

Волшебная шкатулка

АНГЛИЙСКИЙ ЯЗЫК 3 класс

Книга для учителя

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

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CONTENTS

<i>Introduction</i>	4
<i>Syllabus</i>	9
UNIT 1. ABOUT ME	11
UNIT 2. DAILY LIFE	25
UNIT 3. PETS	40
UNIT 4. MY HOUSE	52
UNIT 5. CLOTHES	63
UNIT 6. SCHOOL	77
UNIT 7. A PARTY	89
UNIT 8. A DAY OUT	101
UNIT 9. HOLIDAYS	115
KEYS	125

INTRODUCTION

Magic Box is a four-year series of English coursebooks for primary schools in Belarus. *Magic Box 3* is designed for children who have had approximately two years of English, or who have used *Magic Box 2*. *Magic Box 3* is intended for approximately 102 45-minute periods (three lessons a week) and has a flexible design which allows a teacher to feel free with timing within a unit. The material is grouped into 9 units:

1. About me.
2. Daily life.
3. Pets.
4. My house.
5. Clothes.
6. School.
7. A party.
8. A day out.
9. Holidays.

RATIONALE

General approach

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.

We develop all-round communicative competence, focussing on linguistic competence (lexical, grammatical, phonological), sociolinguistic competence (markers of social relations, simple politeness conventions, discourse, learning strategies and intercultural awareness).

We see learning a language as a cognitive process. Emphasis is given to tasks that allow learners to experience a variety of cognitive activities (developing learners' thinking) in which an information gap is created. When pupils focus on a meaningful, communicative task, the language learning process becomes more motivating and effective.

General principles

Learning should have a communicative purpose. Whether on grammar, functions or skills, the outcome should require pupils to communicate and put the language to active use. The communication emphasis means that pupils are always given the opportunity to exchange information.

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 as a starting point and children are taught to act in particular situations rather than just use vocabulary and structures.

Other principles

We have taken an integrated approach to teaching and learning, developing listening, speaking, writing and reading in conjunction.

We teach English through English. Therefore most of the communication in the lesson, including instructions and explanations should be in English.

We follow the principle of personalisation as children get great motivation and satisfaction from talking and writing about themselves. The course offers many opportunities for pupils to do this in English.

ACCURACY, FLUENCY AND ERRORS

While it is certainly important for pupils at this age to have the security of working within a controlled framework, they also need opportunities to experiment a little with English. It is also vital to encourage them whenever possible. For this reason, you should correct errors gently and supportively during accuracy-focussed work (e. g. pronunciation exercises and grammar drills), and refrain from interrupting pupils with corrections during fluency work. Here, the emphasis should be on praising them for any successful attempt at communication; you can note down any common errors and deal with them later, in a round up session or in the next lesson. If pupils have the feeling of success, rather than failure, they will enjoy their English classes and this will keep them motivated to do well.

In any case, there is plenty of evidence in language acquisition research that most errors go away when the learner is 'ready' (i.e. when he / she has properly internalised a 'rule' or language system) and not when the teacher wants them to go away! If you keep on drawing attention to the 'rules', recycling them whenever possible, your pupils will gradually become more accurate and fluent in English. If you build up too negative and critical an attitude to errors, pupils will become over-anxious and reluctant to experiment with their English.

COURSE COMPONENTS

The Teacher's Book (TB) presents the syllabus, followed by lesson plans with instructions, tapescripts, keys and flashcards of vocabulary.

The Pupil's Book (PB) contains lesson pages. This year lessons are organised into blocks of four, which will give more freedom to the teacher in a mixed ability class setting. The texts have pre-listening or pre-reading questions and often have comprehension exercises. Grammar rules are shown with the help of schemes and pictures. More detailed explanation of grammar in the Russian language is given in

the Grammar Reference at the end of the PB. Inside the lessons you will find small boxes with reading rules. The full list of “funny phrases” (Letter secrets) is given at the end of the PB in the order of their presentation. There is also an English-Russian dictionary, a list of phonetic symbols and a map of the book. The exercises which are marked with a pen should be done in writing. The supplement contains the Belarusian version of the Grammar Reference and the Dictionary.

The Workbook (WB) is black and white, and is intended to be used once. The WB includes listening tasks where pupils tick and cross, circle and number; vocabulary, grammar and phonics exercises. More challenging exercises are marked with*, which will help the teacher to deal with mixed-ability classes.

The Reader contains stories for reading which have an emotional and moral message for children as well as pre-reading and post-reading exercises.

There are **four cassettes** in the set. They are the PB cassette (1), the WB cassette (2), the Reader cassette (3) and the cassette with songs, chants and tests (4).

The Book of tests has 9 vocabulary and grammar tests, 9 speaking tests, 4 listening tests and 4 reading tests.

THE ORGANISATION OF LANGUAGE FOR TEACHING PURPOSES

We have adopted an integrated syllabus (a multi-syllabus) where we have brought together topics and functions, as well as vocabulary and structures to fulfil those functions.

Vocabulary

Active vocabulary is presented in class in meaningful contexts with the help of flashcards, toys or real life objects. “Picture dictionary” exercises in the PB will help pupils to focus on the active vocabulary. You can encourage pupils to organise these words into their own vocabulary notes. They can draw pictures for the words, write their transcription and translation. Pupils acquire new vocabulary through a lot of practice, in games, role-plays and other activities.

The Reader offers a wide range of passive vocabulary which is organised into “Wordbank” exercises. Words can be “kept in the bank” and “withdrawn” only when necessary.

Grammar

In the first and the second years pupils were introduced to the contracted verb forms and taught grammar through practice rather than conscious analysis. This year, as young learners’ analytical capability is gradually developing, we show pupils the correspondence between the full and contracted forms. This helps them to understand the negative and interrogative forms. However, we insist on using the contracted and reduced forms in speaking. You will find suggestions for grammar presentations in the lesson plans. Plan carefully what you are going to write on the board. Use coloured chalk if possible – grammar secrets in the PB will help you to choose colours. The blue colour is used for the verbs “to be” and “can”. They do not need “helpers” to make questions and negative sentences. The ending ‘s’ in the Present Simple Tense and ‘ed’ in the Past

Simple Tense are red. Children can then see the red colour in ‘do’, ‘does’ and ‘did’.

You may ask pupils to keep a record of new grammar in their notebooks. However that takes time. You may decide to refer pupils to the corresponding pages in the Grammar Reference. This year you will find exercises, which provide semi-guided practice. We make sure, however, that situations are created for pupils to activate the language through freer practice as well. This year you will find exercises where pupils will have to recognise mistakes. This is extremely useful, as pupils will get rid of their mistakes only when they learn to spot them themselves, not when you correct their errors.

Pronunciation

Young learners acquire an accent easily and naturally when they have good models for imitation. Regular listening to the cassettes will ensure natural pronunciation. Chants will help you to teach the rhythm and cartoons will help children to imitate good intonation, stress and sound reduction. However, some sounds need reinforcement, particularly the ones where the native language interference is strong.

SKILLS

Listening

Pupils listen in every lesson. They can still understand more than they can say. However, there are lessons when we focus on teaching listening skills. These include 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, dialogues, cartoons, descriptions, chants, songs, rhymes, riddles, sets of instructions.

Speaking

Speaking is taught through various activities (games, role-plays, storytelling, etc.) but first of all, through direct communication between the teacher and pupils. Make sure that you encourage children to ask meaningful questions and give true answers. Speaking models are presented at the beginning of every unit and instructions are given how to teach children to build sentences and text using the structures. However, it is absolutely important to allow them to attempt real communication. During this time the contents of what they say and the listeners’ understanding should be more important than error-correction.

Reading

Teaching reading started in the second year and this year we go on developing this skill. Text types include: stories, cartoons, descriptions, songs, chants, poems, cards and personal letters. We develop the 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

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

Shared reading

The aim is to provide support for readers so that they are able to enjoy material they are not ready to tackle alone. Texts are first read in chorus, where the teacher leads the reading and pupils feel safe. This is how *Magic Box* recommends conducting shared reading sessions:

- First, look at the pictures of the cartoon and discuss them with pupils;
- Pupils listen and answer a comprehension question;
- Then pupils read in unison with the teacher. Make sure pupils read together with you;
- Pupils read in unison, when different groups read different roles (e. g. T: *Group 1, you're Maggie. Group 2, you're Steve. Group 3, you're Whoozy*);
- Finally, pupils read in roles in groups of 3–4. Pupils distribute the roles themselves, you help where necessary.

Sight reading

The aim is to teach pupils to recognise the whole word. Organise the active vocabulary flashcards so that you can show them easily and practise reading the words regularly: first read all the words on the 'picture' side, then all the words only.

Phonics (sound-letter analysis)

The aim is to teach children to read independently. In these activities *Magic Box* leads children to differentiating sounds and relating them to letters. These are the steps the teacher is recommended to follow while teaching phonics:

- Show the picture with the funny phrase and ask questions to elicit the target words from pupils;
- Pupils pronounce the phrase in a happy / sad / loud / quiet voice; in a whisper; slower or faster;
- Say one target word, e. g. *Blouse. How many sounds?* [b-l-au-z] (count with your fingers). Ps: *Four*;
- Write the word on the board. T: *How many letters?* Ps: *Six*;
- T: *3 sounds but 6 letters. Why?* Elicit the answer: two letters 'ou' make one sound [au]. The letter "e" is silent.

Reading for understanding

Although at this stage reading aloud still takes a lot of your teaching time, make sure that there is a balance between reading aloud and silent reading for understanding. The ultimate aim of teaching reading is, in fact, to help children understand written texts quickly and effectively. Reading aloud is not an aim in itself but just a means to teach pronunciation, sentence intonation and rhythm. The suggested techniques to teach reading for understanding are matching parts of the text, ticking, crossing, false and true sentences, open questions, colouring and drawing.

Reading for pleasure

Stories and poems to be read for pleasure are included in the Reader. The aim of this type of reading is to teach children to enjoy reading and encourage them to read literature in English in the future. Thus understanding and emotional impact on the children are more important than reading these stories aloud. All the stories are recorded on a separate cassette. Listening to the cassette will expose children to natural language, help them to enjoy the story and build a good foundation for their pronunciation skills.

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. There are other ways to check understanding of a text, besides translation, which is, in fact, the fifth language skill to be taught later on with proper techniques.

WRITING

In teaching writing we differentiate between techniques (handwriting and spelling) and creative writing. Different types of dictations will help you to teach writing techniques. We teach writing at a word, sentence and text level.

It is very important to develop creative writing. Pupils are invited to write and draw about themselves. A model for writing is usually offered in a previous reading exercise. Your attitude to mistakes should be different here. Creativity and attempts to express themselves should be more important than accuracy. Self-correction and peer-correction will help pupils to understand their mistakes better than getting their notebooks back full of red ink corrections. Text types are postcards, personal letters and writing for projects (posters, etc.).

PROJECT WORK

The aim of project work is to give children an opportunity to use the language more freely and to communicate a message of their own. Projects develop the four language skills and also involve creativity, drawing skills, develop basic presentation skills such as addressing an audience, body language, eye-contact, etc.

HOMEWORK

It is very important to teach children that learning English is also about doing homework. Pupils will learn to read more naturally if they listen to the cassette and practise reading the texts at home. As well as their WB, pupils will need to have an extra notebook for doing writing exercises from the PB. If you give WB exercises as homework in one lesson, and PB writing exercises in the next lesson, it will be convenient for you to mark pupils' work. We have set time for checking homework in every lesson, which can help you to develop a regular routine for pupils.

DISCIPLINE AND CLASSROOM MANAGEMENT

Discipline in a young learners' classroom can be a real challenge for the teacher, so you should be firm, but friendly and fair. Make sure children are ready to start a lesson. Reciting chants helps to tune children in. When organising the class for an activity, use simple and 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 the central position so that all pupils can see you and make sure you have their attention.

- 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.

CLASSROOM LANGUAGE

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. There is a list of useful classroom phrases on the PB cover. Go through the list together with children and encourage them to use English in class. The list below will also help you. You can put some classroom phrases on the wall and refer to them during the lesson.

List of classroom language

Pupils' language
Can I go to the board? What's ... in English? I'm sorry, I'm late. Can I come in? Can I go out? Can I borrow a pen? Can you help me? Can I help you?

Organising the work
Come to the board. Go to your seat. Make a circle. Put up your hand if you hear ... Open your record-book and write down your homework. Page 4, exercise 5. Ask questions. Answer the questions. Work in pairs. Work in groups.

Listening
Listen to the cartoon / song / chant. Listen to me. Listen to Pavel. Listen and number. Listen. Tick or cross. Listen again.

Reading and writing
Read together. What's the first (second) letter? Circle the letter. Underline the word. You're Maggie, you're ... Read the word / sentence. Read again. Read. Tick or cross. Read in groups. How do you spell ... ? Write the letter.

Phonics
What's the first / second / last letter / sound? Three letters, four sounds. Why? How many sounds (are there)? How many letters (are there)? Listen and write. Check in pairs.

Discipline and encouragement
Well done! Good boy! / Good girl! Excellent! Try again. Be quiet! Are you ready for the lesson? Have you got a book / an exercise-book / a record-book / a pen / a pencil? Keep your books closed.

TESTING

Every unit has a vocabulary and grammar test. These include five tasks, starting with less demanding word-level tasks and moving on to creative writing. It is logical to write vocabulary and grammar tests at the end of the unit. There are also speaking tests for every unit. The first task encourages prepared speaking whereas the second task encourages children to speak spontaneously. Listening and reading tests are designed for all the four terms. You can administer either of them in any lesson at the end of every term. Make sure that children understand the instructions before they start doing the test. Think about the sitting arrangement. If two children have to sit next to each other, they should be doing different versions of the test.

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SYLLABUS

	Units	Aim	Functions	Vocabulary	Grammar
T E R M 1	Unit 1. About me. (9 lessons)	Learning to value friendship.	Describing appearance (height, hair, eyes). Describing character. Speaking about abilities. Speaking about possessions.	Girl, boy, man, woman, daughter, son, children, parents; roller-skate, ride a bike; tall, short, long, beautiful, fair, dark; eyes, ears, nose, mouth.	The verb “to be”. The verb “to have got”. The verb “can”. Personal and possessive pronouns. Possessive case of nouns. Demonstrative pronouns “this” and “these”.
	Lesson 10. Reader: “The Jungle Book”, story 1, “Mowgli’s family.”				
	Unit 2. Daily life. (13 lessons)	Learning about healthy daily habits. Learning to help parents.	Speaking about daily routine.	Time (1–12 o’clock), a.m., p.m., take a shower, do my exercises, go to work, get dressed, get home; help my mum, wash the dishes, tidy my room, make my bed, lay the table, walk my dog, feed my pet.	Verbs: the Present Simple. <i>Wh</i> -questions (what, where, when). Structure “What time is it?”
Lesson 14. Reader: “The Jungle Book”, story 2, “Mowgli goes to the people.”					
T E R M 2	Unit 3. Pets. (9 lessons)	Learning to be responsible for pets.	Describing a pet. Asking and offering in a shop. Asking and giving personal information. Spelling names.	Young, old, small, beautiful, ugly, friendly, noisy, quiet, fast, slow, interesting, boring; leaves, seeds, grass, bones; play with my pet, wash my pet, brush my pet.	Adjectives: degrees of comparison.
	Lesson 10. Reader: “Mr Tortoise and Mr Rabbit.” “The biggest and the best.”				
	Unit 4. My house. (9 lessons)	Learning to receive guests politely. Raising cultural awareness.	Describing a house / rooms / furniture. Asking for and giving information about a house.	House, flat; living-room, bedroom, kitchen, bathroom, hall, garden; upstairs, downstairs; wardrobe, fridge, cupboard, cooker, bath.	Structure “there’s”/ “there are”.
Lesson 10. Reader: “The Key of the Kingdom.”					

	Units	Aim	Functions	Vocabulary	Grammar
T E R M 3	Unit 5. Clothes. (13 lessons)	Learning to be polite in a shop.	Describing clothes. Asking about prices. Asking and offering in a shop.	Skirt, shirt, dress, T-shirt, tights, trousers, socks, shorts, blouse, jeans, sweater, sweatshirt, jacket, coat, hat, scarf, boots, gloves; cheap, expensive, new; pound.	Structure "I'm wearing ..." Structure "How much...?" / "How many ...?" Structure "a pair of ..." Cardinal numerals: 1–100.
	Lesson 14. Reader: "Cinderella".				
	Unit 6. School. (9 lessons)	Learning to appreciate school.	Speaking about an action in progress. Giving information about school. Expressing likes and dislikes.	Gym, library, canteen, classroom; English, Maths, Science, Music, Art, Computer Studies, Russian, Belarusian, Reading, Technology, Man and the World, P.E.; do sums, make things.	Verbs: the Present Continuous. Ordinal numerals: 1 st – 6 th .
	Lesson 10. Reader: "Friends are Always Friends."				
	Unit 7. A party. (9 lessons)	Learning to be sympathetic to each other.	Talking about a party. Asking for and giving specific information.	January, February, March, April, May, June, July, August, September, October, November, December; week, month, year, day; yesterday; balloon, present, party, birthday card, candle.	The verb "to be": the Past Simple. Ordinal numerals: 1 st – 31 st . Structures "When is your birthday?", "I was born in ...", "I'm ... years old.", "What date is it today?"
Lesson 10. Reader: "Everything is Good in its Season."					
T E R M 4	Unit 8. A day out. (13 lessons)	Learning to organise free time. Raising cultural awareness.	Speaking about past.	Museum, theatre, cinema, disco, circus; amusement park, gift shop, swings, slides, seesaw, merry-go-round, the big wheel; go on the rides, ride a pony; last week/month / year, ... days ago.	Verbs: the Past Simple (regular/ irregular verbs).
	Lesson 14. Reader: "Dumbo."				
	Unit 9. Holidays. (9 lessons)	Learning to plan holidays.	Expressing intentions.	Go to the woods/to the country/to the river/to the lake/to the seaside/to the mountains/to summer camp/for a picnic; pick mushrooms/berries/ flowers; the sun, the moon, the stars, the sky, fire, cloud, bird, night; next week/month, tomorrow.	Structure "be going to".
Lesson 10. Reader: "Little Red Riding Hood."					

UNIT 1. ABOUT ME

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

- **describe their friends and family (appearance, character, abilities)**

Model. I've got a friend. He's tall. He's got short fair hair.
He's got blue eyes. He's got a small nose. He's nice.
He can ride a bike.

- **talk about possessions**

Model 1. This is my family. This is our house.

Model 2. This is Pavel's dog. These are Pavel's toys.

LESSONS 1–4. WHOOZY ARRIVES!

LESSON 1

Aim To present and practise new grammar	Vocabulary	Grammar Personal pronouns <i>I, you, he, she, it, we, they</i> ; the verb 'to be' in the Present Simple – <i>am, is, are</i>
Pronunciation and phonics Sounds: [ð], [w]	Recycling Happy, angry, funny, tired, sad	You will need Flashcards of the characters, flashcards of personal pronouns and forms of the verb 'to be' (make them yourself), a toy animal

1. Warm-up

T: *How are you today? Are you happy? Are you sad? How many pupils are here today? How many girls? How many boys? I'm glad to see you all!*

T: *Who's this? Do you remember? What's his / her name? Maggie, her cat Fluffy, Steve, his dog Lucky, Mrs Bell, their teacher. There's a surprise for you today. Maggie and Steve have got a new friend.*

2. Presenting the book

Let pupils explore the Pupil's Book. Show the classroom language on the cover and encourage pupils to use it in class. You can find advice for implementing English in class in the introduction (Classroom language). At the back of the PB there is a dictionary, grammar reference and the pronunciation table. Speak with pupils about using these pages to help them to learn. This year they will also discover more letter secrets.

Show the flashcards of the characters.

3. Cartoon (PB, ex. 1)

T: *Look! This is their new friend, Whoozy. This is his rocket. This is his pet, Lumpy. Listen and answer the question: Where is Whoozy from? (Write the question on the board.)*

Tapescript (in PB)

Shared reading

First pupils read in unison with you. Then divide them into 6 groups: 1 – Steve, 2 – Whoozy, 3 – Maggie, 4 – Mrs Bell, 5 – Lucky, 6 – Fluffy.

Check understanding of the task by: *Who is Steve? Put up your hands!* Etc. Pupils read together with you (not after you!), following their roles. Then they role play the conversation in groups of 6. If the groups are smaller, some children read 2 roles. Help where necessary.

4. Grammar presentation and practice

Presentation

Introduce the personal pronouns. Invite a boy and a girl to the board to help you. Point to yourself: **I**, (to the pupils) **you**, (to the boy) **he**, (to the girl) **she**, (to both of them) **they**. Stand near them: **we**. Take the toy animal and point to it: **it**. Invite two other pupils to the board and repeat the procedure, the pupils say the words together with you, pointing to different people. Read the personal pronouns on the flashcards together with pupils and put the flashcards on the board. Then write the contracted forms on the board and say that some letters are hiding in the apostrophes.

I'm	=
You're	=
He's	=
She's	=
It's	=
We're	=
They're	=

Read the contracted forms together and ask pupils to “decode” them, using exercise 1 in the PB. Write the full forms with pupils’ help: *I’m=I am*, etc. Show the contractions with your thumb and forefinger: the thumb is ‘I’, the forefinger is ‘am’. Put them together: ‘I’m’. That will help you to remind pupils to use short forms in speaking. You may refer pupils to the corresponding grammar pages at the end of the PB.

Pronunciation

[ð] – *they, they are funny, what’s this?*

[w] – *we, Whoozy, Whoozieland, we’re from Whoozieland, what’s your name? where are you from?*

Practice (PB, ex. 2)

Read the grammar secret together. Then erase the apostrophes on the board and ask pupils to restore

them. Then erase the forms of to ‘be’, leaving the pronouns only. Write the word ‘happy’ next to each pronoun, leaving the gap between the two words. Put the flashcards with ‘am’, ‘is’, ‘are’ on the board. Pupils help you to choose the right word for each gap. Then read the sentences together.

5. Song “Are you happy?” (PB, ex. 3)

Pupils look at the picture and name the characters. Then they listen to the cassette and follow the text in their books.

Tapescript (in PB)

Shared reading

Read the song together. You read the questions, pupils read the answers, after that change roles. Then pupils read in two groups: group 1 – the questions, group 2 – the answers. The chorus line is always read together.

6. Moving activity

Pupils stand up, sing the song and clap their hands.

7. Workbook activities

Ex. 1

Introduce the word ‘circle’: write the first sentence on the board. Say: *I – ‘am’ or ‘is’?* Ps: ‘am’. Circle ‘am’ saying the word ‘circle’ as you do that.

Ex. 2

Introduce the word ‘join’. Draw the boxes on the board: *You – ‘am’, ‘is’ or ‘are’?* Ps: ‘are’. T: *You are=?* Ps: *you’re*. Join the words, saying the word ‘join’ as you do that.

8. Round-up

Ask pupils if they are happy, tired, angry or sad. Do the pupils like their new friend Whoozy?

Homework

PB, ex. 1–3; WB, ex. 3.

