundays.

5. The pets sleep all day.

6. They eat cheese, milk, apples, sausages.

7. After dinner they go to bed.

## 6. Shared reading

Roles: Mike, his Mum, Dad, the dog, the cat, the rat and the budgie. The teacher is the narrator.

## 7. Follow-up

Discuss with children what happens if they are at home alone.



# STORY 5. GONE WITH THE WIND

**The aim:** to develop children's imagination

**New vocabulary:** a ladybird, spots, a house, a kitchen

## 1. Warm-up

T: *What's the weather like today? Is it windy/warm/sunny?*

## 2. Vocabulary work

Introduce the vocabulary, using the board for drawing or a picture of a ladybird: **a ladybird**, *how many spots has it got?* 4. Draw a house or bring pictures: **a house**, **a kitchen**.

## 3. Listening to the teacher

Set the pre-listening question : 'Who does the ladybird meet in the kitchen?' Read the story.

➔ **Key:** a cucumber, ice-cream and tea.

## 4. Listening to the cassette

Set the other question: 'Why does the ladybird fly away from the kitchen?'

➔ **Key:** This is not her home.

## 5. Comprehension check

Explain the task and ask pupils to do the exercises in pairs first, then check together as a class.

### 1. True or false?

- 1. Little Ladybird is five.
- 2. She's got a big head.
- 3. She's got two eyes.
- 4. She's got four legs.
- 5. She's got five spots.

### 2. Complete the sentences.

- 1. She's ... the flower.
- 2. She's ... the tree.
- 3. She's ... the house.
- 4. She's ... the window.
- 5. She's ... the kitchen.

in  
on  
under  
behind  
near

## 6. Shared reading

Roles: the narrator, Little Ladybird, Mum, Dad, the cucumber, the tea, the ice-cream.

## 7. Follow-up

Discuss with children why the butterfly has come back home. Ask them if their parents are worried if they go for a walk far from home, etc.

# STORY 6. VANESSA, A HAPPY HIPPO

**The aim:** to teach children to be nice and friendly to each other, to support lonely children and encourage them to find friends

**New vocabulary:** a butterfly – butterflies

## 1. Warm-up

T: *Have you got a friend? Can your friend dance/sing/play football/play volleyball, etc.?*

## 2. Vocabulary work

Introduce the vocabulary using the flashcards with animals: a hippo, a tiger, a rabbit, a giraffe. Draw a butterfly or find a picture: **a butterfly**. Take the flashcard of a hippo: *Look! Today we'll read a story about one hippo who hasn't got a friend. Her name's Vanessa. In the story we'll also meet some tigers, rabbits, giraffes and butterflies.* Pupils repeat the words together and individually. T: *One tiger – two ... tigers. One rabbit – two ... rabbits, etc.* Encourage pupils to say the plurals. Write these pairs of words on the board. Point to the words at random and ask pupils to read them.

T: *Which animal do you like best: a hippo, a tiger, a rabbit, a giraffe or a butterfly?* P: *I like a butterfly, etc.*

## 3. Listening to the teacher

Children take their chairs and sit around you in a circle. Set the pre-listening question, writing it on the board and reading it together: 'Why do the animals run away?' Read the story.

➔ **Key:** Vanessa can't play football/volleyball/basketball.

## 4. Listening to the cassette

Set the other question, writing it on the board: 'Can Vanessa dance?'

➔ **Key:** Yes, she can.

## 5. Comprehension check

Explain the task and ask pupils to do the exercises in pairs first, then check together as a class.

### 1. True or false?

- 1. The tigers can play football.
- 2. The rabbits can play basketball.
- 3. The giraffes can play basketball.
- 4. Vanessa is a butterfly.
- 5. Vanessa can dance.