LESSON 2

Aim To present and practise new grammar, to develop listening skills (vocabulary and grammar in context)	Vocabulary Happy, sad, angry, kind, big, little, funny, nice, tired	Grammar Yes / no questions with the verb 'to be' in the Present Simple
Pronunciation and phonics Letter secrets: a=[æ]	Recycling Happy, sad, angry, kind, big, little, funny, nice, tired	You will need Flashcards of the adjectives, personal pronouns, a funny phrase

1. Warm-up

- Repeat the procedure with the personal pronouns from Lesson 1. Pupils say the pronouns together with you.
- Sight reading of the pronouns.
- Song "Are you happy?"

2. Checking homework

Pupils listen to the cassette and follow the text in ex.1 (PB). Then they practise in groups and role play the conversation.

Pupils sing together ex. 3 (PB), practise reading it, then individual pupils read the lyrics.

Pupils check the WB activity in pairs. Monitor the activity and sort out the problems. You may check the exercise together in the end.

3. Grammar presentation and practice

Presentation

Write the sentences on the board:

You are happy. She is happy.

T: *Ask a question.*

Draw a question mark to help pupils with the word 'question'. Pupils may come out with the question as they have been singing the song. Explain that the words 'is', 'are' have little "legs". When they want to ask a question, they get curious and excited. So, they become very "jumpy". They jump to the beginning of the sentence. *Are you happy? Is she happy?*

Organise the board as shown in the grammar secret. Use coloured chalk if possible. The blue part can 'jump' when making questions. Elicit and write the short answers: *Yes, I am. / No, I'm not. / Yes, she is. / No, she isn't.* Then pupils record the rule in the exercise-books, using coloured pencils or pens. (That's optional.)

Practice

PB, ex. 4

Read the grammar secret together.

PB, ex. 5A

Pupils complete the sentences as shown in the model.

PB, ex. 5B

Pupils play in pairs. P1 thinks of a character, P2 asks questions according to the model to guess the character. Demonstrate the game yourself: choose a character and pupils guess, asking you questions.

4. Moving activity (PB, ex. 6)

Write the questions on slips of paper:

Are you happy? Are you sad? Are you tired? Are you angry? Are you funny? You will have to write some questions twice to make enough slips for every pupil. Pupils stand up, ask everyone in the group their question and write the name if the answer is *Yes, I am.* Then they report to the class as shown in model 2.

5. Letter secrets

a = [æ] A cat sat on Dad's hat.
Dad is sad.

Show the flashcard with the funny phrase: *What's this? A cat. This is Dad's hat. A cat sat (show in the picture) on Dad's hat. Is Dad happy? He's sad.* Ask pupils to read the phrase in different voices: like lions, like mice, like cats, etc.

Repeat the phrase and say: *What's the common sound? Say 'd-a-d'. How many sounds are there? Ps: Three. T: What's the second sound? P: [æ]. Write dad. What's the second letter?* Show the reverse side of the flashcard and tell the secret: the letter 'a' = the sound [æ]. Children find the secret at the back of the PB.

6. Workbook activities

Ex. 4

Pupils write in the missing letter and read the phrase together and individually.



Listening, ex. 5

T: *Picture 1. Who can you see? A boy, a girl, a dog. Is the boy / girl / dog happy? Picture 2. A boy, a girl, a mouse. Picture 3. A birthday party. Picture 4. A boy, a teacher. Picture 5. What's the boy doing? Drawing. What's he drawing? A monster. Picture 6. What's granny doing? Sleeping. Listen and number.*

Tapescript

1

Boy: I've got a pet.

Girl: Is it big?

Boy: No, it's little. It's a mouse!

Girl: Ahhhhh!

2

Boy: This is my granny.

Girl: Is she tired?

Boy: Yes, sh-sh! She's sleeping.

3

Man: Look, it's a birthday party.

Woman: Are they happy?

Man: Yes, they are.

4

Girl: What are you drawing?

Boy: A monster.

Girl: Is it good?

Boy: No, it's bad!

Girl: Ahh!

5

Girl: Are you sad?

Boy: Yes, I am.

Girl: What's the matter?

Boy: My dog is ill.

Girl: I'm sorry.

6

Boy: This is my teacher.

Girl: Is she nice?

Boy: Yes, she's very kind.

7. Round-up

Ask pupils to tell you how they feel: *I'm tired. I'm happy.* Etc.

Homework

PB, ex. 4; WB, ex. 6, 7; ask pupils to bring their family photos.

LESSON 3

<p>Aim To present and practise new vocabulary and grammar, to develop listening (spelling words) and reading skills (reading for details)</p>	<p>Vocabulary Parents, mum, dad, granny, grandad, children, son, daughter, brother, sister, auntie, uncle, cousins, friend, baby, pet, husband*</p>	<p>Grammar This is my <i>dad</i>. These are my <i>cousins</i></p>
<p>Pronunciation and phonics Letter secrets: a = [eɪ] Sounds: this [ðɪs], these [ði:z]</p>	<p>Recycling Alphabet</p>	<p>You will need Flashcards of family, photos with your / your friend's family members, children's photos, a cassette with music, Alphabet poster, funny phrases</p>

1. Warm-up

- Alphabet – read together with pupils, using the poster. Start by reciting the alphabet. T: *Guess the name: S-t-e-v-e.* Ps: *Steve.* Etc.
- Song “Are you happy?”

2. Checking homework

Pupils check WB exercises in pairs.

3. Vocabulary presentation and practice

Presentation

Bring some photos of your or your friend's family: *Look. This is my **friend** Alina. This is her **husband**. These are her **parents**. These are her **children**, her **son** and her **daughter**. This is their **pet**. This is their **house**. My friend has got **an auntie** and **an uncle**. These are Alina's **cousins**. Alina hasn't got a **sister**. She's got a **brother**. This is her brother's **baby**.*

Note

The words *mum, dad, auntie, granny, grandad* are used by British children. The word *father, mother, aunt, grandmother, grandfather* are more formal and are used by adults.

Practice

Do sight reading of the vocabulary.

T: *Have you got a sister or a brother? What's his / her name? Have you got a pet? How many cousins have you got? What's your granny's / grandad's / auntie's / uncle's / friend's name? Are you a good son / daughter / friend?*

PB, ex. 7

Pupils read the picture dictionary together and then in pairs.

PB, ex. 8

Pupils ask and answer questions about their family photos in pairs.



4. Cartoon (PB, ex. 9A)

T: *Today you will meet Mrs Bell's family. Whoozy and Lumpy come to stay in her house. Listen and answer the question. Does Lumpy like the ball?*

Tapescript (in PB)

Pupils listen and answer the question.

Shared reading

Read the cartoon together with pupils. 6 groups: 1 – Mrs Bell, 2 – David, 3 – Whoozy, 4 – Mike, 5 – Liz, 6 – Lumpy.

PB, ex. 9B

Introduce the words 'true' and 'false'. Write $2 + 2 = 5$ on the board and ask: *Is it true or false? False.* Cross '5' as you say 'false'. Write $2 + 2 = 4$. *Is this true or false? True.* Write the first sentence from exercise 9B on the board. Read it together and ask: *Is this true or false? True.* Whoozy says about the house: *It's nice.* Now pupils can work in pairs. Check the exercise when they are ready.

➔ Key: 1T, 2F, 3T, 4T, 5F.

5. Grammar presentation and practice

Presentation

Write two gapped sentences on the board.

This is my ... These are my ...

Write two options for pupils to complete the sentences: *mum* or *parents*. Ask: *Mum – one or two?*

One. Parents – one or two? Two. A brother – one or two? Cousins – one or two? Pupils help you to complete the sentences on the board and then copy them in their exercise-books.

Pronunciation

[ð], [ɪ], [s] – *this, this is my mum.*

[ð], [i:], [z] – *these, these are my parents.*

Ask pupils to repeat together and then individually. Check that children link the words 'these_are' [ði:zə].

Practice

Show the flashcards of the family members. T: *Dad.* Ps: *This is my dad.* T: *Cousins.* Ps: *These are my cousins.* Etc.

6. Moving activity

This is a mingling activity. Pupils take their photos and stand up. When music is playing, they walk around. When music stops, they find a partner, show their photos and say: *This is my auntie. These are my parents.* Etc.

7. Letter secrets

a = [eɪ] A baby snake ate a cake!

Revise the secret a = [æ]. Then show the flashcard with the funny phrase and say: *What's this? It's a snake. Is it a big snake? It's a baby snake. Look, it ate (mime eating) a cake.* Repeat the whole phrase together with pupils. Then say it in different voices: in whisper, loudly, slowly, quickly, etc.

T: *Snake – how many sounds are there? Four. How many letters are there? Five. Why? The letter 'e' is silent. This is the secret of the letter 'a'. We read it [eɪ], if the syllable ends in 'a'.* Pupils find the secret at the back of the PB.

8. Workbook activities



Listening, ex. 8A

T: *Look at the picture. It's a family. How many people are there? Five. A husband, a wife, 2 sons, a daughter. Let's read their names. Number 1 – Daniel. The man's name is Daniel. Let's spell their names. Listen and match.*

Tapescript

Man: Hello, my name's Daniel. I'd like to tell you about my family. This is my wife. Her name's Mary. We've got three children. These are my two sons. Harry is ten. Andy is four. This is my daughter Betty. She's eight.

Pupils listen twice. Then check in pairs and after that you check the exercise together.



Listening, ex. 8B

Tapescript

Woman: What's your name, please?

Man: Daniel.

Woman: How do you spell your name?

Man: D-a-n-i-e-l.

Woman: Daniel. Fine. What's your wife's name?

Man: Mary. M-a-r-y.

Woman: OK. And your daughter's name is ...?

Man: Betty.

Woman: B-e-t-t-y?

Man: That's right.

Pupils write the letters they hear. They may need to listen twice. When they finish, they read the names and match them to the pictures.

Ex. 9

Read the phonetic symbols at the back of the PB before doing the exercise.

Ex. 10

9. Round-up

T: *What words have you learned today? What's your favourite word?*

Homework

PB, ex. 7; ex. 9A.

LESSON 4

<p>Aim To present and practise new grammar, to develop speaking skills (describing family photos), writing (spelling) and creative writing (describing photos)</p>	<p>Vocabulary</p>	<p>Grammar Possessive pronouns <i>my, your, his, her, its, our, their</i></p>
<p>Pronunciation and phonics Possessive pronouns in the unstressed position</p>	<p>Recycling Personal pronouns, jobs (dentist, teacher, doctor, farmer)</p>	<p>You will need Flashcards of family, funny phrases, family photos, flashcards of personal pronouns, flashcards of the possessive pronouns (make them yourself)</p>

1. Warm-up

- Song "Are you happy?"
- Funny phrases in different voices.
- Sight reading of the vocabulary.

their tables say: 'son' and cross out the word. When they cross out all the 6 words, they are the winners and they shout 'Bingo!'

Then pupils role play the conversation from PB, ex. 9A.

2. Checking homework

Pupils read ex. 7 from the PB in pairs and individually.

Play 'Bingo'. Children draw a table in their exercise-books and write any 6 words out of PB, ex. 7.

son	uncle	cousin
friend	daughter	dad

Shuffle the flashcards and choose one. Spell the word (e. g. s-o-n). Pupils who have this word in

3. Grammar presentation and practice

Presentation

Arrange the flashcards of the personal pronouns on the board and read them together. Invite a boy and a girl to help you. T: *I – **my** name's ...* (to the boy) *What's your name? **His** name's Sasha.* (to the girl) *What's your name? **Her** name's Dasha. **Their** names are Sasha and Dasha.* Stand together with the boy and the girl: ***Our** names are ...* Repeat the

procedure with other two children and read the flashcards of the possessive pronouns together. Ask pupils to help you to arrange the possessive pronouns next to the corresponding personal pronouns. Then pupils record the table in their exercise-books.

Pronunciation

T: Listen. His 'name. Which word is stressed? Name. Etc. Then pupils repeat the phrases after you together and individually. Make sure that possessive pronouns are unstressed.

Practice

Collect some pens from your pupils into a bag and put a couple of your pens there. Take one and ask: *Is this my pen?* All the pupils take a decision: *It's your pen. / It isn't your pen.* Then announce the true answer: *It is my pen. / It isn't my pen.* Take another pen and ask: *Is this Vanya's pen?* Ps: *It's his pen. / It isn't his pen.* Then ask Vanya: *Is this your pen?* Your next question is: *Is this Lena's pen?* Ps: *It's her pen. / It isn't her pen.* Ask pupils if they like their school / classroom. Ps: *We like our school. We like our desks.* Etc.

PB, ex. 10

Pupils read the grammar secret together.

PB, ex. 11

Revise jobs with pupils before they do the exercise and ask them to work in pairs. Check the exercise together when pupils are ready.

4. Speaking

Write the model on the board.

This is my ... Her / His name is ...

These are my ... Their names are ...

Pupils speak about their family photos in pairs, using the model.

PB, ex. 12

Divide pupils into 2 groups to role play 'Receiving guests.' They distribute the roles themselves: some of them are a family, others are guests. Then they act out the situation to the other group.

5. Workbook activities



Writing a dictation, ex. 11

Pupils write a gap dictation. First they read the text with gaps. Read the text aloud yourself, then

read it again, repeating the words for filling in the gaps. The last step is to listen to the cassette and check. Then write the words on the board for pupils to compare (these words are underlined in the tapescript.)

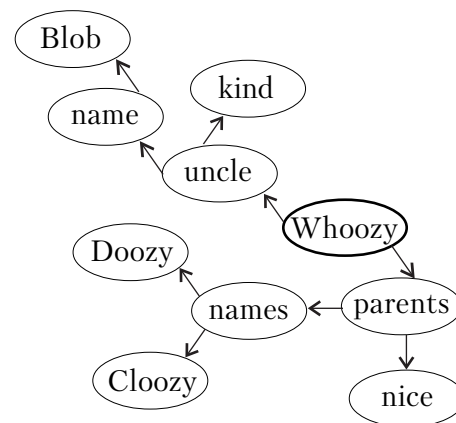
Tapescript

It isn't my mum. It isn't my granny. It's my auntie. They aren't my brothers. They aren't my sisters. They're my cousins.

Ex. 12–14

6. Reading and writing (PB, ex. 13)

Pupils read about Whoozy's family and answer the question. Draw a mind-map about Whoozy's family.



Ask questions and elicit the information as you are drawing the map: *Whoozy, has he got parents?* Ps: *Yes.* T: *Are they nice?* Ps: *Yes.* T: *Sentence!* Ps: *They're nice.* T: *What are their names?* Ps: *Cloozy and Doozy.* T: *Sentence!* Ps: *Their names are Cloozy and Doozy.*

Speak in the same way about Whoozy's uncle. Draw a mind-map about you and your family and invite pupils to draw their maps. Then speak about your family and ask children to speak about theirs.

7. Round-up

Pupils speak about the members of their families: *My mum is nice. My granny is kind.* Etc.

Homework

PB, ex. 10, 14 (in the exercise-books); family photos.

LESSONS 5–8. STEVE AND MAGGIE HAVE A NEW FRIEND

LESSON 5

Aim To present and practise new grammar, to develop writing skills (spelling), speaking skills (asking for and giving information about family)	Vocabulary	Grammar Possessive case of nouns
Pronunciation and phonics Sound [z]	Recycling Eyes, ears, hair, nose, mouth	You will need Flashcards of the characters, flashcards of the vocabulary, photos of family members, a toy puppy, a bag

1. Warm-up

T: *Good morning. Let's play! Sleep! Get up! Wash your face. Wash your nose. Wash your hair. Wash your ears. Wash your hands. Wash your eyes. Boys, wash your eyes. Girls, wash your ears. Have breakfast! Sit down.*

- Sight reading of the vocabulary (family).

2. Checking homework

Collect pupils' exercise-books.

3. Speaking

Put the photos of your family members on the board (or draw their faces). Write *mum, uncle, daughter*, etc. under the pictures. Encourage pupils to ask you: *What's your mum's name?* Etc. Then pupils use their photos and work in pairs.

P1: *Is she your auntie?*

P2: *Yes, she is.*

P1: *What's your auntie's name?*

P2: *Her name's Galina.* Etc.

4. Cartoon (PB, ex. 1)

T: *How many boys / girls do you see? Where's Steve? Listen and answer the question: Do the children like Whoozy?*

Tapescript (in PB)

Shared reading

Read together with pupils, then pupils read in 5 groups: 1 – Whoozy, 2 – Steve, 3 – boy, 4 – girl, children – together.

5. Grammar presentation and practice

Presentation

Put the flashcards of Whoozy, Maggie and Steve on the board. Hold up the flashcard of Lumpy: *Is it Steve's pet?* Ps: *No, it isn't.* T: *Is it Maggie's pet?* Ps: *No, it isn't.* T: *Is it Whoozy's pet?* Ps: *Yes, it is.* Write on the board: *This is Whoozy's pet.* Draw Lumpy's ears: *Are these Lucky's / Maggie's / Lumpy's ears?* Write on the board: *These are Lumpy's ears.* Invite a pupil with a pen, a pencil and a book: *Lena's pen, Lena's pencil, Lena's book.*

PB, ex. 2

Read the grammar secret together.

Pronunciation

Check that pupils pronounce [z] after vowels and voiced consonants without devoicing.

Practice

Ask pupils to put their pens into a plastic bag: *Whose pencil is this? I think it's Sasha's pen. What do you think?* Write the model on the board: *I think it's ...s pen.* Every pupil takes a guess, after that the owner says: *It's my pen.*

PB, ex. 3

Whoozy has got a brother Moozy and two sisters Foozy and Toozy. *Whose things are these?* Pupils work in pairs, using the model.

6. Chant "My little Mack" (PB, ex. 4)

Pupils read the children's names. T: *What's the puppy's name? Whose puppy is that?*

Tapescript (in PB)

Shared reading

5 roles: the boy, the girl, Jane, Tim, Nell.

Tapescript

This is Nelly's pet. His name is Mack. Nelly is happy. Her puppy is back. These are Nelly's mum and dad. They are nice.

7. Moving activity

Act out the chant. Pupils make a circle. Give one pupil a toy puppy. This pupil asks the question: *Is it your puppy?* Pupils answer in turn: *It isn't my puppy. It's Alla's / Sasha's / Natasha's puppy*, using their real names.

9. Round-up

Pupils swap their pens or pencils and say: *This is Nastya's pen*. Etc.

Homework

PB, ex. 1, 2; WB, ex. 1, 2.

8. Workbook activities



Writing a dictation, ex. 3

LESSON 6

Aim To present and practise new vocabulary, to develop listening skills (listening for details)	Vocabulary Fair / dark hair, long / short hair, beautiful, short, tall; man, woman, boy, girl	Grammar
Pronunciation and phonics Letter secrets: i = [ai]	Recycling Eyes, ears, hair, nose, mouth	You will need Flashcards of Maggie, Steve, Pavel, Lisa, Mrs Bell, Mr Bell, flashcards of the new words, funny phrases

1. Warm-up

- Chant "My little Mack".

2. Checking homework

Pupils read the conversation in ex. 1 (PB) in roles.

3. Vocabulary presentation and practice

Presentation

Put the characters on the board, saying their names. Then count the pictures and say: **a man, a woman, a boy, a girl**. *How many boys / girls? Look at Maggie. She's **short**. She's got **long dark hair**. She's got a little mouth, a little nose. She's got green eyes. Look at Steve. He's got **short fair hair**. He's got blue eyes. This is Mrs Bell. She's **tall**. She's **beautiful**. Mr Bell is tall, too.*

Note

Although we teach the word *short* here, it is not very polite to describe a person: *He's short*. It is more acceptable to say: *He isn't very tall*.

The order of the adjectives in the sentence *She's got long dark hair*. is important. First we speak about size and then about colour.

Practice

Do sight reading of the vocabulary.

Pupils describe one of the characters, using the model:

It's a man / woman / boy / girl.

He's / She's got ...

He's / She's ...

Others guess the character. You can use photos from magazines instead of the flashcards. You need to arrange them on the board and write numbers next to the pictures.

PB, ex. 5

Pupils read the words together, in pairs and then individually.

PB, ex. 6

Pupils work in pairs.

4. Listening (PB, ex. 7A)

T: *Look at the picture. How many children can you see? How many girls? How many boys? How many men / women? Look at the little girl, Amy. She's crying. Why is Amy sad? Her friend Tom is lost. Listen. Where is Tom?*

Tapescript

Maggie: Steve, look. Amy's crying.

Steve: What's the matter, Amy?

Maggie: Why are you sad?

Amy: Oh, where's my friend? He's lost!

Maggie: Your friend? What's his name?

Amy: Tom.

Steve: What does he look like?

Amy: He's got fair hair and big green eyes. He's got a small nose. He's so funny. He's nice. Oh, Tom.

Maggie: Don't cry, Amy. We can help you.

Amy: Oh, look. There he is! Hurray!

Maggie: Where?

Amy: There, under the table. This is my friend Tom.

Maggie and Steve: Your friend Tom? A toy???

➔ **Key:** Tom is under the table.

5. Guessing games**PB, ex. 7B**

Pupils play in pairs. P1 thinks of one person in the picture, P2 makes a guess, asking questions according to the model.

PB, ex. 7C

Pupils play in pairs. Then they describe one pupil to the whole class. The others guess.

6. Letter secrets

i = [ai] I like Mike.
He can ride a bike.

Revise the letter secrets from Lessons 2 and 3. Then repeat the phonics procedure with the new letter.

7. Moving activity (Magic touch)

Children stand in a semicircle. P1 is standing with his / her back to the others. Another pupil touches his / her shoulder. P1: *Is it a boy or a girl? Has she got fair hair? Has she got long hair? Has she got green eyes?* Etc.

8. Workbook activities**Listening, ex. 4**

T: *Four mums. Picture 1 – has she got fair hair or dark hair? Has she got short hair or long hair?* Etc. *Now listen. Whose mum is it?*

Tapescript

Pavel's mum has got short fair hair. Lisa's mum has got short dark hair. Steve's mum has got long dark hair. Maggie's mum has got long fair hair.

T: *Listen again and write.*

9. Round-up

P1: *My mum has got fair hair.* P2: *My mum has got dark hair.* P3: *My mum has got long hair.* P4: *My dad has got grey eyes.* Etc.

Homework

PB, ex. 5; WB, ex. 5–7.

LESSON 7

Aim To present and practise new vocabulary and grammar	Vocabulary Ride a bike, roller-skate	Grammar The verb <i>can</i> Word order
Pronunciation and phonics Letter secrets: i = [ɪ] Can = [kən] – the reduced form, can = [kæn] – the full form	Recycling Draw, sing, swim, dance, ski, skate, play football, very well	You will need Flashcards of the new words and words for revision, funny phrases

1. Warm-up

- Chant “My little Mack”.
- Sight reading of the vocabulary.

2. Checking homework

Play ‘Bingo’ with the words from ex. 5 (PB).

3. Vocabulary presentation and practice

Presentation

Pupils stand, listen to you and do the actions with you: *Jump. Play football. Play tennis. Swim. Draw. Sing. Dance. Ski. Skate. Roller-skate. Ride a bike.* Next time you go through the action, pupils help you to say the words.

Practice

Sight reading of the words.
“Read my lips” game.
Articulate the verbs silently, pupils guess the words and say them.

4. Cartoon (PB, ex. 8A)

Pupils read the words near the pictures.
T: *Who can you see? Maggie and Whoozy. Can Whoozy draw?*

Tapescript (in PB)

Shared reading

2 groups: 1 – Maggie, 2 – Whoozy. Then pupils read in pairs.

PB, ex. 8B

Pupils do the exercise in pairs.

5. Grammar presentation and practice

Presentation

Write on the board:

You can swim.

You ... swim.

T: *Negative?* – pupils help you with the form ‘can’t’. *Question?* Show the ‘legs’ for the verb ‘can’ and elicit the sentence ‘*Can you swim?*’ Write: *Yes, I ... No, I ...* and elicit the short answers. Use blue colour.

Pronunciation

T: *Which word is stressed in ‘You can ‘swim.’?* Ps: *Swim.* Write [kən] on the board and practise the reduced form in different sentences. *Which word is stressed: ‘Yes, you ‘can’?* Ps: *Can.* Write [kæn] on the board and practise the full form with the pupils.

Note

Reduction of the vowel in the word *can* is important. If children are taught to reduce the vowel, they will differentiate positive and negative forms in context much better.

Practice

PB, ex. 9

Read the grammar secret together.

PB, ex. 10

Pupils make sentences about the children in the pictures.

6. Letter secrets

i = [ɪ] Six pigs are drinking milk.

Revise the other letter secrets, then repeat the phonics procedure from Lessons 2 and 3.

7. Moving activity (PB, ex. 11)

Write a question for every pupil on a slip of paper and invite them to walk around the class and ask everyone. They put a tick every time they hear: *Yes, I can*. Then they report to the class, according to the model.

8. Workbook activities

Ex. 8



Ex. 9

Read the words together before you do the exercise. Don't worry that pupils don't know the meaning of the words, it is important to differentiate the letters 'a' and 'i' and the sounds they give.

Tapescript

Dave, Mike, lake, rice, fine, race, face, ride, name, bike, nice, kite, dive, Kate, like, make, Dave.

➔ **Key:** the letter 'H'.

Word-order, ex. 11

This exercise develops pupils' feeling for the word order. You can help them to prepare for this exercise. Write or type the sentences, cut each sentence into pieces and clip them together. Make as many copies of each sentence as you will have groups and put each sentence set in separate envelopes. Children work in groups of 3. Give out sentence 1 and ask pupils to make up a sentence. They signal when they are ready. Check the answers together and then move to another sentence.

9. Round-up

T: *What can you do?* P1: *I can swim!* P2: *I can roller-skate!* Etc.

Homework

PB, ex. 8A, 9; WB, ex. 10 (pupils make true sentences about themselves), ex. 11.

LESSON 8

Aim To develop listening skills (listening for gist), writing skills (spelling)	Vocabulary	Grammar
Pronunciation and phonics	Recycling	You will need Flashcards of new words, photocopies of the dictation

1. Warm-up

- Chant "My little Mack".
- Sight reading of the vocabulary.

2. Checking homework

Pupils read ex. 8A (PB) in roles. Then they check WB exercises in pairs.

3. Project preparation (PB, ex. 12)

Pupils read what Whoozy wrote about Maggie and answer the question. Explain that pupils will have to write about their friend, his / her appearance, abilities and things on a piece of paper. They can draw pictures or bring real objects. They also need to prepare a story about their friend.

4. Moving activity

T: *Listen. You're lions now. Can you jump?*
P: *Yes, we can.* Pupils jump. T: *You're parrots now. Can you swim?* P: *No, we can't.* T: *You're children now. Can you draw?* P: *Yes, we can.* Pupils imitate drawing, etc.

5. Workbook activities



Listening, ex. 12

Tapescript

Whoozy: *I've got two friends, Zinda and Zipp. This is Zinda. She's nice. Zinda can dance and sing.*
Maggie: *Can she ride a bike?*
Whoozy: *Yes, she can.*
Maggie: *Can she swim?*
Whoozy: *No, she can't swim.*
Maggie: *Can she draw?*

Whoozy: Yes, she can draw very well!
 This is my friend Zipp. He's funny.
 Maggie: Can he ski? Can he skate?
 Whoozy: No, he can't ski and he can't skate. But he can roller-skate!
 Maggie: Can he play football?
 Whoozy: No, he can't. But he can play computer games!

Ex. 13
 Pupils put a tick in the right column, then listen and check. Go through the answers together: write the two sounds on the board, then put a tick under the proper sound.

Tapescript (in WB)

Error-recognition, ex. 14
 This exercise develops pupils' analytical thinking. Give them some time to work in pairs, then do the exercise together.

Error-correction, ex. 15
 Pupils correct in their WB as shown in the example.

I like Maggie. She is nice. She is beautiful. She can swim and ride a bike. Maggie is a good friend.

Read the text together with pupils. Give 2 minutes to pupils to read and remember the most difficult words. Then ask children to sit on the sheet. Give out some paper and dictate the text. After that pupils take the sheet of paper and compare it with the original text. You may ask pupils to swap their dictations. Then give out new pieces of paper. Pupils write the dictation again and the results will be better.

7. Round-up
 Pupils speak about the friends they are going to describe: *My friend's name is ...*

Homework
 PB, ex. 13 (make a project).

6. Writing (Sit on your dictation)
 Photocopy the following text on a sheet of paper before the lesson (see pp. 198–199). Make enough copies for every pupil in the group.

LESSON 9

Aim To develop speaking skills (presenting a project), to test speaking / vocabulary and grammar of the unit	Vocabulary	Grammar
Pronunciation and phonics	Recycling	You will need Pupils' projects, a toy dog, funny phrases, The Tests

1. Warm-up

- Song "Are you happy?"
- Funny phrases. Pupils read all the phrases they have learned (on the flashcards and at the back of the PB).

2. Testing
 Choose one of the tests: Vocabulary and grammar test 1 or Speaking test 1.

3. Project presentation
 Arrange pupils' projects on the board and write numbers next to them. As children speak about

their friends, the other pupils guess the number of their project.

4. Moving activity
 Pupils role play the chant "My little Mack".

5. Round-up
 T: *What do we know about Whoozy?*

Homework
 Bring the Reader.

LESSON 10 (READER: STORY 1. MOWGLI'S FAMILY)

Aim To develop reading skills (enjoying stories in English)	Vocabulary	Grammar
Pronunciation and phonics	Recycling	You will need The Reader

1. Warm-up

Speak about *The Jungle Book* and Rudyard Kipling. Ask if pupils have read the book in their native language.

2. Wordbank (Reader, ex. 1, 2)

These words belong to passive vocabulary – they are supposed to be recognized, not to be practised and learned. These words are kept in a “wordbank” and “withdrawn” only if necessary.

Read the words together with pupils and ask concept questions to check understanding: *Do you live in the jungle? Do we have jungles in Belarus? Is it hot or cold in the jungle? Is it dark in the cave? Are wolf cubs big or little? Is your father strong?* (show that you are afraid of a mouse) *Am I brave?*

Write *father = dad* and *mother = mum* on the board. You can comment that ‘mum’ and ‘dad’ are more natural words for children and ‘mother’ and ‘father’ are more formal. Pupils may compare the words in their native language.

Practise pronunciation of the names. Write the transcription on the board. Read a word together, then ask individual pupils to repeat, checking their pronunciation.

Then pupils fill in the gaps with the new words in pairs and check them together.

➔ **Key:** 1 – cave. 2 – cub. 3 – jungle. 4 – strong, brave.



3. Listening (Reader, ex. 3)

Pupils read the sentences and take a decision whether they are true or false (in pairs). Then invite them to listen to the cassette.

➔ **Key:** 1. F. 2. F. 3. T. 4. T. 5. F.

4. Moving activity

T: *You are Mowgli. You can run like a wolf cub. You can jump like a wolf cub. Etc.*

5. Reading (Reader, ex. 4–8)

Ex. 4

Pupils read the exercise, choose the answer, reading the story.

➔ **Key:** 1b, 2a, 3b, 4b, 5c.

Ex. 5

Pupils read the names of the characters and then decide in pairs who said the words. They will have to look back at the text.

➔ **Key:** 1. Father Wolf. 2. Shere Khan. 3. Mother Wolf. 4. Father Wolf. 5. Mother Wolf.

Ex. 6

Ex. 7

➔ **Key:** Mowgli.

Ex. 8

6. Round-up (Reader, ex. 9)

T: *Who's your favourite character in this story?*

UNIT 2.

DAILY LIFE

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

- **speak about their daily routine**

Model 1. I get up at 7 o'clock. Then I do my exercises and make my bed. I have breakfast at 8 o'clock. In the afternoon I do my homework and go for a walk. I get home at 5 o'clock. I tidy my room. In the evening I have dinner, wash the dishes and read a book. I go to bed at 10 o'clock.

- **ask and answer questions about time**

Model 2. A: What time is it?
B: It's five o'clock.

LESSONS 1–4. WHAT TIME IS IT?

LESSON 1

Aim To present and practise telling the time, to develop listening skills (listening for the time)	Vocabulary Clock, o'clock, eleven, twelve	Grammar What time is it? It's <i>five</i> o'clock. At work / school / home / the zoo / the circus, in the swimming-pool / the park
Pronunciation and phonics Sounds: [p], [v], [t], [θ]	Recycling Numbers 1–10 Is she at work? Yes, she is. / No, she isn't.	You will need A clock made of a piece of cardboard, a toy mouse, flashcards of numbers 1–12 (make them yourself)

1. Warm-up

Look at your watch and say: *It's 10 o'clock. We're at school. Where's your mum? Is she at work? Is she at home? Is she at school? Is your brother in the swimming-pool? Is your pet in the park?*

P: Yes, she is. / No, she isn't.

2. Vocabulary presentation and practice

Presentation

Take a big clock made of cardboard and move the hour hand from 1 to 12 while saying the time: *This is a clock. What time is it? It's one o'clock. It's two o'clock.*

... *It's eleven o'clock. It's twelve o'clock.*

Pupils join you.

Pronunciation

[p] – *o'clock, one o'clock, two o'clock.*

[θ] – *three, three o'clock, It's three o'clock.*

[v] – *five, It's five o'clock. Twelve, It's twelve o'clock.*

[t] – *two, eight, ten.*

Practice

Move the hour hand at random and pupils say the time. Each time ask the question: *What time is it?*
Sight reading of numbers 1–12.

PB, ex. 1

Say the time at random. Pupils point to the clocks in the books. Then pupils read the sentences in pairs and individually.

Guessing game

Pupils play in pairs. P1 thinks of the time. P2 tries to guess it.

P2: *Is it 6 o'clock?*

P1: *Yes, it is. / No, it isn't.* Etc.

PB, ex. 2A, 2B

Introduce the cat: *This is Rocker the Cat. He's a singer. He can sing very well. He's very busy. Where can we see the cat? Let's read.*

Pupils read the words above the pictures. Then take the clock and show five o'clock: *What time is it?* Ps: *It's five o'clock.* Write on the board: *What time is it?*

T: *Where's Rocker the Cat?*

P: *He's at work.*

Write on the board: *He is at work.*

T: *What's the question?*

Write on the board: *Is he at work?*

T: *You're mice. Where's Rocker the Cat? It's a secret. Ask me.*

Pupils ask you using the questions on the board. Then ask pupils to read the rules of the game (ex. 2B) and play it in pairs. Ask two pupils to demonstrate the game. Grey mice think of the place where Rocker the Cat is now. White mice guess.

G mouse: *What time is it?*

W mouse: *It's five o'clock.*

G mouse: *Is he at work?*

W mouse: *Yes, he is.*

W – White, G – Grey.



3. Song "Hickory, dickory, dock" (PB, ex. 3)

Tapescript (in PB)

Take the clock and the toy mouse. Put the clock hands at one o'clock. Say the lyrics and show how the mouse ran up and down the clock.

Pupils listen to the song and then read it together with you.

4. Moving activity

Song "Hickory, dickory, dock" with the movements. Divide pupils into two groups: 'clocks' and

'mice'. The 'clocks' swing their hands imitating a pendulum: *'Hickory, dickory, dock.'*

The 'mice' run: *'The mouse ran up the clock.'* The 'clocks' clap their hands once: *'The clock struck one,'* the 'mice' run: *'The mouse ran down.'* The 'clocks' swing their hands: *'Hickory, dickory, dock'.*

5. Workbook activities



Listening, ex. 1

Draw a clock on the board and give the first dialogue showing 7 o'clock. Ask: *What time is it?* Then draw the clock hands on the clock. Pupils listen twice and draw the time. Then they check in pairs, asking in turn: *What time is it?*

Tapescript

1

Girl: Billy, what time is it?

Boy: It's 7 o'clock! Let's start our party!

2

Girl: Dad, what time is it?

Dad: It's 8 o'clock.

Girl: Oh, dear! I'm late!

3

Mum: Nikolai! Please brush your teeth and go to bed.

Boy: What time is it?

Mum: It's 10 o'clock. Time to go to bed.

Boy: OK.

4

Boy: What time is it?

Mum: It's 9 o'clock. Time to go to school!

5

Girl: Excuse me, what time is it?

Man: It's 11 o'clock.

Girl: Thank you.

6. Round-up

Pupils say in turn. P1: *It's one o'clock.* P2: *It's two o'clock.* Etc.

Homework

PB, ex. 1, 3; WB, ex. 2, 3.

LESSON 2

Aim To present and practise new vocabulary	Vocabulary Make my bed, do my exercises, take a shower, get dressed, get home, go to work	Grammar The Present Simple
Pronunciation and phonics Letter secrets: ch = [tʃ], sh = [ʃ]	Recycling Get up, go to bed, brush my teeth, wash my face and hands, have breakfast / lunch / dinner, go to school	You will need Flashcards on the topic “Daily life”, a clock, flashcards of numbers 1–12, funny phrases

1. Warm-up

- Song “Hickory, dickory, dock”.
- Sight reading of the numbers.
- Show the cardboard clock to pupils and ask them to say the time.

T: *What time is it?*

P: *It's ten o'clock.*

every day? Do you brush your teeth in the morning or in the evening? Ps: Yes, I do. / No, I don't. In the morning.

Take the clock: I get up at seven o'clock. When do you get up? P: I get up at six o'clock. Etc.

PB, ex. 4

Pupils read the picture dictionary together, in pairs and individually.

2. Checking homework

3. Vocabulary presentation and practice

Presentation

Introduce the vocabulary in a story about your morning, demonstrating the actions: *It's my morning. What time is it? It's six o'clock. I get up. I make my bed. I do my exercises. I take a shower. I get dressed. I have breakfast. Then I wash my hands and brush my teeth. Then I go to work.*

Encourage pupils to repeat the actions after you.

Note

We usually say *go home* when we are not at home, e. g. at school. We say *come home* when we are at home. We suggest that you use *get home* to avoid explaining the difference between *go* and *come*. *I go home at 2 o'clock* shows the starting point of your journey home, *I get home at 3 o'clock* – shows the time you are at home.

Practice

Sight reading of the vocabulary.

T: *Do you go to work? Do you go to school? Do you do your exercises? Do you take a shower in the morning or in the evening? Do you make your bed*

4. Letter secrets

ch [tʃ] Munch the cheese and chicken, children.
No chocolate for lunch!

sh [ʃ] Mushrooms and fish on the dish.

Ask pupils to say as many words with these sounds as they can. Write the words on the board.

5. Cartoon (PB, ex. 5)

T: *This is a film about Rocker the Cat. Listen and choose the best name for the film.*

➔ **Key:** Rocker the Cat's morning.

Tapescript (in PB)

T: *When does Rocker the Cat get up? At six o'clock? At seven o'clock?*

P: *At eleven o'clock.*

T: *Read the sentence.*

P: *I get up at eleven o'clock.*

Write this sentence on the board and underline the preposition *at*.

T: *When does he have breakfast?*

P: *At twelve o'clock.*

T: *When does he go to work? Etc.*

Shared reading

The girls read the sentences. The boys make sound effects. Then they swap the roles.

6. Moving activity

Ask pupils to stand up and imitate Rocker the Cat.

T: *I usually get up at eleven o'clock.*

P: *Good morning!*

T: *I make my bed and ... do my exercises.*

P: *Ouch!* Etc.

7. Workbook activities

Ex. 5

Read the phonetic symbols at the end of the PB. After that read the transcription in ex. 5 together. Then pupils join the dots individually.

➔ Key: 9

Ex. 6

Ex. 8



Ex. 9

Ask pupils to think what sound the words have: [tʃ] or [ʃ], [θ] or [ð] and put ticks in the corresponding boxes. Then play the cassette. Pupils listen and check.

Tapescript (in WB)

8. Round-up

T: *What do you do in the morning?*

Each pupil says one sentence.

Homework

PB, ex. 4, 5, 6 (a story with sound effects); WB, ex. 4, 7.

LESSON 3

Aim To present and practise new grammar, to develop speaking skills (speaking about daily routine)	Vocabulary	Grammar The Present Simple: He / She / It <i>gets up</i> . When do you <i>get up</i> ? At <i>seven</i> o'clock.
Pronunciation and phonics Sounds: [s], [z], [ɪz]	Recycling Pronouns	You will need Flashcards on the topic "Daily life", flashcards of personal pronouns, funny phrases

1. Warm-up

- Song "Hickory, dickory, dock".
- Pupils stand up and do the actions together.

T: *In the morning I get up. Then I usually ...*

P1: *... do my exercises!*

T: *OK. I get up. I do my exercises. Then I ...*

P2: *... take a shower!*

T: *I get up. I do my exercises. I take a shower. Then I ...* Etc.

Each time repeat all the sentences, getting more ideas from pupils.

- Sight reading of the vocabulary.
- Letter secrets. Revise all the secrets. Say part of a phrase, e. g. *Mushrooms and fish ...* Ps: *On the dish*. Etc. Say secrets in different voices: quietly like a mouse, strictly like a strict mother, etc.

2. Checking homework

Read PB, ex. 5. Then watch the films about pupils' mornings.



3. Cartoon (PB, ex. 7)

Tapescript (in PB)

T: *Rocker the Cat is giving an interview. Listen and answer the question.*

➔ Key: from 1 o'clock till 12 o'clock.

Shared reading

4 roles: Rocker the Cat, the reporter, the mouse, the boss mouse.

4. Grammar presentation and practice

Presentation

Write on the board:

Cat: I get up at eleven o'clock.

Mouse: he ... up at eleven o'clock.

Encourage pupils to complete the sentence.

Then write only the verbs:

get – gets

go – ... (pupils say) goes

have – has

Write on the board:

<i>I</i>	_____	}	<i>home.</i>
<i>you</i>	_____		
<i>he</i>	_____		
<i>she</i>	_____		
<i>we</i>	_____		
<i>they</i>	_____		

Elicit the correct forms from pupils, use red colour for -s.

Pronunciation

Say and write on the board different verbs with the ending -s and ask pupils to say what sound they hear at the end of the words. Encourage them to formulate the rule: after vowels and voiced consonants – [z], after voiceless consonants – [s], after ch, sh, s – [ɪz].

PB, ex. 8

Pupils read the grammar secret.

5. Moving activity

Divide the class into three groups: [z], [s] and [ɪz]. Say different verbs. When the group hear their sound they should stand up and repeat the verb.

6. Workbook activities

Ex. 10

Write the words *sister, auntie, parents, cat* on the board and ask pupils to match them to the personal pronouns: *sister – she*, etc. Then say that a verb in a sentence depends on the subject. Show the first sentence as an example. Refer to the table on the board.

Pupils do the exercise individually, then check in pairs. Then pupils check all together reading the sentences.

Listening, ex. 12

Ask pupils to tick in the corresponding boxes. Then play the cassette. Pupils listen and check.

Tapescript (in WB)

7. Round-up

T: *Say one sentence about Rocker the Cat.*

P: *He gets up at eleven o'clock.* Etc.

Homework

PB, ex. 7, 8; WB, ex. 11.

LESSON 4

Aim To practise vocabulary and grammar, to develop speaking skills (speaking about daily routine), writing skills (spelling)	Vocabulary Possessive pronouns	Grammar The Present Simple: He / She / It <i>gets up</i> . When do you <i>get up</i> ? At <i>seven</i> o'clock.
Pronunciation and phonics Vowel reduction in the words 'have' and 'has'	Recycling Possessive pronouns	You will need Flashcards on the topic "Daily life", a "microphone", sunglasses for the boss, a bow-tie for the cat, a "mobile phone" for the mouse, flashcards of possessive pronouns

1. Warm-up

- Song "Hickory, dickory, dock".
- Sight reading of the vocabulary.
- Chain game "When do you have breakfast?"

P1: *I have breakfast at nine o'clock.*

P2: *Petya has breakfast at nine o'clock, and I have breakfast at ten o'clock.* Etc.

Make sure children pronounce the verbs [həv] and [həz].

2. Checking homework

Divide the class into groups of four: a reporter, Rocker the Cat, a mouse and a boss mouse. Ask pupils to act out the cartoon.

3. Vocabulary and grammar practice

Write on the board:

I make _____ *bed.*

You make _____ *bed.*

He makes _____ *bed.*

She makes _____ *bed.*

We make _____ *beds.*

They make _____ *beds.*

Elicit the forms of the personal pronouns from pupils. Pupils do the same with 'I brush my teeth.', 'I do my homework.', 'I do my exercises'.

4. Speaking

Write the beginnings of sentences on the board.

I usually get up at ...

Then I ...

I have breakfast at ...

I get home at ...

In the evening I ...

I go to bed at ...

Pupils complete the sentences for themselves. Then they tell the story about their day to their partner. As a feedback they tell you one sentence about their partner.

PB, ex. 9

Divide pupils into reporters, stars and observers. The reporters prepare for 4–5 minutes. They need

to introduce themselves before asking questions and thank the stars for the interview at the end. The stars think of their name (real or imaginary), when they get up, have breakfast, lunch, dinner, go to work, get home, go to bed, etc. The observers prepare a grid:

	get up	go to work	get home	go to bed
time				

Make groups of 3. The reporters ask their questions, the stars answer them, the observers fill in the grid and report to the class about the stars: *He gets up at 12 o'clock.* Etc.

PB, ex. 10

5. Workbook activities



Writing a dictation, ex. 13

Tapescript

I've got a doll. Her name is Kate. In the morning I brush her hair and wash her face. Then we have breakfast. After breakfast we go for a walk. We usually have lunch at twelve o'clock.

Ex. 14

Ex. 15

6. Round-up

T: *What things do you do in the morning and in the evening? What things do you do only in the morning?*

P: *I brush my teeth in the morning and in the evening.* Etc.

Homework

LESSONS 5–8. DO YOU HELP YOUR MUM?

LESSON 5

Aim To present and practise new vocabulary, to develop reading skills (understanding a schedule), writing skills (writing a schedule)	Vocabulary Lay the table, wash the dishes, tidy my room, help my mum, walk my dog, feed my pet	Grammar
Pronunciation and phonics Sounds: [s], [z], [ɪz]	Recycling	You will need Flashcards on the topic "Daily life", plastic plates, spoons, forks, glasses, a toy dog / cat

1. Warm-up

T: *When does your mum get home? Does she cook dinner? Do you help your mum?*

2. Checking homework

3. Vocabulary presentation and practice

Presentation

Take the plates, spoons, forks and glasses, a toy dog / cat out of the bag. Use these things to present the new vocabulary.

T: *I usually get home at five o'clock. I cook dinner. Then I **lay the table**. My family has dinner. I **feed my pet**. After dinner I **wash the dishes**. Then I **tidy my room**. I usually **walk my dog** at 8 o'clock. I get tired in the evening.*

Pronunciation

Pupils put up their hands if they hear [z]: *lays, feeds, tidies, walks, washes, helps.*

Practice

T: *Do you help your mum? / Do you lay the table? / Do you wash the dishes? / Do you feed your pet? / Do you walk your pet? / Do you tidy your room?*

P: *Yes, I do. / No, I don't.*

Sight reading of the words.