### 2. Who says this?

1. The ... ask, 'Can you play volleyball?'

rabbits

2. The ... ask, 'Can you play football?'

giraffes

3. The ... ask, 'Can you play basketball?'

tigers

4. ... says, 'No, I can't.'

butterflies

5. The ... say, 'Let's dance together!'

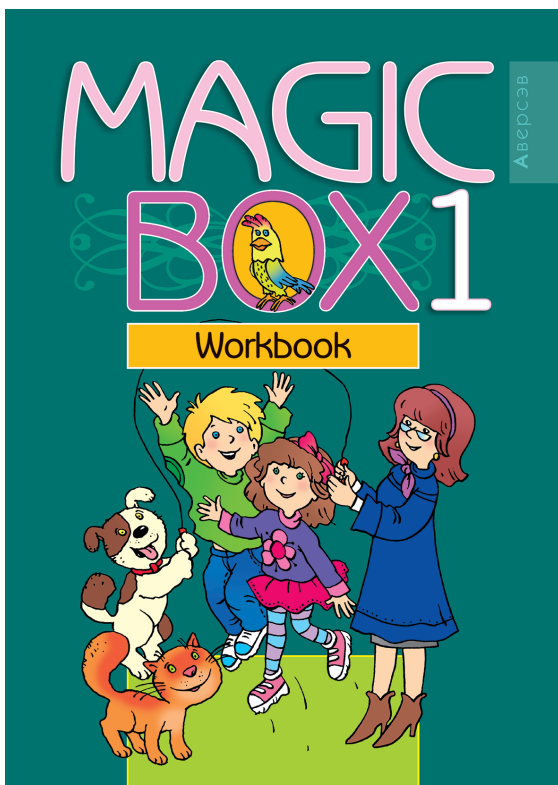
Vanessa

## 6. Shared reading

Roles: Vanessa, the tigers, the rabbits, the giraffes, the butterflies. The teacher is the narrator.

## 7. Follow-up

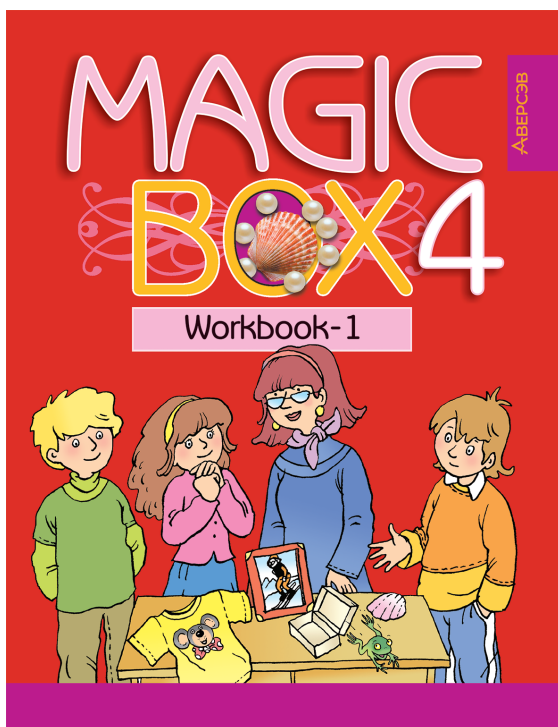
How do you make friends? Is Vanessa a good friend? Are the butterflies good friends? Do you need to play football/volleyball/basketball to be a good friend? Etc.



### **Magic Box 1. Workbook**

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Рабочая тетрадь является составной частью учебно-методического комплекса «Волшебная шкатулка» для 1-го класса, в который также входят книга для ученика, алфавит, книга для учителя, аудиоприложение и набор тематических карточек.



### **Magic Box 4. Workbook-1**

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Рабочая тетрадь-1 является составной частью учебно-методического комплекса «Волшебная шкатулка» для 4-го класса, в который также входят книга для ученика, рабочая тетрадь-2, тесты, книга для чтения, книга для учителя, аудиоприложение, набор тематических карточек и тетрадь-словарик.

Тетрадь является логическим продолжением книги для ученика и предназначена для индивидуальной работы школьника в классе и дома.



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