Put the flashcards on the board and recap the sentences: *I help my mum. I help my mum. I lay the table. I help my mum. I lay the table. I wash the dishes.* Etc.

Then point to the flashcards at random. Pupils say the sentences together and individually.

T: *How do you help your mum?*

P: *I lay the table. I wash the dishes.* Etc.



4. Chant "I help my mum" (PB, ex. 1)

Tapescript (in PB)

Pupils read the words above the pictures.

T: *How do Maggie and Steve help their mums?*

Shared reading

Girls read for Maggie, boys – for Steve.

5. Moving activity

Chant "I help my mum" with the movements.

6. Reading and writing

(PB, ex. 2A, 2B)

Explain that a.m. is added to the time before 12 o'clock in the afternoon. Then we add p.m. till 12 o'clock at night.

T: *Look at Maggie's schedule. What does she do at six o'clock? At seven o'clock? Etc. Read the sentences and say if they're true or false.*

Write the first sentence on the board: *Is this true or false?*

➔ **Key:** 1T, 2F, 3F, 4T, 5T, 6F, 7F

Ask pupils if they write a schedule for their days in their native language. Say that at home they will have to write their schedule in English. Pupils write on a sheet of paper. They can draw pictures or decorate the schedule.

7. Workbook activities

Ex. 1–3

8. Round-up

Ask pupils if they help their parents every day.

T: *Who lays the table every day? Who washes the dishes every day? Who tidies the room every day?*

Homework

PB, ex. 1, 3.

LESSON 6

Aim To present and practise new grammar, to develop listening skills (vocabulary and grammar in context)	Vocabulary	Grammar The Present Simple: questions
Pronunciation and phonics Intonation of <i>yes / no</i> questions	Recycling	You will need Flashcards on the topic "Daily life", a paper ball

1. Warm-up

- Chant “I help my mum”.
- Sight reading of the vocabulary.

2. Checking homework

3. Grammar presentation and practice

Ask P1 to come to the board and choose one flashcard showing what he / she does every day. The rest of the class guess.

P2: *Do you wash the dishes?*

Write this question on the board.

P1: *No, I don't.*

P3: *Do you feed your pet?*

P1: *Yes, I do.* Etc.

Then stand so that you don't see the pupil who will choose a flashcard and point to it. You should try to guess this flashcard.

T: *Does he wash the dishes?*

Write this question on the board.

P: *No, he doesn't. (Yes, he does.)*

T: *Does he lay the table?* Etc.

Then a pupil takes your role.

Ask a girl to repeat the same procedure.

T: *Does she wash the dishes?*

Write this question on the board.

Ask pupils to look at the three sentences on the board and say which words help us to ask questions. (*Do, Does*). Ask them to work out when we use *Do* and when we use *Does*. Draw their attention to the verb *Does*. It 'steals' the ending -s from the verbs in questions. Use colour to make it more explicit. Say and write on the board different personal pronouns and nouns and ask pupils to say which helping word *Do* or *Does* goes with these words. T: *Steve*. P: *Does*. T: *Parents*. P: *Do*. Etc.

Pronunciation

If the intonation goes up in a question, pupils show it with their hands: *Do you wash the dishes?* ↗
When do you get up? ↘ Etc.

PB, ex. 4

Read the grammar secret together.

4. Cartoon (PB, ex. 5A)

T: *Who can you see?*

P: *Whoozy, Whoozy's brother Moozy and two sisters Toozy and Foozy.*

T: *Does Whoozy help his mum?*

Tapescript (in PB)

T: *How does Whoozy help his mum? When does he feed Lumpy? How does Moozy help his mum? How does Toozy help her mum?* Etc.

Shared reading

2 roles: Maggie, Whoozy.

PB, ex. 5B

First ask two pupils to read the dialogue. Then ask one pupil to think of one of the characters: Whoozy, Toozy, Moozy, Foozy. The rest of the class try to guess the name asking the questions as in the example. Then invite pupils to play the game in pairs.

5. Moving activity (A paper ball game)

Crumple a piece of paper to make a ball. Throw it to different pupils and ask questions: *Does your mum tidy the flat / house? Does your dad wash the dishes?* Etc.

6. Workbook activities



Listening, ex. 4

Pupils listen and number the pictures.

Tapescript

1. Whoozy makes his bed.
2. Whoozy feeds his pet.
3. Lumpy likes pasta.
4. Toozy lays the table.
5. Foozy tidies the house.
6. Moozy washes the dishes.

Ex. 8

You can do matching of personal pronouns to 'Moozy', 'parents', 'sisters', 'dad'.

T: *Moozy* – *he, she, they?* P: *He*.

T: *Parents* – *he, she, they?* P: *They*. Etc.

7. Round-up

Each pupil asks the teacher a question: *Do you lay the table? Do you wash the dishes?* Etc.

Homework.

PB, ex. 4, 5A; WB, ex. 5–7.

LESSON 7

Aim To present and practise new grammar	Vocabulary Lazy*	Grammar The Present Simple (negative sentences)
Pronunciation and phonics don't [dəʊnt]	Recycling Imperatives	You will need Flashcards on the topic "Daily life"

1. Warm-up

- Chant "I help my mum".
- T: *Do you feed your pet every day? Does your mum do her exercises? Does your dad wash the dishes? Do your parents go to work? Does your pet like milk?* Etc.
- Sight reading of the vocabulary.
- Pronunciation.

Ask P1 to come to the board.

T: *Alesya, wash the dishes.* Alesya starts "washing the dishes".

Ps: *Don't wash the dishes.* Alesya stops. Etc.

Check that pupils pronounce [dəʊnt] correctly.

2. Checking homework

3. Cartoon (PB, ex. 6)

T: *Who can you see in the picture?*

P: *Monsters.*

Point to the good father-monster: *This is Father Monster. What family has he got?*

P: *He's got a wife, a son and a daughter.*

Point to the lazy father-monster: *What family has this monster got?*

P: *He's got a wife, a son and a daughter.*

T: *Listen. Which family do you like?*

Check understanding of the word 'lazy': *Maggie lays the table. She washes the dishes. Is she lazy?*

Ps: *No, she isn't.* T: *I say to my daughter: Wash the dishes. My daughter says: I want to watch TV. Is she lazy?* Ps: *Yes, she is.*

Tapescript (in PB)

Shared reading

2 roles: good monsters, lazy monsters. Then pupils swap the roles.

4. Grammar presentation and practice

Write on the board:

Good monster: I wash the dishes.

Lazy monster: I _____ the dishes.

T: *Which word helps to make a negative sentence?*

P: *don't.*

Write on the board:

Good monster: My son feeds our pet.

Lazy monster: My son _____ our pet.

T: *Which word helps to make a negative sentence?*

P: *doesn't.*

T: *It also 'steals' the ending '-s'.*

PB, ex. 7

Ask pupils to read the grammar secret and say when we use *don't* and *doesn't*.

Say and write on the board different personal pronouns and nouns and ask pupils to make up negative sentences. Write their sentences on the board. Each time underline 'don't' or 'doesn't'.

T: *Steve.*

P: *Steve doesn't wash the dishes every day.*

T: *His parents.*

P: *His parents don't play computer games. Etc.*

5. Moving activity (Listen and do)

Ask pupils to follow your instructions.

T: *Lay the table! Don't lay the table! Feed your pet! Don't feed your pet!* Etc.

6. Workbook activities

Ex. 11

It is good to match the subjects to the personal pronouns before pupils do the exercise. *Maggie – she, children – they*, etc.

7. Round-up

T: *What don't your parents do every day?*

P: *My mum doesn't do her homework. My dad doesn't tidy the flat.* Etc.

Help pupils with the ideas.

Homework

PB, ex. 6, 7; WB, ex. 9, 10.

LESSON 8

Aim To practise vocabulary and grammar, to develop listening (grammar in context) and speaking skills (interviewing)	Vocabulary	Grammar
Pronunciation and phonics	Recycling	You will need Flashcards on the topic “Daily life”, slips of paper with questions

1. Warm-up

- Chant “I help my mum”.
- T: *Complete my sentences. I get ...*
P1: ... *up* P2: ... *home* P3: ... *dressed.*
T: *I wash ...*
P1: ... *my hands!* P2: ... *my face!* P3: ... *the dishes!*
T: *I tidy ...*
P: ... *my room.* Etc.
- Sight reading of the vocabulary.

2. Checking homework

3. Grammar practice (PB, ex. 8)

Pupils read what the lazy monster says and disagree with her as shown in the model.

4. Speaking

PB, ex. 9

Write questions on slips of paper: *Do you wash the dishes? Do you tidy your room? Do you lay the table? Do you feed your pet? Do you walk your dog?*

Write some questions twice or make up other questions to have enough slips for every pupil. Pupils interview each other and then report to the class as shown in the model.

PB, ex. 10

Pupils speak in pairs about their families. Who does the housework in their families? How do they help their parents?

5. Moving activity

Ask pupils to stand up.

T: *Let's make up a story about our day. In the morning I ...* P1: *get up!*

All pupils stretch their hands pretending they are getting up.

T: *Let's start from the very beginning. In the morning I get up* (all pupils show it). *Then I ...* P2: *make my bed!*

All pupils show how they make their beds.

T: *OK. From the beginning. In the morning I get up. Then I make my bed. Then I ...* P3: *do my exercises!*

Develop your story until you get tired.

6. Workbook activities



Listening, ex. 12

Pupils listen to the interview and tick or cross.

Tapescript

Interviewer: Bob, do you help your mum?

Bob: Yes, I do.

Interviewer: Good, do you lay the table?

Bob: No, I don't.

Interviewer: Good. Do you wash the dishes?

Bob: Yes, I do.

Interviewer: Do you tidy your room?

Bob: Yes, I do.

Interviewer: Do you walk your pet?

Bob: No, I don't. My sister does it.

Interviewer: Do you feed your pet?

Bob: Yes, I do.

Interviewer: Thank you. Liz, do you help your mum?

Liz: Yes, I do.

Interviewer: Do you lay the table?

Liz: Yes, I do.

Interviewer: Do you wash the dishes?

Liz: No, I don't. My dad usually washes the dishes.

Interviewer: Do you tidy your room?

Liz: Yes, I do.

Interviewer: Do you walk your pet?

Liz: No, I don't. It's a goldfish.

Interviewer: Do you feed your pet?

Liz: Yes, I do.

7. Round-up

T: *What do Bob and Liz do every day? What don't they do?*

P: *Bob doesn't lay the table. He washes the dishes. He tidies his room. He doesn't walk his pet.* Etc.

Homework

WB, ex. 13, 14.

LESSONS 9–12. WHAT? WHERE? WHEN?

LESSON 9

Aim To present and practise new vocabulary and grammar, to develop listening skills (order of events)	Vocabulary When, where, what; owl*, whale*	Grammar The Present Simple (<i>wh</i> -questions)
Pronunciation and phonics Sound [w] Letter secrets: wh = [w]	Recycling	You will need Flashcard of Carol the Owl, flashcards 'what', 'where', 'when' (make them yourself), a paper ball

1. Warm-up

Pupils say one sentence how they help their parents.

2. Checking homework

3. Listening (PB, ex. 1A)

T: *When do you get up?*

P: *At seven o'clock.*

T: *At seven o'clock in the morning or in the evening?*

P: *In the morning.*

T: *Today you'll meet a new character. Her name's Carol. She gets up at ten o'clock in the evening. She's a little owl.*

Ask pupils to write the numbers from 1 to 9 in their exercise-books. Then play the cassette.

Tapescript (in PB, ex. 3)

Pupils listen and write the letters of the matching pictures next to the numbers. Find the first picture together: 1G.

➔ **Key:** 1G, 2A, 3E, 4B, 5D, 6F, 7I, 8H, 9C.

PB, ex. 1B

Do the exercise as a whole class activity.

4. Grammar presentation and practice

Presentation

Write three questions on the board: *When does Carol get up? Where does she have lunch? What does Carol have for breakfast?*

Elicit the answers from pupils and write them next to the questions: *At 10 o'clock., At school., Frogs and*

snakes. Underline the question words *When, Where* and *What* and check understanding.

T: *When?* Ps: *At 10 o'clock.* T: *Where?* Ps: *At school.*

T: *What?* Ps: *Frogs and snakes.*

Write on the board: *She goes to school at 11 o'clock.*

Use colour as shown in the grammar secret.

T: *Why 'goes'?* P: *The subject is 'she'.*

T: *Ask a question. 'Do' or 'Does'?* P: *Does.*

T: *Why?* P: *The subject is 'she'.*

Elicit the question from pupils and write it on the board: *Does she go to school at 11 o'clock?*

T: While writing ask: 'go' or 'goes'? P: *go.*

T: *Why?* P: *'Does' takes the '-s'.*

T: *What's the answer?* P: *Yes, she does.*

Ask another question. Begin with *When.*

T: *Next? Do or does?* P: *does.*

T: *Why?* P: *The subject is 'she'.*

Elicit the whole question: *When does she go to school?*

Pronunciation

Read the flashcards 'what', 'where', 'when' together.

[w] – *what, where, when.*

Practice

PB, ex. 2

Pupils read the grammar secret together.

Pupils ask each other questions in pairs (You can write the questions on the board): *When do you have breakfast / lunch / dinner? When does your mum go to work? When does your brother/sister go to school? Where do you have lunch? What do you have for breakfast / lunch / dinner?*

5. Letter secrets (PB, p. 31)

wh – [w] Where's the white whale, Whoozy?

Use the word 'white' for analysis.

6. Moving activity (A paper ball game)

Make a paper ball. Throw it to pupils and ask them different questions beginning with these question words, e. g. *Where does your dad have lunch? What do you do after dinner? When do you go to bed?* Etc.

7. Workbook activities

Ex. 1
Ex. 3

8. Round-up

T: *Do you like Carol? What do you remember about her?*

Homework
PB, ex. 2; WB, ex. 2, 4.

LESSON 10

Aim To practise vocabulary and grammar, to develop reading (reading for details) and listening skills (spelling words)	Vocabulary	Grammar
Pronunciation and phonics	Recycling Questions, time, Alphabet	You will need Funny phrases, Alphabet poster

1. Warm-up

- Alphabet.
- T: *When do you get up? Do you help your mum? Where do you have lunch? What do you have for breakfast?*
- Letter secrets. Pupils read the secrets at the back of the PB. Then they play the game "Read my lips". Pronounce one of the phrases with your lips only, producing no voice. Children guess the phrase.

2. Checking homework

3. Reading (PB, ex. 3)

Pupils read and answer the question.

PB, ex. 4

Read the questions together. Pupils answer the questions in pairs, then check together as a whole class.

☞ **Key:** 1. Yes. 2. She washes the dishes and tidies her room. 3. Yes. 4. At 4 o'clock. 5. At home.

4. Moving activity

Say true and false sentences about Carol. If your sentence is true, pupils should clap their hands. If your sentence is false, they should sit still.

5. Workbook activities



Listening, ex. 5

Tapescript

Interviewer: What's your name?
Owl: Carol.
Interviewer: How do you spell it?
Owl: C-a-r-o-l.
Interviewer: OK, Carol. What's your friend's name?
Owl: Tina. T-i-n-a.
Interviewer: T-i-n-a. What's your favourite game?
Owl: Flyball.
Interviewer: Flyball? How do you spell it?
Owl: F-l-y-b-a-l-l.
Interviewer: Flyball. Thank you, Carol.
Owl: You're welcome.

Ex. 6

Ask pupils to read the answers.

T: *What's the question word?*

Ex. 7. Bingo

Pupils draw any time on every clock (part 1). Read the next 12 sentences in any order.

1. Carol goes to bed at 7 o'clock.
2. Her parents go to bed at 8 o'clock.
3. Carol gets home at 4 o'clock.
4. She gets up at 10 o'clock.
5. Carol's mum gets up at 9 o'clock.
6. Carol goes to school at 11 o'clock.
7. Carol's family have dinner at 6 o'clock.

8. She has lunch at 2 o'clock.
 9. Carol goes home at 3 o'clock.
 10. Carol does her homework at 5 o'clock.
 11. At 12 o'clock Carol is at school.
 12. At 1 o'clock in the afternoon Carol sleeps.
- When pupils hear the time they have, they repeat the time and cross it out. When they cross out all 9 clocks, they shout 'Bingo!' Use part 2 to play one more round.

6. Round-up

Pupils say one sentence about Carol.

Homework

PB, ex. 3; WB, ex. 8–10.

LESSON 11

Aim To practise vocabulary and grammar, to develop reading (instructions) and speaking skills (interviewing)	Vocabulary Pumpkin*, candle*, cut out*, hole*, windowsill*, Jack-o'-Lantern*	Grammar
Pronunciation and phonics Sounds: [w], [v], [s], [z]	Recycling	You will need A pumpkin or a picture of a pumpkin, a candle, a piece of paper with a hole, scissors, funny phrases

1. Warm-up

- Letter secrets. Read the letter secrets at the back of the PB. You say a sound (e. g. [w]), pupils say the letter secret (*Where's the white whale, Whoozy?*)
- Ask pupils to remember everything they know about Carol. The pupil who says the last sentence is the winner.

2. Checking homework

Write on the board: *Say who in Carol's family...*

1. ... *gets up at nine o'clock?*
2. ... *cooks breakfast?*
3. ... *washes the dishes?*
4. ... *goes to work?*
5. ... *gets home at four o'clock?*

➡ **Key:** 1. Mum. 2. Mum. 3. Carol. 4. Parents. 5. Carol.

3. Project preparation

Ask pupils to make up projects about their daily life like the owl Carol told about her night life. Advise pupils to draw a clock on a sheet of paper and write about their daily life around the clock. They can also draw pictures. Pupils should be prepared to present their projects – speak about a day in their family.

4. Speaking (PB, ex. 5)

Pupils role play the interview with Carol in pairs.

5. Poem "Jack-o'-Lantern" (PB, ex. 7)

T: *Carol's favourite holiday is Halloween. British people celebrate it in October. At Halloween they make Jack-o'-Lanterns.*

Show a pumpkin: *It's a pumpkin. It's got a mouth, two eyes and a nose.* (Point to the 'face' as you say the words.) *There's a candle inside the pumpkin.* (Show a candle.) *This is Jack-o'-Lantern.*

Tapescript (in PB)

After pupils have listened to the poem, help them to understand it. Then read the poem together with pupils.

Note

Halloween is celebrated on the 31st of October. Children dress up as ghosts and witches. They knock at their neighbours' doors and shout "Trick or treat?" Adults give them some sweet things or coins.

6. Moving activity

Pupils listen to the poem and do movements pretending that they are pumpkins.

'Big and round' – children put their hands together over their heads,
 'grew in the ground' – point to the floor,
 'a mouth, two eyes and a nose' – point to their mouth, eyes and nose,
 'do you suppose' – put their forefinger to their heads,
 'a candle inside' – show their forefinger like a candle,
 'Jack-o'-Lantern' – imitate that their hands are holding a pumpkin.

7. Reading (PB, ex. 8A)

Introduce the word 'hole'. Take a piece of paper: *I'm cutting out a hole. (Cut out.) Look at the pumpkin: one, two, three, four holes in the pumpkin.* Point to the window: *What's that? P: a window. T: And this is a windowsill. (Touch the windowsill.) I'm taking the pumpkin and putting it on the windowsill.* Now pupils write 5 letters in their exercise-books. Then they read the instructions for how to make Jack-o'-Lantern and write the corresponding

numbers next to the letters. Do the first sentence together. Then check together.

➔ **Key:** A3, B4, C1, D2, E5.

8. Workbook activities



Writing a dictation, ex. 11

Tapescript

Every night Carol gets up at ten o'clock. She makes her bed, does her exercises and takes a shower. After breakfast Carol washes her face and brushes her teeth. Then she goes to school. She usually has lunch at school at two o'clock.

9. Round-up

T: *Do you make Jack-o'-Lantern at Halloween?*

Homework

PB, ex. 6 (project).

LESSON 12

Aim To develop speaking skills (presenting a project)	Vocabulary	Grammar
Pronunciation and phonics	Recycling	You will need Pupils' projects, a coin Copies of the dictation

1. Warm-up

- Poem "Jack-o'-Lantern".

Disappearing poem. Write the poem on the board and read it together with the children. Ask individual pupils to read the poem. Then rub out the words 'ground', 'suppose', 'night' and ask pupils to read the poem. Next time rub out 'big', 'time', 'mouth', 'eyes', 'candle' and 'Halloween'. Etc. The most difficult words will be the last to disappear.

2. Project presentation

Write a list of pupils on the board and ask pupils to copy it in their exercise-books. While pupils are presenting their projects, the rest of the class listen and make notes. You want to know who is the earliest bird and who is the latest bird in the class. So pupils

should write next to each name the time when this person gets up and goes to bed. At the end of the presentation, sum up the result.

3. Question game (PB, ex. 9)

Divide the class into two or three teams. Give each team a counter which they should put on the start point. Then take a coin. The players of each team throw a coin in turn. If the coin shows 'heads', the team moves the counter one step forward. If the coin shows 'tails', the counter moves two steps forward. (You can also use a dice, but in this case the game may finish very quickly.) Each time the players read and answer the question. If the answer is not correct, the counter moves back to the previous position. Pay attention that all the pupils take part in the game and throw the coin and

answer the questions in turn. The team to reach the finish point first is the winner.

4. Writing (Sit on your dictation)

See the instructions in Unit 1, Lesson 8.

Alesya's day.

Alesya goes to school in the morning. She gets home at 2 o'clock and has lunch. Alesya washes the dishes. Then she feeds her kitten.

5. Workbook activities



Ex. 12

Tapescript (in WB)

Ex. 14

6. Round-up

T: *Let's say goodbye to Carol.*

Homework

WB, ex. 13, 15.

LESSON 13

Aim To test listening / reading / speaking / vocabulary and grammar	Vocabulary	Grammar
Pronunciation and phonics	Recycling	You will need The Tests

Choose one of the tests: Vocabulary and Grammar test 2, Speaking test 2, Listening test 1, Reading test 1.

LESSON 14 (READER: STORY 2. MOWGLI GOES TO THE PEOPLE)

Aim To develop reading skills (enjoying reading stories in English)	Vocabulary	Grammar
Pronunciation and phonics	Recycling	You will need The Reader

1. Warm-up

Each pupil says one sentence about Mowgli.

Ex. 5

☞ **Key:** 1d, 2e, 3c, 4f, 5a, 6b.

Ex. 6

☞ **Key:** 1. bear, 2. bread, 3. long, 4. honey, 5. Messua, 6. twelve, 7. parents, 8. family.

2. Wordbank (Reader, ex. 1, 2)

Ask concept questions to check understanding of the words: *You're pupils. I'm your ... Ps: teacher. T: I teach you. Do you teach? Ps: No, we don't. T: What colour is a panther? Is it night now? Is honey sweet? What animals like honey?*

5. Act out the story (Reader, ex. 8)

Children act out the episode where Messua teaches Mowgli.

3. Listening (Reader, ex. 3)

☞ **Key:** 1F, 2T, 3F, 4T, 5F.

6. Round-up (Reader, ex. 7)

You can discuss this question with the children in their native language.

4. Reading for detail (Reader, ex. 4–6)

Ex. 4

☞ **Key:** 3, 4, 1, 6, 5, 2.

UNIT 3. PETS

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

- describe their pets, their qualities and what they eat and drink
Model. I've got a dog. Her name's Risha. She's got black hair. She's got long ears and a short tail. She eats meat and bones. She can swim very well.
- describe how they take care of their pets
Model. I walk my dog in the morning and in the evening. I brush and wash my pet.
- ask and give personal information at the vet's

LESSONS 1–4. MY PET AND I

LESSON 1

Aim To present and practise new vocabulary	Vocabulary Bones, seeds, grass, leaves, tail, sick*, cheer up*, town*, dry*, dull*	Grammar
Pronunciation and phonics Letter secrets: o = [ɒ], o = [əʊ]	Recycling Dog, cat, puppy, kitten, budgie, parrot, pig, guinea-pig, hamster, goldfish, tortoise, rat, mouse, snake, rabbit, horse, frog; fish, meat, carrots, cheese, water; nose, ears, eyes, hair	You will need Pictures or photos of two pets which you will describe, flashcards of pets, food, a toy puppy

1. Warm-up

- Game “Catch words”.

Divide pupils into 3 groups: pets, food, colours. Say the names of pets, food from the recycling box and colours: *A snake, green, meat*, etc. When pupils hear their words, they make a catching movement with their hands.

2. Vocabulary presentation and practice

Presentation

Present the words in a story about two pets. They can be your or your friend's pets. Use their pictures

or draw on the board while you describe the pets.
T: *I've got two pets: a dog and a budgie. Look at my dog. Her name's Risha. She's got black hair and black eyes. She's got long ears and a short tail. My budgie's name is Pluto. He's small. He's got a small head and small eyes. He's got a long tail.*

Recap the vocabulary: *My dog has got ...* (showing the dog's hair) *black hair*. Etc.

Take the flashcards of food: *Let's feed the pets. I've got some meat, bones, seeds, grass, fish, leaves, cheese, milk, carrots. Meat! To the dog or to the budgie? Ps: To the dog.* Etc.

Practice

Sight reading of the vocabulary “Pets” and “Food”.

PB, ex. 1

Pupils read the picture dictionary.

PB, ex. 2

T: *One guinea-pig – two ...* P: *Guinea-pigs*. Draw a mouse: *One mouse*. Draw one more mouse: *Two mice*. Read the questions together. They agree on the answers in groups of 3–4. Check the answers in the form of a competition. T: *Do guinea-pigs eat carrots? Group 1?* P1: *Yes, they do*. T: *Group 2?* P2: *No, they don't*. Etc. After you listen to all the answers, give the correct one: *Yes, guinea-pigs eat carrots*.

➔ **Key:** 1 – yes. 2 – yes. 3 – no. 4 – yes. 5 – yes. 6 – no.

3. Letter secrets

o=[ɒ] The clocks are in the socks.

o=[əʊ] Oh, no! Don't go home alone!

Revise the letter secrets which pupils have learned before. Start a letter secret: *Six pigs ...* Ps: *are drinking milk*. Etc. Then teach the new secrets. Use the words 'clock' and 'home' for analysis (then 'dog' and 'nose').



4. Poem "My poor puppy" (PB, ex. 3)

Show the toy puppy: *The puppy is sad*. Touch the nose: *His nose is dry*. Touch his eyes: *His eyes are*

dull. Touch his tail: *His tail is down*. *He's sad*. Pupils listen to the poem. Make sure they understand the words 'sick', 'cheer up', 'town'. Do shared reading of the poem.

Tapescript (in PB)

5. Moving activity (Listen and do)

T: *You're a mouse. Squeak-squeak. Eat some cheese! You're a cat. Walk like a cat. Drink some milk. You're a puppy. Run and jump. Eat a bone. You're sick. You're sad. Your nose is dry. Your tail is down. Go to the vet. Eat some vitamins. You're happy again.*

6. Workbook activities

Ex. 1



Ex. 2

Tapescript (in WB)

7. Round-up

T: *What pet have you got?* P1: *I've got a budgie*. P2: *I haven't got a pet*. Etc.

Homework

PB, ex 1, 3; WB, ex 3.

LESSON 2

Aim To develop listening skills (listening for gist, spelling words) and speaking skills (describing pets)	Vocabulary	Grammar
Pronunciation and phonics Long and short vowels	Recycling Pets, parts of the body, food	You will need Flashcards of pets, food, parts of the body, toy, animals, Alphabet poster, a ball

1. Warm-up

- Poem "My poor puppy".
Disappearing poem. Write the text on the board. Read it together with pupils. Then rub out 'play', 'town', 'pet', 'fun'. Pupils read the poem. Then rub out 'nose', 'eyes', 'dog', 'puppy'. Etc. Rub out the words till the poem disappears.

- Puzzles about pets.
Revise the pets and arrange the flashcards on the board and say: *It's grey. It's small. It's got a long tail. It drinks water. It eats bread and seeds. It loves cheese! What is it? Guess! (a mouse)* Etc.
- Sight reading of the vocabulary.
Read the words yourself and ask pupils to put up their hands if they hear a long vowel. Then

they read the words. Check that they contrast long and short vowels.

2. Checking homework

3. Vocabulary practice

Read the vocabulary together. Then pupils practise in pairs. Write scrambled words on the board: *riah* (= 'hair'), *liat* (= 'tail'). Ask pupils to unscramble the words in pairs.

Then pupils prepare their scrambled words on slips of paper, using the names of food. After that they exchange their puzzles with other pairs and solve them.

4. Listening (PB, ex. 4A)

T: *How many pictures can you see? (8). How many people? (4) How many pets? (4) Read the names of the people. Read the names of the pets. Picture 1. Simon. (draw a square on the board and write Simon under it.) Where's Simon's pet? P: Spot. T: OK, Simon's pet is Spot. (Draw a square for Spot and write the speech model on the board.) I think Simon's pet is Spot. Match people to their pets in pairs.*

T: *Listen and check.*

Tapescript

1. Hello! My name's Simon. I'm a doctor from Britain. I've got a dog. He's brown and white. He's got long ears and a short tail. He's a very friendly dog. I walk my pet in the park. My dog's name's Spot.
2. My name's Alex. I'm from Belarus. I've got a small kitten. He's white and grey. I play with my kitten. Felix, that's his name, is very funny.
3. I'm Jenny from Canada. I can play the guitar. I've got long hair. My dog's got long hair, too. She's very beautiful. I feed my dog in the morning and in the evening. She eats meat and bones. Her name's Bonny!
4. I'm Lucy from America. My pet is Lucinda. She's a goldfish. She's yellow and brown. I feed my goldfish every day. She eats bread and grass. She's very quiet.

➔ **Key:** Alex's pet is Felix ['fɪ:lɪks]. Jenny's pet is Bonny. Lucy's pet is Lucinda.

PB, ex. 4B

T: *Two of these people write about their pets. What are their names?*

➔ **Key:** 1. Spot. 2. Bonny.

PB, ex. 4C

Pupils answer the questions and do shared reading of the texts.

PB, ex. 4D

Pupils work in pairs.

5. Speaking

Write the beginnings of the sentences on the board.
My pet is ... (colour).

He's / She's got long / short ears.

He's / She's got a long / short tail.

He / She eats / drinks ...

Ask pupils questions about their pets: *What colour is your pet?* Etc. They answer your questions, using the support on the board. Then they tell stories about their pets in pairs. If they don't have a pet, give them a toy animal.

6. Moving activity

Revise the Alphabet, using the poster. The pupils stand in a circle, and say the alphabet throwing the ball to each other.

7. Workbook activities

Listening, ex. 4

Tapescript

1

Interviewer: What's your pet's name?

Alex: Felix.

Interviewer: How do you spell it?

Alex: F-e-l-i-x.

2

Interviewer: What's your pet's name?

Jenny: Bonny.

Interviewer: B-o-n-n-y?

Jenny: No, it's B-o-n-n-y.

Interviewer: Oh, I see.

3

Interviewer: What a beautiful goldfish! What's your pet's name?

Lucy: Lucinda. L-u-c-i-n-d-a.

Interviewer: Lucinda. That's a beautiful name!

8. Round-up

T: *What's your favourite animal? Describe it.*

Homework

PB, ex. 4B; WB, ex. 5–7.

LESSON 3

Aim To develop speaking skills (asking and giving information at the vet's), writing skills (spelling)	Vocabulary Wash / brush a pet, play with a pet, buy*, flower*	Grammar Can you help my pet? What's the matter? Please don't worry
Pronunciation and phonics Linking in a sentence Sound [w]	Recycling Feed my pet, walk my dog	You will need Flashcards of pets, food, parts of the body, Alphabet poster, soap, a brush, a dog's collar, a bowl, a ball, some toys or pictures: a dog, a cat, a snake

1. Warm-up

- Poem "My poor puppy".
- Revise the Alphabet using the poster.
- Play "Hangman". Draw boxes for two words. Children say letters until they guess the words in the boxes.

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--	--	--	--	--	--	--	--

⇒ Key:

W	h	o	o	z	y
---	---	---	---	---	---

L	u	m	p	y
---	---	---	---	---

- Spelling names
Ask pupils to write their names in their notebooks. Write on the board: *How do you spell ...?* If pupils don't know the spelling of their names, they can ask you, using the model on the board.

2. Checking homework

3. Song "Dr Monday" (PB, ex. 5)

Show a picture of an unhappy pet.
T: *My pet is sad. My pet is ill. I go to the vet. The vet helps pets. The vet's name is Dr Monday. How many pets are there in the pictures? (3)* Put a question mark on the board and ask the question: *Can Dr Monday help the snake?*

Tapescript (in PB)

Read the lyrics together. Check that pupils understand 'buys a flower'. You can draw a flower

on the board. T: *Do you like flowers? Do you buy flowers for your mum?* (Show that you are paying for the flowers)

Pronunciation

Gets up, he gets up at 6 o'clock.
Buys, buys a flower, he buys a flower.
Takes a shower, he takes a shower.
What's the matter? Please don't worry.
Make sure pupils pronounce 's' in the 3rd person singular and link it to the next word.

Shared reading

4 roles: Dr Monday, the 3 visitors.

4. Vocabulary presentation and practice

Presentation

Introduce the vocabulary using the objects to take care of a dog: *I love my dog. I feed my dog every day.* Show how the dog eats from the bowl. *I walk my dog in the morning and in the evening.* Show that you are holding a dog on the lead. *I wash my dog.* Take the soap and "wash" your dog. *I brush my dog.* Pretend to brush the dog. *I play with my dog every day!* The dog "plays" with the ball. Recap the vocabulary using the objects and the movements.

Pronunciation

[w] – *walk, wash, play with a pet, What's the matter? Don't worry!*

Practice

Sight reading of the vocabulary.

PB, ex. 6

Pupils read the picture dictionary.
Give out toys to pupils: T: *These are your pets.* The children say how they take care of their pets.

PB, ex. 7

Pupils do the exercise in pairs.

5. Cartoon (PB, ex. 8)

You may need to speak with pupils about the situation when a pet gets ill. We take the pet to the vet. What do vets do to help pets?

T: *Who can you see? What's the matter? (Lumpy is ill). Listen. What does Dr Monday recommend?*

Tapescript (in PB)

Shared reading

2 roles: the vet, Whoozy.

PB, ex. 9

➔ Key: 2A, 3B, 1C, 5D, 4E.

6. Workbook activities



Writing a dictation, ex. 8

Tapescript

I've got a dog. Her name is Risha. She's black and she's got a big black nose. I like my pet very much. She's got five puppies. They like milk. When I get home, Risha is very happy.

7. Round-up

T: *How do you take care of your pet?*

P: *I feed my pet.* Etc.

Homework

PB, ex. 8, 10.

LESSON 4

Aim To develop listening (for details) and speaking skills (giving personal information at the vet's)	Vocabulary	Grammar
Pronunciation and phonics	Recycling Food, Alphabet	You will need Flashcards of pets, food, parts of the body, Alphabet poster, a picture of a girl

1. Warm-up

- Song "Dr Monday".
- Alphabet poster.
- Spelling names.
- Write the questions and the answers on the board and ask pupils to match them.

<i>What's your name?</i>	→	<i>My pet is ill.</i>
<i>How do you spell it?</i>		<i>Pavel.</i>
<i>What's the matter?</i>		<i>P-a-v-e-l.</i>
<i>What does your pet eat?</i>		<i>Milk.</i>
<i>What does your pet drink?</i>		<i>Fish.</i>

2. Checking homework

Pupils read the dialogue (PB, ex. 8). Then they act out the situation (PB, ex. 10).

3. Workbook activities

Play a game, ex. 9

Divide pupils into A's and B's. A's have their pet hidden in the basket, B's in the bag. Draw a basket for A's on the board.

T: *I'm A. What's my pet? (whisper) secret: a budgie. What does it eat? Grass? Yes. (put a tick). Seeds? Yes. (put a tick) Bones? No. (put a cross).*

Ask pupils to do the same secretly.

Then invite a pair to the board.

T: *A, where's your pet?*

P1: *In the basket.*

P2: *Does your pet eat grass?*

P1: *Yes, it does. / No, it doesn't.*

P1 guesses: *It's a cat* and then pupils play in pairs.



Listening, ex. 11

Show a picture of a girl.

T: *Her name's Tanya. She's got a kitten. Her kitten is ill. It's sad. Let's go to the vet, Dr Monday. What's the matter?*

Tapescript

Vet: Hello! Please sit down.
 Tanya: Thank you.
 Vet: What's your name?
 Tanya: Tanya. Look I've got a kitten.
 Vet: What's your pet's name?
 Tanya: Fay.
 Vet: How do you spell it?
 Tanya: F-a-y.
 Vet: F-a-y, Fay?
 Tanya: That's right.
 Vet: What's the matter?
 Tanya: Fay is sad.
 Vet: Please, don't worry. What does your kitten eat?
 Tanya: Fish.
 Vet: What does your pet drink?
 Tanya: Milk.
 Vet: Do you walk your pet?
 Tanya: No, I don't.
 Vet: Do you wash your pet?
 Tanya: Yes, I do.
 Vet: Do you play with your pet?
 Tanya: Yes, I do.
 Vet: My flowers!
 Tanya: I'm sorry.
 Vet: It's OK. Do you give water to your pet?
 Tanya: No, I don't.
 Vet: I see. Give water to your kitten every day.

Read the questions in the exercise.

T: *Take your pens. Listen again and write.*

4. Speaking

Give out the pictures of pets or toys to pupils: *These are your pets. What are their names? Write your pet's name on the board: Rex. My dog's name is Rex. How do you spell it? R-e-x. Rex.* Ask pupils to write their pets' names. Help them with spelling: pupils ask the question 'How do you spell ...?' which is written on the board.

P: *How do you spell Tinker?*

T: *T-i-n-k-e-r. Tinker?*

P: *That's right.*

PB, ex. 11

Divide pupils into vets and pet-owners and invite them to role play the conversation at the vet's. Children use the 'Help box' in exercise 11. As feedback, ask several pairs to act out the conversation to the whole class.

5. Round-up

T: *Do you want to be a vet?* P: *Yes, I do. / No, I don't.*

Homework

WB, ex. 10, 12, 13.

LESSONS 5–8. WHICH ANIMAL IS BETTER?

LESSON 5

Aim To present and practise new vocabulary	Vocabulary Young, old, ugly, friendly, noisy, quiet, fast, slow, small, interesting, boring, caterpillar*	Grammar
Pronunciation and phonics Sound [ŋ] Letter secrets: qu = [kw], ng = [ŋ]	Recycling Beautiful, angry, long, short, big	You will need Flashcards of the new vocabulary, funny phrases

1. Warm-up

- Song "Dr Monday".
Role play the song, using toys or pictures.

2. Checking homework

3. Vocabulary presentation and practice

Presentation

Introduce the vocabulary with the flashcards and arrange them on the board. Then go through the list of adjectives and use mime or gestures for every word, e. g. *fast* – make fast movements, *slow* –

make slow movements, **noisy** – say it loudly, **quiet** – say it quietly, **boring** – yawn. It is important to use the same gestures and the same order of adjectives. Go through the words again, now the children join you. Next time, show the gesture and elicit the words from pupils.

Pronunciation

Children put up their hands if they hear [ŋ]: *Morning, afternoon, evening, sing, dance, young, old, long, short, interesting, boring, funny, hungry, angry, fast, slow, noisy.*

Practice

Sight reading of the vocabulary.

Use the flashcards of pets: *Dogs*. Ps: *I think they're friendly. I think they're beautiful. I think they're interesting.* Etc. You can write the model for pupils on the board: *I think they're ...*

4. Letter secrets (PB, p. 40)

qu = [kw] Everybody, quiet!
The Queen wants to ask a question.

ng = [ŋ] In the morning I sing long songs.

Revise the funny phrases pupils have learned before: *Who knows more funny phrases?* Each pupil says one phrase. The winner is the one who says the last phrase.

5. Cartoon (PB, ex. 1A)

T: *Picture 1. How many horses are there? (frogs, rabbits, parrots, puppies, butterflies) Picture 7. It's*

a caterpillar. She's sad. She thinks she isn't beautiful. Listen to her. Is she beautiful?

Tapescript (in PB)

Shared reading

2 groups: 1 – the caterpillar, 2 – the sound effects.

PB, ex. 1B

Pupils make sentences about animals in pairs.

PB, ex. 2

Pupils read the picture dictionary together and then in pairs.

6. Moving activity

T: *You're frogs. You're noisy* (pupils make “frog” sounds). *You're mice. You're quiet* (they walk quietly as a mouse). *You're tortoises. You're slow* (they “walk” like tortoises). *You're horses. You're fast* (they jump like horses).

7. Workbook activities

Ex. 1

Ex. 2

Tapescript (in WB)

8. Round-up

T: *What are your favourite animals?*

P: *I like cats. They're interesting.*

Homework

PB, ex. 1A, 2; WB, ex. 3.

LESSON 6

Aim To present and practise grammar, to practise giving opinions, to develop writing skills (spelling)	Vocabulary I think so. I don't think so	Grammar Degrees of comparison (the comparative degree)
Pronunciation and phonics Sound [θ]	Recycling Adjectives	You will need Flashcards, pencils and toys for the presentation, pictures of people, an envelope with pieces of paper, music

1. Warm-up

- Puzzles about animals, including the adjectives. *It's very quiet. It's orange. It eats bread. It lives in the water. What is it?* (a goldfish) Etc.
- Sight reading of the vocabulary.
- Bingo.
Keep the flashcards of the adjectives on the board. Children draw a table.

Then they choose and write six words into their exercise-books.

Spell the words at random. When pupils hear a word in their table, they pronounce it and cross it out. The pupil who crosses out all the words first, shouts: *Bingo!*

2. Checking homework

3. Vocabulary practice

Ask opinions about different animals.

T: *What do think about cats?*

P: *I think they're beautiful.*

T: *Are they interesting?*

P: *I think so. / I don't think so.*

Make sure children pronounce [θ] correctly. Encourage pupils to use the adjectives *beautiful – ugly, quiet – noisy, friendly – angry, interesting – boring*, as they give an opinion.

4. Grammar presentation and practice

Take pairs of pencils of different colours and make sure some of them are longer, some are shorter, toys – bigger and smaller, pictures of people – younger or older. Make sure they also differ in colour, or different animals, or boys and girls.

T: *Look at the two pencils. What colour are they? Red and yellow. The red pencil is long. The yellow pencil is longer **than** the red pencil. **Long – longer.***

Show another pair of pencils so that pupils can't see which one is longer: *Which one is longer?*

P1: *The green pencil is longer.*

P2: *The blue pencil is longer.* Etc.

After they have voted, show the length of the pencils and repeat the correct sentences together. Do the same with the word 'shorter'.

Bigger, smaller: put pairs of toys in plastic bags, make sure they obviously differ in size: *In this bag*

I've got an elephant and a tiger. Which one is bigger?

P: *The tiger is bigger.* Etc.

Older, younger: pictures of boys and girls, obviously different in age. Take two pictures: *I've got a picture of a boy and a picture of a girl. Who's older?*

P: *The boy is older.* Etc.

Take pairs of books pupils know.

T: *Which one is more interesting?*

P: *I think ... is more interesting.*

Note

We use *-er / -est* for one-syllable adjectives. It is preferable to use *-er / -est* with two-syllable adjectives ending in *-y, -er, -ow, -e*. We use *more ... (the most ...)* for other two-syllable adjectives and longer adjectives.

5. Cartoon (PB, ex. 3A)

Speak about buying pets in a pet shop. What questions do people ask? T: *Who can you see at the pet shop? (a shop assistant, Mrs Bell) What animals can you see? Which animals are quiet / noisy / friendly / angry / fast / slow / big / small / interesting? Listen and answer the question: What pet does Mrs Bell buy?*

Tapescript (in PB)

➔ **Key:** a budgie.

Shared reading

2 groups: 1 – Mrs Bell, 2 – the shop assistant.

PB, ex. 3B

Pupils work in pairs.

PB, ex. 4

Pupils read the grammar secret together.

6. Moving activity (Pass the envelope)

Write the adjectives of the unit on slips of paper and put them in an envelope. Pupils stand in a circle and pass the envelope round while music is playing. When it stops, the pupil who has the envelope, takes out one word, reads it and gives the comparative of that adjective.

7. Workbook activities



Writing a dictation, ex. 4

Tapescript

I've got a pet. Its name is Sam. It's a snake. It's long. It likes milk. Where is it? It likes to hide.

Ex. 8

8. Round-up

T: *Have you got a brother or a sister? Are you older than your sister / brother?*

Homework

PB, ex. 3A, 4; WB, ex. 5–7.

LESSON 7

Aim To present and practise grammar, to develop listening (listening for gist) and speaking skills (offering things)	Vocabulary	Grammar Degrees of comparison (the superlative)
Pronunciation and phonics	Recycling	You will need Flashcards of animals / pets

1. Warm-up

Practise the comparative. T: *Long*. P: *Longer*. Etc.
T: *This is my mum and dad. My mum is younger. My dad is shorter.*

Make up sentences about your family.

2. Checking homework

Pupils read the conversation in a pet shop.

3. Speaking "In a pet shop"

Pupils prepare their dialogues.

T = shop-assistant: *Can I help you?*

P = customer: *Yes, I'd like a pet.*

T: *What about a budgie?* (showing the picture)

P: *Yes, please. / No, thank you.*

T: *I'd like a quiet pet!*

P1: *What about a frog?* Etc.

T: *What does it eat? What does it drink? Is it quiet?*
Etc.

Then "open" 2–3 shops in the classroom, give the shop assistants toys or flashcards with animals and play.

4. Grammar practice

Practise making comparatives of all the adjectives you have learnt in this unit. T: *Big*. Ps: *Bigger*. Etc.

Give pictures of two animals to pairs of children.
P: *The dog is bigger than the tortoise. The tortoise is slower than the dog.* Etc.

Whose pet is better? Then pupils work in groups of three. One pupil (P3) is a customer, P1 and P2 try to sell him / her their pets.

P1: *My pet is faster.*

P2: *My pet is friendlier.*

P1: *My pet is bigger.*

P2: *My pet is younger.* Etc.

You may want to demonstrate the game in front of the class first. Give them 2 minutes and then ask the customers: *Which pet do you want to buy? Why?* Change the roles inside the groups.

5. Grammar presentation and practice

Prepare pairs of pictures with animals and ask questions. Show 2 animals: *How many animals are there? Two. A dog and a tortoise. Which animal is faster?(the dog). A cat and a tiger. Which animal is angrier? A mouse and a horse. Which animal is bigger?*

Lead pupils from comparing pairs of animals to comparing animals together: *How many animals? Six. Which is the fastest / slowest animal? Which is the biggest / smallest animal?*

Move on to questions, asking for personal opinion: *Which animal is the most interesting / beautiful?* Write the model on the board: *'I think ... is the most beautiful / interesting.'*

6. Listening (PB, ex. 5)

Speak with pupils about dog / cat shows. Then open the PB and discuss the picture: *This is a pet show. How many animals can you see? (12) How many rabbits are there? Read the rabbits' names. Rabbits are fast. Which one is the fastest rabbit?*

Speak about the dogs, cats and horses. *Let's listen. Who are the winners?*

Tapescript

Man: Welcome to our pet show! We've got a lot of pets! Rabbits and horses! Cats and dogs! Big and small! Fast and slow! Enjoy the show! Look at the dogs. Rex is friendly, Spot is friendlier, Ben is the friendliest! Look at the cats! Tinker is beautiful, Tabby is more beautiful and Sylvester is the most beautiful! Now the rabbits! Snuff is fast. Rose is faster. Bunny is the fastest! And now the horses! Beauty is big, Herby is bigger, And Biscuit is the biggest! Ben, Sylvester, Bunny and Biscuit are the best!

First pupils check in pairs. Then listen again, make stops and check the answers together.

T: *Who's the friendliest / most beautiful / fastest / biggest / best?*

7. Chant "Fast, faster, the fastest" (PB, ex. 6)

Write the words *fast, big, friendly, beautiful, good* on the board and elicit the comparative and superlative

form from pupils and write it on the board. Ask pupils which differences in spelling they have noticed. Then read the chant together.

Tapescript (in PB)

8. Moving activity

Children do the chant with movements: *fast* (make "train" movements), *faster* (make them faster), *the fastest* (faster again); *big* (show with both hands), *bigger* (hands show a bigger thing), *the biggest* (hands show a bigger thing) etc.

9. Workbook activities

Ex. 11

10. Round-up

T: *Do you want to work with animals?*

Homework

PB, ex. 6; WB, ex. 9–10.

LESSON 8

Aim To practise grammar, to develop reading skills (reading for details)	Vocabulary Owner*	Grammar
Pronunciation and phonics	Recycling Tall, old, young	You will need

1. Warm-up

- Chant "Fast, faster, the fastest".
- Letter secrets.

2. Checking homework

3. Grammar practice

Our class "Guinness book".
Write the following sentences on the board.

The tallest boy in our class is ...

The tallest girl in our class is ...

The oldest pupil in our class is ...

The youngest pupil in our class is ...

Make sure pupils understand the sentences and ask them to guess the answer. The 'class' means their English group. Pupils give the opinions: *I think ... is the tallest boy*, etc. Later, do the following to check who is the tallest, saying: *Boys, come out and make a line. Who is the tallest?* To check, who is the oldest / youngest, ask: *How old are you?* There will be some children who are 9 or 7. Find out their birthdays.

4. Reading (PB, ex. 7A)

Note

Problem pages are common for teenage and adult magazines. People write about their problems and get professional advice.

Speak about writing letters to a magazine. *Why do people write letters? They have problems. Can pets have problems?*

Introduce the word 'owner': *This is my dog. I'm her owner. I feed my pet, I walk my pet.* Etc. *Can pets have problems with their owners? Letter 1. Who is writing the letter? (Herby) What animal is it? (a horse) Letter 2. Who is writing the letter? (Squeaky) What animal is it? (a mouse) Read the letters. What are their problems?*

➔ **Key:** Herby's problem – he doesn't like his name. Squeaky's problem – she wants some cheese.

PB, ex. 7B

Pupils do the exercise in pairs.

➔ **Key:** 1T, 2F, 3F, 4F, 5T, 6F.

5. Project preparation

Ask pupils to prepare a project about their pet (real or imaginary). They need to draw a picture or bring a photograph of their pet, bring some objects they use to take care of their pets and prepare a story (name, appearance, food, taking care of a pet).

6. Moving activity

Chant "Fast, faster, the fastest" with movements.

7. Workbook activities

Ex. 14

Ex. 15

8. Round-up

T: *What pet would you like to have?*

Homework

PB, ex. 8; WB, ex. 12, 13.

LESSON 9

Aim To develop speaking skills (presenting a project), to test speaking / vocabulary and grammar of the unit	Vocabulary	Grammar
Pronunciation and phonics	Recycling	You will need Pupils' projects

1. Warm-up

- Poem "My poor puppy".
- Song "Dr Monday".

2. Checking homework

3. Test

Choose one of the tests: Vocabulary and Grammar test 3, Speaking test 3.

4. Project presentation "Pet show"

Pupils come out to the board and present stories about their pets. Choose the best pets in the following nominations:

- The fastest pet,
- The slowest pet,
- The biggest pet,
- The smallest pet,
- The friendliest pet,
- The angriest pet,
- The most beautiful pet,
- The best pet owner, etc.

Write the nominations on the board, read them together with pupils and choose the pupils who will judge every point. Make sure everyone gets a nomination.

5. Round-up

Chant “Fast, faster, the fastest” with movements.

LESSON 10 (READER: MR TORTOISE AND MR RABBIT)

Aim To develop reading skills (enjoying reading stories in English)	Vocabulary	Grammar
Pronunciation and phonics	Recycling	You will need The Reader

1. Warm-up

T: *Where's Denis?* Denis: *I'm here.* Etc.

2. Wordbank (Reader, ex. 1, 2)

Ask concept questions: *Is Mr Tortoise a husband or a wife? Is Mrs Tortoise a husband or a wife? Are you in a forest now? Do bears live in a forest? Do dogs live in a forest? Do people sleep in a race? Do people run in a race? Stand up. It's a race. Run fast! Faster! As fast as you can!*

3. Listening (Reader, ex. 3)

Discuss the picture with the children. Then they decide in pairs whether the sentences are true or false. Go through the answers together only after listening to the story.

➔ **Key:** 1T, 2T, 3F, 4T, 5T.

4. Reading for detail (Reader, ex. 4)

Pupils put the sentences in the correct order, then they check.

➔ **Key:** Mr Rabbit – 4, 5, 1, 3, 6, 2. Mr Tortoise – 4, 5, 2, 1, 6, 3.

5. Reader, ex. 5

➔ **Key:** 1. Mr Rabbit. 2. Mr Tortoise. 3. Mr Tortoise, his wife, his son, his daughter. 4. Mr Rabbit.

6. Acting out (Reader, ex. 6)

7. Round-up

T: *Do you like Mr Rabbit? Do you like Mr Tortoise?*

OPTIONAL LESSON

Reader: The Biggest and the Best.

UNIT 4. MY HOUSE

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

- **describe a house, rooms, furniture**

Model 1. I live in a flat. My flat is big. There are 5 rooms in my flat. There's a living-room, 2 bedrooms, a kitchen and a bathroom. In my room there's a table, a sofa, 2 chairs and a nice carpet.

- **ask for and answer information about a house**

Model 2. A: I'd like to buy your house.

B: Yes?

A: How many rooms are there in your house?

B: Two.

A: How many bathrooms are there?

B: One.

A: Is there a garden?

B: Yes, there is.

A: Is it big or small?

B: It's small.

LESSONS 1–4. A HOUSE FOR WHOOZY

LESSON 1

<p>Aim To present and practise new vocabulary, to develop listening skills (vocabulary in context)</p>	<p>Vocabulary House, flat, bedroom, living-room, kitchen, bathroom, hall, garden, upstairs, downstairs, messy*, branches*, coat*, show*</p>	<p>Grammar</p>
<p>Pronunciation and phonics Letter secrets: all = [ɔ:l], ar = [ɑ:]</p>	<p>Recycling The Present Simple (questions) Possessive case of nouns</p>	<p>You will need Flashcards of rooms, funny phrases, a paper ball</p>

1. Warm-up

Draw a house and a block of flats on the board:
Look! This is Maggie's house. Is it nice? Is it big?
Do you live in a house or in a flat? P: I live in a flat.
Etc.

2. Vocabulary presentation and practice

Presentation

Present the words arranging the flashcards of rooms in the "house": *Let's see what rooms there*

are in Maggie's house. This is **a living-room** / **a bedroom** / **a kitchen** / **a bathroom** / **a hall** / **a garden**. Which rooms are **downstairs** / **upstairs**?

Practice

Put the flashcards on the board and recap the vocabulary.

Sight reading of the vocabulary.

T: *What rooms have you got?*

P: *A living-room, a bedroom, a bathroom, etc.*

T: *What do you do in the living-room? bedroom? bathroom? Etc.*

P: *I watch TV. I do my homework. Etc.*

T: *Where do you have dinner? feed your pet? watch TV? play with your pet or toys? Etc.*

P: *In the living-room. In the hall. Etc.*

3. Cartoon (PB, ex. 1A)

T: *Have you got a Christmas tree at home? Is it beautiful? In what room? Look at the picture. Who can you see? What rooms can you see? How many bedrooms? What rooms are upstairs / downstairs?*
Pupils read the names of the rooms together.

T: *Listen. Where's Lumpy?*

➔ **Key:** Lumpy is in the Christmas tree.

Tapescript (in PB)

Shared reading

2 roles: Whoozy, Steve.

4. Letter secrets

all [ɔ:l] Can you see a ball in the hall?

ar [ɑ:] In the dark garden there's a dark car.

Pupils say the phrases in a mysterious voice, like mice, like lions, etc. Ask pupils to remember other words with these letter secrets.

5. Vocabulary practice

PB, ex. 1B

Pupils find the toys and make sentences using the model.

PB, ex. 1C

Pupils play in pairs. P1 thinks of any toy in Steve's house. P2 tries to guess it asking the questions as shown in the model.

6. Song "Christmas tree" (PB, ex. 2)

Tapescript (in PB)

Draw a Christmas tree on the board. Introduce the words 'branches', 'coat', 'show'. Pupils listen to the song, then sing together.

7. Moving activity

Pupils make a circle and throw a paper ball. Every time they say one funny phrase.

8. Workbook activities

Ex. 1

Pupils match the words to the corresponding pictures. Then they listen and number the pictures.

Tapescript

1

Girl: Where's granny?

Mum: She's in the kitchen.

Girl: What's for dinner?

Mum: Pizza.

Girl: Yummy!

2

Girl: Where's dad?

Mum: He's in the bathroom.

3

Girl: Come into the house, please.

Boy: Your hall is beautiful!

4

Boy: It's warm and sunny outside. Let's go to the garden.

Girl: That's a good idea!

5

Boy: Where's Ben?

Girl: He's watching TV in the living-room.

6

Mum: Children, you're noisy. Be quiet. Sh! The baby is sleeping in the bedroom.

Ex. 3

9. Round-up

T: *How many rooms are there in Steve's house? What are they?*

Homework

PB, ex. 1A; WB, ex. 2, 4, 5.

LESSON 2

Aim To present and practise new grammar, to develop reading skills (listening for gist), writing skills (writing an advertisement; spelling)	Vocabulary	Grammar <i>There's / there are</i>
Pronunciation and phonics Sound [ð] – there's, there are	Recycling Colours	You will need Flashcards of rooms, a box with toys, funny phrases, slips of paper with names of rooms in an envelope, music

1. Warm-up

- Song “Christmas tree”.
- T: *Let's play. Guess a room. I take a shower in this room. P: A bathroom. Etc.* Then pupils ask similar riddles on their own.
- Sight reading of the names of the rooms.
- Funny phrases. Start a phrase and pupils finish: *In the dark garden ... Ps: there's a dark car.*

2. Checking homework

3. Grammar presentation and practice

Presentation

Take a box with some toys: *I've got a box in my room. What is there in it? Guess! (toys) Look! **There's** a dog in the box. **There's** a cat in the box. **There's** a duck in the box.*

Then write down the following sentence on the board: *There's a dog in the box.* and underline the structure *There's.*

T: *Look! **There are** two dolls in the box!*

Write this sentence on the board and underline the structure *There are.*

Pronunciation

[ð] – *there's, there's a dog, there's a dog in the box.*

Note

Make sure pupils pronounce the contracted form *there's* in this lesson. It is this form which is commonly used in spoken English, not *there is*. Children don't need the full form until they learn to ask questions.

There are is not contracted.

Practice

PB, ex. 6.

Pupils read the grammar secret together.
 Ask pupils to join you and say what toys there are in the box.

4. Listening (PB, ex. 3)

T: *How many houses can you see? What colour are they? What rooms are there in the Pink house?*

Ps (help them to start a sentence): *There's a living-room, two bedrooms, a bathroom and a kitchen.*

Note

We say *There's a living-room and two bedrooms* because the first noun in this construction is singular. Compare: *There are two bedrooms and a living-room* as the first noun is plural.

Ask pupils to describe the Red and the Blue houses.

T: *Listen and answer the question: Which house is the best for Whoozy? Why?*

Tapescript

Maggie: Whoozy, what do you think about the Red house?
There's a living-room, a bedroom, a bathroom and a kitchen.

Whoozy: What about a garden?

Maggie: Yes, there's a small garden.

Steve: Oh, Whoozy! Look! The Blue house! It's big! *There's a living-room. There are three bedrooms, two bathrooms and a kitchen.*

Whoozy: Yes, it's nice. Is there a garden?

Steve: Yes, there is. *There's a small garden.*

Maggie: No, look at the Pink house! Oh, it's lovely! *There's a living-room, two bedrooms, a bathroom and a kitchen. And there's a big garden!*

Whoozy: A big garden? I like it! I want to walk Lumpy in the garden. *So the Pink house is the best!*

T: *Which house is the best for you? Why?*

5. Writing (PB, ex. 4)

Ask pupils to look at the three advertisements. Draw pupils' attention to the names of the houses. Houses in Britain often have names, not numbers. In all advertisements there is one living-room, one kitchen, but there can be more than one bathroom

or bedroom. A garden can be small or big. Ask pupils to write their advertisements at home.

Note

Advert is a short word for *advertisement* in British English.

6. Reading (PB, ex. 5)

T: *Whose letter is it? (Whoozy's.)*
 Pupils read the letter and answer the question: *Does Whoozy like his house?*
 T: *What rooms are there upstairs? downstairs? Why are there two bedrooms in the house?*

Shared reading

Pupils read together, then in pairs.

7. Grammar practice

PB, ex. 6

Read the grammar secret together.

PB, ex. 7

Pupils do this exercise in pairs, then check together.

8. Moving activity (Pass the envelope)

Write the names of rooms on slips of paper and put them in an envelope. Children stand in a circle and pass the envelope while music is playing. When music stops, one pupil takes out one word, reads it or makes a sentence (e. g. *There's a living-room in my flat.*) Etc.

9. Workbook activities



Writing a dictation, ex. 8

Tapescript

In Whoozy's house there's a kitchen, a bathroom and two bedrooms. There's a big garden. Whoozy is very happy. He likes his house very much.

10. Round-up

T: *What rooms are there in your flat?*
 P: *There's a living-room, a bedroom, a kitchen and a hall.* Etc.

Homework

PB, ex. 4 (in exercise-books), 5, 6; WB, ex. 9.

LESSON 3

<p>Aim To present and practise new vocabulary, to develop speaking skills (showing a house to guests)</p>	<p>Vocabulary Fridge, cupboard, cooker, desk, mirror</p>	<p>Grammar</p>
<p>Pronunciation and phonics Short and long vowels</p>	<p>Recycling Bed, table, sofa, telephone, carpet, chair, armchair, bookcase, wardrobe, lamp, TV</p>	<p>You will need Flashcards of rooms, furniture, a toy, music</p>

1. Warm-up

- Song "Christmas tree".
- Ask pupils to make up sentences about Whoozy's house using the word you say.
 T: *A living-room.*
 P: *There's a living-room in the house.*
 T: *Two bedrooms.*
 P: *There are two bedrooms in the house.*
 T: *A kitchen, 12 Christmas trees, a garden, two beds, a bathroom, etc.*
- Sight reading of the vocabulary.

2. Checking homework

Pupils advertise their houses: *My house is big. There's a living-room, a kitchen, a bathroom and a hall downstairs. There are three bedrooms and a bathroom upstairs. There's a small garden near the house.*

3. Speaking (PB, ex. 8)

Pupils role play the situation in pairs or in groups. Whoozy can invite Maggie, Mrs Bell, etc. Pupils

use PB, ex. 5, 7 to get the information and the 'Help box'.

4. Vocabulary presentation and practice

Presentation

T: *Now let's go to Steve's house.* Draw Steve's house on the board. Write the names of the rooms. Ask pupils to help you and say what rooms are upstairs and what rooms are downstairs: *Let's see what things there are in Steve's house.*

Show the flashcards of furniture and ask pupils to name the items. Then ask pupils to help you put these things into the right room.

T: *There's a bed in the ...* P: *bedroom!*

T: *There's a table in the ...* P: *kitchen!*

Stick the flashcard to the room that pupils name.

Pronunciation

Say the furniture words. Pupils put up their hands if the stressed vowel in the word is long. Then they read the words themselves.

Practice

Think of any room on the board. Ask pupils to guess it.

T: *There's a mirror in this room.*

P: *It's a hall!*

T: *Yes, it is.*

Then ask pupils to ask the riddles on their own.

P1: *There's a wardrobe in this room.*

P2: *It's a bedroom.*

P1: *Yes, it is.*

Pupils can also play this game in pairs.

PB, ex. 9

Pupils read the picture dictionary together and individually.

Read my lips. Pronounce one of the words with your lips only. Pupils guess the word.

PB, ex. 10

Find the differences

Pupils find the differences in pairs. Then check all together.

5. Moving activity

Ask pupils to make a circle. Give them any toy. Play the music. While the music is playing, pupils pass the toy around. When the music stops, the pupil who has the toy should name one item of furniture. Then repeat the procedure. One of the rules is that pupils are not allowed to repeat the words which have already been said.

6. Workbook activities

Ex. 6

Ex. 7

7. Round-up

T: *What new words have you learnt in the lesson? What's the most difficult / the most beautiful word?*

Homework

PB, ex. 9; WB, ex. 10, 11.

LESSON 4

<p>Aim To practise vocabulary and grammar, to develop reading (reading for gist), speaking skills (describing a flat / a house) and writing (describing a flat / a room)</p>	<p>Vocabulary</p>	<p>Grammar</p>
<p>Pronunciation and phonics</p>	<p>Recycling</p>	<p>You will need Flashcards of rooms and furniture, an envelope with furniture words</p>

1. Warm-up

- Song “Christmas tree”.
- Sight reading of the furniture.
- T: *Let's play a game. One, two, three. Oh, I see something in the kitchen beginning with 'c'. What is it?* P: *A cooker!*
Play this game several times. Pupils can also ask similar riddles by themselves.

2. Checking homework

3. Reading (PB, ex. 11)

T: *Read and answer the question: “Where is Maggie’s room?”*

➔ **Key: B**

Ask pupils to describe one room. Pupils describe one of the rooms in turn. Who says the last sentence is the winner.

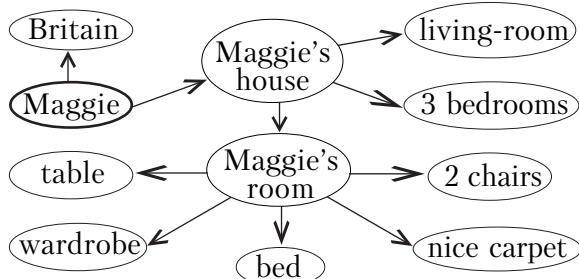
4. Speaking

Write the beginnings of sentences on the board. *I live in a ... (flat / house). Our ... (flat / house) is ... (big / small). There's a ... In my room there's a ... There are ...*

Work as a whole class. Complete the first sentence for yourself. Then ask several pupils to make sentences about themselves. Work in the same way with every sentence. Then children speak about their flat / house in pairs.

5. Writing

Draw a mind-map about Maggie.



Elicit information from pupils: *Maggie – sentence?*
Ps: *My name's Maggie.* Etc.

Then make such a mind-map for yourself and ask pupils to make a mind-map for themselves.

6. Moving activity (Pass the envelope)

Ask pupils to make a circle. Give one pupil the envelope with furniture words. Play the music. While the music is playing, pupils pass the envelope. When the music stops, the pupil who has the envelope takes out a word and makes up a sentence with it, e. g. *a sofa – There's a sofa in my living-room, a cooker – There's a cooker in my kitchen.*

7. Workbook activities

Ex. 12

Pupils cross the odd word out. Then check together.

Ex. 13

Pupils do these exercises first individually, then check in pairs and finally check all together. In ex. 14 children draw an armchair and a lamp.

8. Round-up

T: *What's your favourite room? Why?*

Homework

PB, ex. 12. Mini-project, WB, ex. 14.

Ask pupils to describe their favourite rooms in their exercise-books using the mind-map and draw their rooms on a separate sheet of paper. Ask them not to sign and not to show their pictures to each other as they will play a guessing game in the next lesson.

LESSONS 5–8. IS THERE A FRIDGE IN THE KITCHEN?

LESSON 5

Aim To develop speaking skills, to present and practise new grammar	Vocabulary	Grammar Is there / Are there any ... ?
Pronunciation and phonics Intonation of <i>yes / no</i> questions	Recycling Rooms, furniture <i>There's / there are</i>	You will need Flashcards of rooms, furniture, a paper ball

1. Warm-up

- Sight reading of the vocabulary.

2. Checking homework

Children present their rooms. Put pupils' pictures on the board and give them numbers. Ask pupils to describe their rooms. The rest of the class should guess the number of the room.

3. Cartoon (PB, ex. 1)

T: *Who can you see? What are they talking about? About food? About pets? About Whoozy's house? Listen and answer the question: Why is Whoozy's house funny?*

Tapescript (in PB)

➔ **Key:** *There's a fridge in his bedroom.* Etc.

Shared reading

2 roles: Maggie and Whoozy.

4. Grammar presentation and practice

Presentation

T: *Is there a fridge in Whoozy's kitchen?*

P: *No, there isn't.*

T: *Is there a wardrobe in the bedroom?*

P: *No, there isn't.*

T: *Are there any armchairs in the living room?*

P: *No, there aren't.*

T: *Is there a bath in the bathroom?*

P: *Yes, there is.*

T: *Look at Maggie's questions. What words help her to ask her questions?*

P: *Is and Are.*

Pronunciation

Pronounce different questions and ask pupils to show with their hands if the intonation goes up or down. T: *Is there a computer in your room?* ↗ *How many rooms are there in your flat?* ↘ Etc.

Then pupils repeat the questions and imitate the intonation.

Practice

PB, ex. 2

Pupils read the grammar secret sentences in pairs.

PB, ex. 3

Ask one pupil to think of any box. The rest of the class should guess his box by asking questions as shown in the model. Then ask pupils to play the game in pairs.

5. Moving activity (A paper ball game)

Throw the paper ball to pupils and ask them questions. They throw the ball back and answer the questions: *Is there a computer in your flat? Is there a carpet in your kitchen? Are there any chairs in your room?* Etc. P: *Yes, there is. / No, there isn't. / Yes, there are. / No, there aren't.*

6. Workbook activities

Ex. 1

7. Round-up

T: *Guess what there is in my room.*

P: *Is there a TV in your room? Is there a sofa in your room?* Etc.

Homework

PB, ex. 1, 2; WB, ex. 2, 4.

LESSON 6

Aim To present and practise new grammar, to develop listening skills (grammar in context)	Vocabulary	Grammar There isn't / There aren't any ...
Pronunciation and phonics Sound assimilation: Is_there ... ?	Recycling	You will need Flashcards of rooms, furniture, a box with toys

1. Warm-up

- Sight reading of the furniture words.
- Guessing game.
 T: *I've got some toys in the box.*
 P: *Is there a tiger in the box?*
 T: *Yes, there is. / No, there isn't.* Etc.
 Check that children pronounce 'Is_there' correctly: ['ɪzðeə].

Practice PB, ex. 5

Read the grammar secret together. Write the following list of words on the board: *a computer, mice, a carpet, a sofa, a wardrobe, a fridge, a cooker, a cupboard, chairs, armchairs, frogs.* Ask pupils to say what there isn't in their rooms. P: *There isn't a computer in my room. There aren't any mice in my room.*

2. Checking homework

3. Chant "Isn't it funny?" (PB, ex. 4)

T: *Look at the pictures. What rooms are there in the pictures? Whose rooms are they?*

P: *Whoozy's.*

T: *Listen. Why are the rooms funny?*

Tapescript (in PB)

Shared reading

Group 1 read about Whoozy's kitchen, group 2 – about his bedroom, group 3 – about his living-room.

4. Grammar presentation and practice

Presentation

Write 2 sentences on the board.

1. *There ___ a bed.*

2. *There ___ any chairs.*

T: *This is Whoozy's bedroom. Is there a bed in his bedroom?* Ps: *No, there isn't.* Write: *There is not a bed. (is not = isn't)*

Ask the same question about chairs: *Are there any chairs in Whoozy's room?* Ps: *No, there aren't.* Write: *There are not any chairs. (are not = aren't)* *There aren't ...* Ps: *any chairs.* They may come out with the answer, using the text of the chant.

5. Moving activity (Chinese whispers)

Divide the class into two teams and ask them to stand in two lines. Ask the captains to come to you. Whisper a word or a phrase to them, e. g. *'There isn't a bookcase in the room.'* They run to their teams and whisper the phrase to the next player. The pupils whisper the phrase to each other until the last pupils in the line shout it out. The first team which says the phrase correctly is the winner.

6. Workbook activities

Listening, ex. 6

Tapescript

Man: Wendy, is your living-room big?

Woman: No, it isn't. There's a small table in my living-room.

Man: Is there a telephone?

Woman: Yes, there is. It's on the table.

Man: Is there a lamp?

Woman: No, there isn't.

Man: Are there any chairs?

Woman: Yes, there are.

Man: Are there any wardrobes?

Woman: No, there aren't.

Man: Is there a carpet on the floor?

Woman: Yes, there is. It's red and blue. It's beautiful!

➔ Key: 1.

7. Round-up

Pupils make sentences about what they don't have in the classroom, e. g. *There isn't a telephone in our classroom.* Etc.

Homework

PB, ex. 4, 5; WB, ex. 3, 5.

LESSON 7

Aim To practise vocabulary and grammar, to develop reading skills (reading for gist and for details)	Vocabulary	Grammar
Pronunciation and phonics	Recycling Family, professions	You will need A paper ball

1. Warm-up

- Chant "Isn't it funny?"
- Pupils say one negative sentence about Whoozy's house.

Ex. 6C

1T, 2F, 3T, 4F, 5E, 6F.

Ex. 6D

1. Yes. 2. No. 3. Yes. 4. No, apple trees. 5. Yes, a dog.

2. Checking homework

4. Moving activity (A paper ball game)

Ask different questions about Victor's family and throw the paper ball to pupils. They answer the questions and throw it back.

T: *Is Victor a teacher? Has Alice got long hair? Does Jack work? Are there any lemon trees in their garden?* Etc.

3. Reading

PB, ex. 6A

T: *Read the names under the pictures. These people live in one family. What are the parents' names? (Victor and Anna) How many children are there in the family? (three) What's the grandad's name? (Jack) 1, 2, 3, 4, 5, 6 – these are the beginnings of the paragraphs. A, B, C, D, E, F – are the endings of the paragraphs. Match them.*

Ask pupils to write the numbers 1–6 in their exercise-books, then to read and write the matching letters next to the numbers.

T: *Let's read number 1... Where's the ending? C. 1C. Why? Victor works on the computer – There's a computer in his living-room. Now work in pairs.*

➔ **Key:** 1C, 2D, 3B, 4E, 5F, 6A

PB, ex. 6B, 6C, 6D

➔ **Key:**

Ex. 6B

B – Alice's room. C – the bedroom. D – the boys' room.

5. Workbook activities

Ex. 7

6. Round-up

T: *Let's see who remembers more about Victor's family and house.*

Pupils say their sentences in turn. The last pupil to say a sentence is the winner.

Homework

WB, ex. 8, 9.

LESSON 8

Aim To develop reading and speaking skills (buying a house), writing skills (spelling)	Vocabulary	Grammar
Pronunciation and phonics	Recycling	You will need Pictures of houses, copies of the dictation

1. Warm-up

- Song “Christmas tree”.
- Chant “Isn’t it funny?”.
- “Noughts and crosses”.

Make a grid on the board:

a bedroom	the hall	the kitchen
a cupboard	a fridge	armchairs
a cooker	chairs	a desk

Divide pupils into 2 teams. One team is ‘noughts’ and the other is ‘crosses’. They make sentences with the words in the boxes and you put a nought or a cross in the corresponding box. If a team has ‘won’ three boxes in a line, they are the winners.

2. Checking homework

3. Listening and reading (PB, ex. 7)

T: *Mr Bell wants to buy a house. He has read an advertisement. He is phoning to the house owner. Listen and answer the question: Is the garden big or small?*

Tapescript (in PB)

Shared reading

2 roles: Mr Bell, a woman.

4. Speaking (PB, ex. 8)

Pupils role play the dialogue of buying a house in pairs. They may use their advertisements for houses or pictures. They can pretend that they speak on the phone or speak person to person. Then they report to you what house they have bought: *My house is beautiful.* Etc.

Note

The process of buying a house is more complicated in real life. Inquiring about a house would be done through an agent. However, the situation is simplified for children to enjoy the role-play.

5. Moving activity (Running dictation)

Divide pupils into two teams. Each team gets an envelope with the words. Ask pupils to stand up and make two lines. One pupil from each team goes to the board. The next player takes a word out of their envelope, reads it and gives it to you. Then he / she runs to the pupil by the board and whispers it to him / her. The pupil writes it down on the board and runs to the team. When he / she reaches the team, the next player takes a new word out of the envelope. When all the pupils have taken part in the game sum up the results. For each correct word the team gets 1 point. And the team which has done it faster gets one more point.

6. Writing (Sit on your dictation)

Copy the text for every pupil.

I live in a flat. My flat isn’t very big. Our kitchen is small. There are 2 bedrooms and a living-room in my flat.

Read the text together and give 2 minutes to remember the difficult words. Then pupils sit on the texts and write them as you dictate. After that children compare their paper with the original.

7. Workbook activities

Ex. 11, 12

Pupils do these exercises first individually, then check in pairs and finally check all together.

8. Round-up

Pupils say where they want to live: *I want to live in a house.* Etc.

Homework

WB, ex. 10.

LESSON 9

Aim To test listening / reading / speaking / vocabulary and grammar of the unit	Vocabulary	Grammar
Pronunciation and phonics	Recycling	You will need The Tests

Choose one of the tests: Vocabulary and grammar test 4, Listening test 2 or Reading test 2.

LESSON 10 (READER: THE KEY OF THE KINGDOM)

Aim To develop reading skills (enjoying reading stories in English)	Vocabulary	Grammar
Pronunciation and phonics	Recycling	You will need A key, a basket, flowers The Reader

1. Warm-up

T: *I've got something in my bag. This is a ... This is my key. This is a basket. There are some flowers in the basket. Do you like flowers?*

2. Wordbank (Reader, ex. 1, 2)

Use concept questions to check understanding of the new words: *Is Minsk a city? Is Zhdanovich a city? What street do you live in? (I live in ... Street.) What do children do in the yard? (They play.) Is Belarus a kingdom? Is Britain a kingdom? Is ... a street or a lane? Is there a basket in your flat? Are there any flowers in our classroom / your flat?*



3. Listening to the cassette (Reader, ex. 3)

Show how to make the first step: *Which is the biggest thing?* Ps: Kingdom. T: Next? Ps: City. T: Now work in pairs.

⇒ **Key:** kingdom, city, street, lane, yard, house, room, bed, basket, flowers.

4. Reading (Reader, ex. 4)

Children look at the pictures and choose which room is described in the poem.

⇒ **Key:** C

Shared reading

5. Creating a poem (Reader, ex. 5)

Children work in pairs and then present them. Help where necessary.

6. Round-up

T: *Do you like the poem?*

UNIT 5. CLOTHES

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

- describe their favourite clothes
Model. It's a dress. It's new. I wear it to school.
- describe their favourite season and weather and what they wear in this weather
Model. My favourite season is summer. It's hot. I wear shorts and a T-shirt.
- describe what other people are wearing
Model. She's wearing a blue dress.
- ask and answer questions about prices in shops
Model. P1: How much is this sweatshirt?
P2: It's 15 pounds.

LESSONS 1–4. MAGGIE IS PACKING HER CLOTHES

LESSON 1

Aim To present and practise vocabulary and grammar, to develop reading skills (reading for details)	Vocabulary Trainers, skirt, dress, tights, trousers, blouse, shoes, shirt, T-shirt, socks, shorts, jeans, mess*	Grammar This, these
Pronunciation and phonics Sounds: [t], [ɜ:] this – these Letter secrets: ou = [aʊ], ir = [ɜ:]	Recycling Beautiful, ugly, old, new, prepositions, furniture	You will need Flashcards of clothes, photos of clothes, some greeting cards, a bag

1. Warm-up

Before the lesson put some greeting cards in different parts of the classroom. T: *Where are the cards?* Ps: *On the table, on the bookcase, etc.*

2. Reading (PB, ex.1)

Pupils read the card and answer the questions: *Is it a Christmas or a Birthday card? Who is it from?*

3. Vocabulary presentation and practice

Presentation

T: *Maggie's going to Belarus. She's packing. What clothes is she packing?* Show the flashcards one by one. T: *A **skirt**, **jeans**, etc.* Pupils repeat. Recap the vocabulary.

Pronunciation

[ɜ:] – *girl, skirt, shirt, T-shirt.*
[t] – *T-shirt, trousers, trainers, skirt.*

Practice

Sight reading of the vocabulary.

4. Letter secrets (PB, p. 58)

ou = [aʊ] A mouse in the house?
On my trousers?
No, on your blouse!

ir = [ɜ:] Don't go to the circus in your T-shirts,
girls!

Revise the funny phrases pupils learned before.

5. Cartoon (PB, ex. 2)

Pupils read the words near the picture. T: *Listen and answer the question: What does Maggie take to Belarus?*

Tapescript (in PB)

Shared reading

2 roles: Maggie, Whoozy.

6. Chant "Let's go on a trip" (PB, ex. 3)

Pupils listen to the chant and say what happened (there was no space in the bag).

Tapescript (in PB)

Shared reading

Read the chant together – you start the chant, you are Whoozy, and pupils read Maggie's role together. Then they read in 2 groups: 1 – Whoozy and 2 – Maggie. Then pupils read in pairs.

7. Grammar presentation and practice

Presentation

Put the pictures (photos) of one dress and two dresses on the board or draw on the board. Point

to the pictures: **This** dress is nice. **These** dresses are nice, too. Point to the picture of one dress: *How many?* Ps: *One*. T: *When there's one thing we say...* Ps: *this*. Write the word *this* on the board. Point to the picture of two dresses. T: *How many?* Ps: *Two*. T: *When there are two or more things we say...* Ps: *these*. Write the word *these* on the board.

Pronunciation

[ð, ɪ, s] – [ðɪs], *this dress*.

[ð, i:, z] – [ði:z], *these dresses*.

Practice

Show different flashcards: *this or these? Shirt?* Ps: *This shirt*. T: *Trainers?* Ps: *These trainers*. Etc.

Demonstrate coloured pictures or photos of different clothes. Pupils say what colour the clothes are, using the words 'this / these'.

Ps: *This dress is green*. Ps: *These shoes are black*.

PB, ex. 4

Pupils work in pairs, using flashcards.

8. Moving activity

Pupils stand in a line. Give out the flashcards with trainers, shoes, a skirt, a shirt, a dress to pupils. One pupil takes a bag and walks along the line. Pupils say the words of the chant "Let's go on a trip" together and put the corresponding flashcards into the bag. Repeat the procedure with other pupils.

9. Workbook activities

Ex. 2, 3

10. Round-up

Ask pupils to come up to your table, take the picture they like and say which clothes they like. P1: *I like this dress*. P2: *I like these trainers*.

Homework

PB, ex. 2, 3; WB, ex. 1, 4.

LESSON 2

Aim To practise vocabulary and grammar	Vocabulary	Grammar
Pronunciation and phonics	Recycling Prepositions, furniture	You will need Funny phrases, flashcards with clothes

1. Warm-up

- Chant “Let’s go on a trip”. Show the flashcards of other clothes. Pupils make the changes in the chant: *Take your T-shirt, take your jeans*, etc.
- Sight reading of the vocabulary.

2. Checking homework

Write scrambled words on the board: *rtisk (skirt), sitght (tights)*. Ask pupils to guess the words. Then they write similar puzzles in pairs and exchange them.

3. Cartoon (PB, ex. 5A)

Revise the prepositions (you can use Grammar Reference for that): *It’s morning. Where are Maggie’s clothes? Where’s her skirt? Where are her shoes? Where are her tights?* Etc. *Listen and answer the question: Is Maggie’s mum happy?*

Tapescript (in PB)

Shared reading

2 roles: Mum, Maggie.

4. Guessing game (PB, ex. 5B)

Pupils play in pairs. Partner A thinks of an article of clothes in the room, Partner B asks questions where it is to guess it. Before the game discuss with pupils for which clothes they will use model 1 and for which model 2.

5. Moving activity (Chinese whispers)

Pupils stand in 2 lines. Say one sentence (e. g. *I like these jeans.*) to the first pupils. They whisper the sentence to the other pupils in their lines.

6. Workbook activities

Ex. 5, 7

7. Round-up

Ask pupils where they keep their clothes.
P1: *In the wardrobe.* P2: *On the chair.*

Homework

PB, ex. 5A; WB, ex. 6.

LESSON 3

Aim To present and practise vocabulary and grammar	Vocabulary Sweater, sweatshirt, jacket, coat, hat, scarf, boots, wear, gloves, clothes*	Grammar
Pronunciation and phonics Sounds: [e], [æ], [ɑ:]	Recycling What’s the weather like? It’s windy / cold / warm / hot / snowing. Winter, spring, summer, autumn	You will need Flashcards of clothes, photos of yourself in different clothes in different seasons, funny phrases, an envelope with clothes words, music

1. Warm-up

- Chant “Let’s go on a trip”.
- Ask pupils about the weather.
T: *What’s the weather like today?* P: *It’s cold.*
T: *Is it raining? Is it windy? Is it sunny?*
- Letter secrets. Read the phrases at the back of the PB. Then play the game “Read my lips”. Say a phrase without voicing it, pupils guess.

2. Checking homework

3. Cartoon (PB, ex. 6)

T: *Pavel is phoning Maggie. Is she happy? Is she coming to Belarus? What’s the weather like in Belarus?*

Tapescript (in PB)

Shared reading

2 roles: Maggie, Pavel.

4. Vocabulary practice (PB, ex. 7)

Pupils make sentences in pairs.

5. Vocabulary presentation and practice

Presentation

What warm clothes will Maggie take? Introduce new vocabulary using flashcards.

T: *It's a **sweater**.* Etc. Recap the vocabulary.

Pronunciation

[e] – *a sweater, a sweatshirt.*

[æ] – *a jacket, a hat.*

[ɑ:] – *a scarf.*

Practice

Sight reading of the new vocabulary.

PB, ex. 8

Pupils read the picture dictionary. Show some of your photos. T: *Look. It's winter. I like winter. I wear a jacket and a scarf in winter. What do you wear in winter?* Encourage pupils to work out the meaning of "I wear...".

P: *I wear a coat in winter. I wear a scarf in winter.*

Etc. Continue with other photos and clothes.

Pupils say what they wear in different seasons:

I wear a dress in summer. Etc.

6. Moving activity (Pass the envelope)

Put slips of paper with names of clothes in an envelope. Pupils stand in a circle and pass the envelope while the music is playing. When it stops, they take out a word and make a sentence with it: *I wear jeans in autumn.* Etc.

7. Workbook activities

Ex. 8

8. Round-up

Ask pupils about their favourite season. P: *My favourite season is winter.* Etc.

Homework

PB, ex. 8; WB, ex. 9, 10.

LESSON 4

Aim To practise speaking (interviewing, reporting, speaking about favourite season), listening (vocabulary in context), reading (reading for details) and writing skills (spelling)	Vocabulary The USA*, Texas*, Australia*	Grammar
Pronunciation and phonics	Recycling Belarus, Britain	You will need Flashcards of clothes, a few pictures of different seasons

1. Warm-up

- Chant "Let's go on a trip".
- Show a picture of a season. T: *Do you like it? What's the season? What's the weather like?* Pupils describe the picture: *It's autumn. It's cold.*
- Sight reading of the vocabulary.

2. Checking homework

3. Listening and reading (PB, ex. 9A, 9B)

T: *How many children can you see? Are they from Belarus? What are they wearing?*

Pupils look at the pictures and name the clothes the children are wearing.

T: *Listen. What are the children's names?*

Tapescript (in PB)

➔ **Key:** A – Sasha. B – Kathy. C – Tim. D – Ellie.

Then pupils read the texts and do ex. 9B in pairs.

➔ **Key:** 1c, 2b, 3a, 4b, 5b, 6b.

4. Speaking (PB, ex.10)


Write the structures on the board: *My favourite season is ... In ... I wear ...*

Complete the first sentence for yourself and then ask different pupils. Go through the sentences together. Then pupils interview each other in pairs.

5. Moving activity

Pupils stand up. If you say a true thing, they clap. If you say a wrong thing, they jump: *It snows in summer. It rains in autumn. It's hot in winter. I wear gloves in summer.* Etc.

6. Workbook activities

 Writing a dictation, ex. 11

Tapescript

Hello! My name is Misha. I am from Belarus. This is a present for my mum. It is a dress. These are my trainers. They are old, but I like them. I wear my trainers in summer.

Ex. 13

7. Round-up

T: *What season is it now?* Ps: *Spring.* T: *What do you wear in spring?* Ps: *A jacket, jeans, etc.*

Homework

PB, ex. 9A; WB, ex. 12, 14.

LESSONS 5–8. LET'S GO SHOPPING

LESSON 5

Aim To present vocabulary and grammar, to develop listening skills (listening for details)	Vocabulary Numerals 13–19, 20–100; cheap, expensive, a pound – pounds	Grammar How much is / are...?
Pronunciation and phonics Stress in numerals	Recycling Numbers 1–12, adjectives, degrees of comparison	You will need Flashcards of adjectives, clothes, pictures of clothes cut out from magazines, a paper ball

1. Warm-up

Drawing game. Draw a detail of an item of clothing on the board. Pupils guess, asking questions: *Is it a skirt? Are they socks?* Etc.

2. Checking homework

3. Vocabulary and grammar presentation and practice

Presentation 1

Invite pupils to look at the prices in the shop. Write numbers 11–19 on the board in one column and 10,

20, 30–100 in the other column. Say the numbers, pointing: **eleven, twelve, thirteen**, etc. Point out the suffixes *-teen* and *-ty*. Read the words together with pupils.

Pronunciation

Say the numerals in pairs, showing the contrast in stress ([¹θɜ:ˈti:n]-[¹θɜ:tɪ]).

Practice

 **Chant “Numbers” (PB, ex. 1)**

Play the chant, pupils point to the numbers.

Tapescript (in PB)

Presentation 2

Explain the meaning of the word ‘pound’ and the ‘£’ sign.

Show a picture of an article of clothing cut out from a magazine, better with a price shown on it. T: *Look. How much is it? It's 5 pounds. It's cheap.* Show another picture. T: *Look! How much is it? It's 40 pounds. It's expensive.* Pupils work out the meaning of 'how much', 'cheap' and 'expensive'.

Practice

Memory game. Put two pictures of some clothes with price-tags on the board (e. g. a dress and a pair of shoes). Let pupils look at them and then cover the board. T: *How much is the dress? How much are the shoes?* Ps: *20 pounds.* Etc.

Play the memory game with a few other items of clothes and prices.

PB, ex. 2

Prepare the flashcards with the words: *short, long, big, small, cheap, expensive, ugly, beautiful, new, old.* Put them on the board at random. (Or write the words on the board.) Pupils help you to match pairs of antonyms: *short – long*, etc.

Revise degrees of comparison of adjectives. Draw three long skirts on the board. Point to one. T: *It's long.* Point to the next one. Pupils help you with *It's longer*, then *It's the longest*. Repeat with the words *cheap, expensive* (using price tags).

Pupils look at the catalogue and read and answer the questions first in pairs, then you go through the answers with them.

Write the models on the board: (1–3) *The ... trousers are the biggest / smallest / longest.* (4–6) *The ... dress is the longest / shortest / biggest.* (7–8) *I think the ... dress is the most beautiful. I think the ... trousers are the best.*

4. Moving activity

Pupils stand in a circle and count from 1 to 30, throwing a paper ball to each other.

5. Listening (PB, ex. 3A)

Pupils name what they see in the picture, *a dress, trainers*, etc. They say the prices they see in the

shop window in turn: *eleven pounds, nineteen pounds*, etc. T: *Listen. What do they buy?*

Tapescript

Liz: Mum, look at this skirt!

Mrs Bell: This skirt? Hm. How much is it?

Liz: It's 19 pounds.

Mrs Bell: Oh, it's expensive.

Liz: But Mum, it's so beautiful...

Mrs Bell: All right, Liz.

Liz: Thank you, mum!

Mike: Mum, look at these trainers! They're cool! And they are cheap!

Mrs Bell: How much are they?

Mike: 14 pounds.

Mrs Bell: Okay, they're not very expensive. Let's buy them.

Mike: Hooray!

6. Speaking (PB, ex. 3B)

Pupils play a guessing game in pairs. P1 thinks of an item from the shop window, P2 guesses it, asking questions *How much is it?* or *How much are they?* Before the game revise which items are singular and which plural: *The skirt – it or they?* Ps: *It.* Etc.

7. Workbook activities



Listening, ex. 1

Tapescript

a) 14 b) 20 c) 90 d) 17 e) 30 f) 15
g) 60 h) 18

Ex. 2

8. Round-up

Ask pupils about their favourite number. Ps: *Fourteen. Twenty.* Etc.

Homework

PB, ex. 1; WB, ex. 3, 5.

LESSON 6

Aim To present new vocabulary and grammar	Vocabulary A pair of ...	Grammar I'd like ...
Pronunciation and phonics Sound [w] Rising intonation for politeness	Recycling	You will need Flashcards of adjectives, clothes

1. Warm-up

- Chant “Numbers”.
- Sight reading of the vocabulary.

2. Checking homework

3. Vocabulary and grammar presentation and practice

Presentation 1

Demonstrate a flashcard of a pair of gloves.

T: *One or two?*

Ps: *Two.*

T: **A pair of** [ə'peəɹəv] *gloves.*

Do the same with some more flashcards (jeans, shoes). Help pupils to work out the meaning of *a pair of*.

Practice

Show flashcards of different items of clothing one by one. If it is singular, they say *a dress*, if it is plural, they say **a pair of tights**.

Presentation 2

T: *We're in a shop. Alla is a shop assistant. One pupil comes to the teacher's table. Give her / him some flashcards. T: I'd like a pair of gloves. P: Here you are. Continue with some more flashcards, then ask another pupil to be the shop assistant. Point out the phrase I'd like ... Help pupils to guess its meaning.*

Practice

T: *You're in a shop. I'm a shop assistant. What would you like?*

P1: *I'd like a dress.*

P2: *I'd like a pair of boots.* Etc. Give the corresponding flashcards to pupils. Then ask: *I'd like a pair of boots.* P (who has the picture): *Here you are.* Etc.

4. Song “Whoozy loves shopping” (PB, ex. 4)

T: *Look at Whoozy! What's he wearing?* Help pupils with the meaning of ‘wearing’. Ps: *trousers, tights,* etc. Play the song. Pupils listen and point.

Tapescript (in PB)

Pronunciation

[w] – *what, would, what would you like?*

Check that pupils are using proper “polite” intonation.

Shared reading

2 roles: Whoozy and the shop assistant.

5. Moving activity

Divide pupils into groups: jeans, boots, tights, trousers, socks, gloves, etc. When they hear their word in the song, they stand up. When they hear it next time, they sit down.

6. Workbook activities

Listening, ex. 4

Tapescript

1

A: How much is the shirt?

B: It's 17 pounds.

2

A: How much is the skirt?

B: It's 27 pounds.

3

A: How much are the boots?

B: They're 32 pounds.

4

A: How much are the gloves?

B: They're 4 pounds.

5

A: How much are the shoes?

B: They're 10 pounds.

6

A: How much is the hat?

B: It's 7 pounds.

Homework

PB, ex. 4; WB, ex. 6, 7.

7. Round-up

Ask pupils if they have a pair of something with them today. P: *I've got a pair of gloves.* Etc.

LESSON 7

Aim To develop listening (listening for gist) and reading skills (reading for details)	Vocabulary	Grammar
Pronunciation and phonics Letter secrets: or = [ɔ:]	Recycling	You will need A paper ball, funny phrases

1. Warm-up

- Chant "Numbers".
- Song "Whozy loves shopping".

2. Checking homework

5. Moving activity (A paper ball game)

Throw a paper ball to pupils in turn: *I'd like a pair of jeans.* P1 (throwing the ball back to you): *Here you are.*

T: *I'd like an apple.* P2 throws the ball back to you saying nothing as it is not an item of clothes.

3. Listening (PB, ex. 5A)

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

Ps: *Steve, Mrs Bell, Maggie, a shop assistant.*

T: *What clothes can you see?* Ps: *sweaters, scarfs, hats, gloves, etc.*

T: *Listen. What do they buy?*

Tapescript (PB, ex. 5B)

➔ **Key:** Steve – a sweatshirt. Maggie – a coat. Mrs Bell – gloves.

6. Letter secrets

or = [ɔ:] My tortoise does her morning exercises.

Revise the funny phrases pupils learned before: *What's your favourite funny phrase?*

4. Reading (PB, ex. 5B, 5C)

Pupils read and answer the questions in ex. 5B and ex. 5C.

➔ **Key:** 5B – £15;

5C: 1 – blue, 2 – £12, 3 – green, 4 – £27, 5 – black.

Shared reading

4 roles: Steve, Maggie, Mrs Bell, the shop assistant.

7. Workbook activities

Ex. 8



Ex. 9

Tapescript (in WB)

8. Round-up

T: *What would you like to buy?* Ps: *I'd like a new dress.* Etc.

Homework

PB, ex. 5B; WB, ex. 10, 11.

LESSON 8

Aim To develop speaking (buying clothes in a shop), reading skills (reading for details), writing skills (spelling)	Vocabulary	Grammar
Pronunciation and phonics	Recycling	You will need Flashcards of clothes, funny phrases, a paper ball

1. Warm-up

- Chant “Numbers”.
- Song “Whozy loves shopping”.
- Sight reading of the vocabulary.

2. Checking homework

PB, ex. 6

Call in one pupil and act out the dialogue in the shop as a model. You are the shop assistant, the pupil is a customer.

Pupils act out dialogues in pairs, using flashcards of clothes.

3. Reading and speaking (PB, ex. 7)

Pupils read and guess the children’s favourite clothes.

➔ **Key:** 1D, 2C, 3B.

Write the sentences on the board: *I like my ... It’s / They’re ... (new, old, nice, beautiful, expensive, black, pink, etc.) I wear it / them ... (to school, to parties, for walking, at home).*

Ask pupils to think about their favourite clothes and complete the sentences together. Then pupils describe their clothes in pairs.

4. Moving activity (A paper ball game)

T: *Who knows more funny phrases?* Pupils stand in a circle, throw a ball to each other, each time saying a funny phrase.

5. Workbook activities



Ex. 12

Tapescript

Shop assistant: Can I help you?

Customer: Yes, please. I’d like a blouse.

Shop assistant: What colour?

Customer: White.

Shop assistant: Here you are.

Customer: How much is it?

Shop assistant: It’s £20.



Writing a dictation, ex. 13

Tapescript

Look at my favourite dress. It’s pink. It’s short. And this is my T-shirt. I think it’s nice. I wear it at home.

6. Round-up

Ask pupils what clothes they usually wear to school. P: *I wear trousers to school.* Etc.

Homework

PB, ex. 8; WB, ex. 14, 15.

LESSONS 9–12. TOY THIEVES

LESSON 9

Aim To present and practise new grammar, spelling words	Vocabulary Policeman*, toy, thieves*, he's lost*	Grammar He's wearing <i>blue socks</i> . Is she wearing <i>a blouse</i> ?
Pronunciation and phonics Sound [ŋ]	Recycling Words describing appearance	You will need Flashcards of clothes, pictures of a few people in different clothes, Alphabet poster, music

1. Warm-up

- Chant “Numbers”.
- Song “Whozy loves shopping”.
- Revise the Alphabet. Play a “Hangman” game. Draw boxes on the board.



The words to guess are ‘sweater’ and ‘scarf’.

T: *When do you wear a sweater / a scarf? Where do you wear a sweater / a scarf?*

- Sight reading of the vocabulary.

2. Checking homework

3. Grammar presentation and practice

Presentation

Put pictures of people in different clothes on the board. Write numbers next to them. T: *Listen and guess*. Describe one of the pictures: *He's wearing a blue shirt and grey trousers. He's wearing a big hat*. Ps: *Number 3*.

Describe one more picture, pupils guess.

Write the phrases on the board:

He's wearing a black coat. She's wearing a blue dress.

Point to several pupils describing the clothes they have on.

T: *Sasha is wearing jeans. Alla is wearing a skirt.*

Help pupils to work out the meaning of *He's wearing*. Explain how the question is formed. Write on the board: *He is wearing a sweater*. Show that ‘is’ has ‘legs’ and it ‘jumps’ before ‘he’.

Pronunciation

[ŋ] – *wearing, he's wearing, she's wearing*.

Practice

T: *I'm wearing a blue sweater and black trousers*. Then pupils say in pairs what they are wearing.

Two pupils stand in front of the class turning their back to each other. One pupil describes the partner's clothes without looking at him / her. P: *He's wearing black jeans*. Etc. Call some more pairs of pupils to the board to do the same task.

4. Cartoon (PB, ex. 1)

T: *Look at the pictures. Who can you see? Steve, Maggie, a policeman. Listen. Where's Whozy?*

Tapescript (in PB)

Shared reading

4 roles: Maggie, Steve, Whozy, the policeman.

PB, ex. 2

Read the grammar secret together.

5. Moving activity (Mingling activity)

When music plays, children walk around. When it stops, they make pairs and say what they are wearing.

6. Workbook activities

Listening, ex. 1

Tapescript

1

Policeman: What's his name?

Woman: Sam Briggs.

Policeman: How do you spell it?

Woman: S-a-m.

Policeman: That's Sam. And ...?

Woman: Briggs. B-r-i-g-g-s.

Policeman: OK.

2

Policeman: What's her name?

Woman: Sonya Triggs.

Policeman: How do you spell it?
 Woman: Sonya – that's S-o-n-y-a.
 Policeman: Sonya.
 Woman: Yes, and Triggs – that's T-r-i-g-g-s.
 Policeman: Sonya Triggs.
 Woman: That's right.
 Policeman: Thank you.

Ex. 2, 3

7. Round-up

Ask pupils who their favourite character in the cartoon is.

Homework

PB, ex. 1, 2; WB, ex. 4. Bring some photos of people in different clothes.

LESSON 10

Aim To practise grammar, speaking (describing a person) and listening skills (for gist)	Vocabulary Wanted*	Grammar
Pronunciation and phonics Sound [ŋ] Letter secrets: e = [e], e = [i:]	Recycling Words describing appearance, man, woman, girl, boy	You will need Flashcards of clothes, pictures of people, pupils' photos, funny phrases

1. Warm-up

T: *What's the weather like today? What's your favourite season? What do you wear in summer?* Take pictures of a few people and describe one of them (hair, eyes, what they are wearing): *It's a man. He's got blond hair. He's got blue eyes. He's wearing a black T-shirt*, etc. Then pupils make puzzles in pairs. Pupils guess the picture.

2. Checking homework

3. Reading and speaking (PB, ex. 3A)

Pupils read the 'wanted' advert. They look at the picture below the advert and find Lola and Sam Briggs using the information they have read in the 'wanted' advert. Pupils describe what Lola and Sam are wearing, looking at the picture. T: *Describe Lola, please.* P: *She's got fair hair, green eyes and a long nose. She's wearing a red skirt.* Etc.

4. Listening (PB, ex. 3B)

T: *Listen. Do Steve and Maggie find Sam and Lola?*
 Tapescript
 Maggie: Do you see them?
 Steve: Yes, they're near the car. That's Lola. And Sam!

Maggie: Sam? Is he wearing grey trousers?
 Steve: Yes, he is.
 Maggie: Is he wearing an orange hat?
 Steve: No, he isn't.
 Maggie: That's not Sam!
 Steve: Oh, that's Sam! And Lola!
 Maggie: Is she wearing a red skirt?
 Steve: Yes, she is.
 Maggie: Is she wearing a white scarf?
 Steve: No, she isn't.
 Maggie: That's not Lola! Let me see! Oh, they are under the tree! That's Sam! He's wearing a blue T-shirt and a green coat! And that's Lola! She's wearing a yellow blouse and a pink hat!
 Steve: Let's call the police! 9-9-9. Police? Help! Toy thieves!
 Whoozy: Maggie! Steve! I'm so happy!
 Maggie: Whoozy! You're back!
 Steve: Hooray!

5. Moving activity

Three pupils come to the board and stand in a line, so that their classmates can see them very well. The other pupils stand up. Ask questions about the pupils in the line. (clothes and appearance) T: *Is Masha wearing a blue skirt? Has Sasha got fair hair?* If the answer is "yes" pupils clap their hands. If it is "no", they jump.

6. Letter secrets

e = [e] A red hen on my bed? In my best dress?

e = [i:] Steve, take Peter for a walk!

7. Speaking

PB, ex. 3C

Pupils use the picture in PB, ex. 3A.

PB, ex. 4

Pupils play in pairs.

PB, ex. 5

Demonstrate the game yourself and then pupils play together as a class.

8. Workbook activities



Listening, ex. 5A

Tapescript

Man: Help! My daughter's lost. Her name's Amy. She's got black hair. She's wearing a red skirt, an orange sweatshirt and brown shoes.

Woman: Help! My son's lost! His name's Tim. He's got brown hair. He's wearing brown shorts, a yellow T-shirt and black trainers.

Ex. 5B

Ex. 12

9. Round-up

Ask pupils if they have ever been lost.

Homework

WB, ex. 6, 7.

LESSON 11

Aim To develop speaking skills (comparing pictures), writing skills (writing a 'wanted' advert)	Vocabulary Wanted*	Grammar
Pronunciation and phonics	Recycling	You will need Flashcards of clothes

1. Warm-up

- Song "Whoozy loves shopping".
- Chant "Numbers".
- Sight reading of the vocabulary.

There are no full sentences in these adverts. Encourage pupils to invent their 'wanted' adverts on a separate sheet of paper as their homework. Other ideas are 'chocolate thieves', 'banana thieves', etc.

2. Checking homework

3. Speaking (PB, ex. 6)

Pupils compare the pictures and speak according to the model in pairs, then check together.

5. Moving activity (Magic touch)

Children stand in a semicircle. P1 is standing with his / her back to the others. Another pupil touches his / her shoulder. P1: *Is it a boy or a girl? Is he / she wearing blue jeans? Is he / she wearing a white shirt?* Etc.

4. Writing (PB, ex. 7)

Project preparation

Discuss with children why 'wanted' adverts are written, what is described.

6. Workbook activities

Ex. 8

Partner A colours the girl, partner B colours the boy. They mustn't look into each other's WB. Partner

A asks questions about the colour of the boy's clothes and colours them accordingly. Partner B does the same with the girl's clothes. The model is given.

Ex. 9
Ex. 10

➔ **Key:** Trousers.

7. Round-up

Ask pupils what colour clothes they have.
Ps: *I've got a blue sweatshirt. I've got an orange scarf.*

Homework

PB, ex. 7 (project); WB, ex. 11.

LESSON 12

Aim To develop speaking (describing a person) and writing skills (spelling)	Vocabulary	Grammar
Pronunciation and phonics	Recycling	You will need Pictures of different lothes, photocopies of the dictation, pupils' projects

1. Warm-up

- Chant "Let's go on a trip".
- Song "Whoozy loves shopping".
- Chant "Numbers".
- Sight reading of the vocabulary.
- Show a few pictures of clothes. Encourage pupils to describe them, using different adjectives. P1: *It's a dress. It's beautiful.* P2: *These are shoes. They're expensive.* Etc.

2. Project presentation

"Thieves' search"

Before the lesson collect the pupils' 'wanted' adverts and put them on the board. Pupils in turns describe the characters they made adverts about: *She's got short black hair. She's got a small nose. She's wearing a blue dress.*

Other pupils look at the adverts and guess: *It's a tomato thief!*

3. Playing a game (PB, ex. 8)

In the box there is Maggie's present for Pavel. Pupils prepare 8 boxes for letters in their exercise-books.

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Demonstrate how to do the exercise: *Number 1, the most expensive blouse. There are 3 blouses. Which one is the most expensive? What is there on the blouse? The letter 't'.* Then pupils work in pairs and find the other 7 letters to guess Maggie's present.

➔ **Key:** Trainers.

4. Moving activity

Pupils walk around the room. T: *Stop. Touch black shoes. Walk. Stop. Touch a blue sweater.* Etc.

5. Writing (Sit on your dictation)

Photocopy the following text on a sheet of paper before the lesson. Make enough copies for every pupil in the group.

I'm at school. I'm wearing black trousers and a red sweater. It's my favourite sweater. I wear it in winter.

Read the text together with pupils. Give 2 minutes to pupils to read and remember the most difficult words. Then ask children to sit on the sheet. Give out some paper and dictate the text. After that pupils take the sheet of paper and compare it with the original text. You may ask pupils to swap their dictations. Then give out new pieces of paper. Pupils write the dictation again and the results will be better.

6. Workbook activities

Ex. 14

7. Round-up

Choose the funniest 'wanted' advert.

Homework

WB, ex. 13.

LESSON 13

Aim To test speaking / vocabulary and grammar	Vocabulary	Grammar
Pronunciation and phonics	Recycling	You will need The Tests

Choose one of the tests: Vocabulary and grammar test 5 or Speaking test 5.

LESSON 14 (READER: CINDERELLA)

Aim To develop reading skills (enjoying reading stories in English)	Vocabulary	Grammar
Pronunciation and phonics	Recycling	You will need The Reader

1. Warm-up

Speak about fairy-tales: *What's your favourite fairy-tale?*

Ex. 5.

1. Eighteen. 2. Yes. 3. She works all day. 4. At the king's palace. 5. The fairy. 6. Pink and blue.

2. Wordbank (Reader, ex. 1, 2)

Read the words together with pupils and ask concept questions: *Do you live in a palace? Does a king live in a palace? Is a fairy magic? When do you clean your shoes?*

➤ **Key:** 1 – palace. 2 – magic wand. 3 – party. 4 – clean.

5. Acting out

Roles: Cinderella, her step-mother, Monica, Jessica, the fairy.

Props: a magic wand (wrap a pencil), a skirt, a dress, shoes, something for Cinderella to 'change' her appearance.

3. Listening (Reader, ex. 3)

➤ **Key:** 1T, 2T, 3F, 4T, 5F.

6. Round-up (Reader, ex. 6)

T: *Who is your favourite character?*

4. Reading (Reader, ex. 4, 5)

➤ **Key:**

Ex. 4.

1 – Jessica. 2 – Monica. 3 – the step-mother.
4 – Cinderella. 5 – the step-mother. 6 – the fairy.
7 – the fairy.

UNIT 6. SCHOOL

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

- describe their school

Model. I study at school number 119. I'm in Class 3A. My school isn't old. It's 32 years old. There's a library, a gym and a canteen in my school. There are thirty pupils in my class. There are sixteen girls and fourteen boys.

- describe their favourite school day

Model. My favourite school day is Wednesday. The first lesson is Maths. The second lesson is Man and the World. The third lesson is Reading. The fourth lesson is Art. The last lesson is Technology.

- talk about an action in progress

Model. P1: Where's Maggie? Is she reading?
P2: No, she isn't. She's walking her pet.

- express their likes

Model. My favourite lesson is Music. I like singing and listening to music.

LESSONS 1–4. WELCOME TO BELARUS!

LESSON 1

Aim To present and practise new grammar; to develop listening skills (listening for gist)	Vocabulary	Grammar The Present Continuous (positive)
Pronunciation and phonics Sounds: [ŋ], [n]	Recycling The verb 'to be'; personal pronouns	You will need Flashcards of personal pronouns, verbs and the verb 'to be'

1. Warm-up

T: *Are you happy today? Are you tired? Is your mum at home? Is your dad at work?* Elicit short answers: *Yes, I am. / Yes, she is. / No, he isn't.* Etc.

2. Grammar presentation and practice

Presentation

Invite a boy and a girl to the board to help you.
T: *When I say, "Jump!", jump. When I say, "Stop!",*

stop. (to the boy): *Denis, jump. Look, he's jumping. Stop. He isn't jumping.* (to the girl): *Lena, jump. She's jumping. Stop. She isn't jumping.* (to the boy and the girl): *Jump. They're jumping. Stop. They aren't jumping.* (to the class): *Everybody, stand up. Jump. You're jumping. Let's jump together. We're jumping. Don't jump. You aren't jumping. Look at me. I'm jumping.*

Read the personal pronouns on the flashcards together with pupils, elicit the corresponding form of the verb "to be" for each of them and put the pairs of flashcards on the board.

Invite two other pupils (a boy and a girl) to the board and repeat the “jumping” procedure; the pupils say the sentences together with you. Write the sentences on the board:

*I'm jumping.
You're jumping.
He's jumping.
She's jumping.
They're jumping.
We're jumping.*

T: *What do all the sentences have in common?* Ps: *to be + -ing*. Say that we use this form when we talk about an action which we see is happening. Highlight the verb *to be* and the suffix *-ing* in all the sentences on the board.

Tell pupils there is a secret about spelling *-ing* forms. Draw pupils' attention to the board:

*jump – jumping
swim – swimming
dance – dancing*

Elicit what pupils have noticed about the spelling of *-ing* forms (*double 'm'; 'e' is omitted*). Highlight the double “m” and “e” in the words on the board.

Pronunciation

[ŋ] – *sing, singing, dancing, jumping, going, playing.*

[n] – *son, one, dance, nine, no, night.*

T: *Raise your hand if you hear the sound [ŋ]: sing, ten, young, kitten, son, evening, boring, song, dance.*

Practice

Show the flashcards of the verbs. Ask pupils to change them into *-ing* forms.

T: *Swim*. Ps: *Swimming*, etc. Add word combinations, e. g. *play football, play computer games, help my mum, get up*, etc. Draw pupils' attention to the fact that *-ing* is added to the verb, not to the last word.

Erase the forms of ‘to be’, leaving the pronouns. Pupils help you to choose the right word for each gap. Then read the sentences together.

3. Cartoon (PB, ex. 1)

T: *Look. What season is it?* Ps: *Winter*. T: *Look. Where are the children now?* Ps: *In Belarus, at the airport. Listen and answer the question: “Who meets the children at the airport?”*

Tapescript (in PB)

Shared reading

First pupils read in unison with you. Then divide the class into 5 groups: 1 – Steve, 2 – Pavel, 3 – Maggie, 4 – Mum, 5 – Dad. Check: *Who is*

Steve? – Put up your hands! Etc. Pupils read together with you, following their roles. Then they role play the conversation in groups of 5. If the groups are smaller, some children read 2 roles. Help where necessary.

4. Listening (PB, ex. 2A)

T: *Pavel and Maggie are looking at Pavel's family photos. Ask pupils to look at the photos, elicit the actions (help, ride a bike, swim, dance). T: Listen and put the pictures in the correct order.*

➔ Key: C, D, A, B.

Tapescript

Maggie: *What's this, Pavel?*

Pavel: *That's my family album. Would you like to look at the photos?*

Maggie: *Yes! That's a great idea!*

Pavel: *This is me.*

Maggie: *You're so funny! What are you doing?*

Pavel: *I'm helping my mum! This is my friend.*

Maggie: *What's her name?*

Pavel: *She's Lisa. We go to school together.*

Maggie: *Is she riding a bike?*

Pavel: *Yes, it's her new bike! This is Vanya.*

Maggie: *Oh, I know him! Is he a good swimmer?*

Pavel: *Yes! He's swimming for the School Cup! These are my parents.*

Maggie: *Oh, your mum is so beautiful!*

Pavel: *Yes! My mum and dad are dancing to their favourite music! I like it when they're dancing!*

PB, ex. 2B

T: *Read and match.*

➔ Key: 1B, 2C, 3D, 4A.

PB, ex. 3

Pupils read the grammar secret together.

5. Moving activity (Chinese whispers)

Pupils stand in a line. Say a verb in a whisper to the first pupil in the line. He / she should repeat exactly what they heard to their neighbour. Pupils go on until the word reaches the last pupil in the line who has to mime the action he / she heard. All the other pupils should say what the person is doing, e. g. *Galya is drawing*. Repeat the procedure, with the last person as the first one this time.

6. Workbook activities

Listening, ex. 1

Tapescript (in WB)

Ex. 2

Write the first sentence on the board. Say: *Maria – he', 'she', 'they'?* Ps: *'she'*. Write *'she'* in the gap.

7. Round-up

Play a miming game: mime an action, ask pupils to say what you're doing, e. g. *You're running*.

Homework

PB, ex. 1, 2C (tell the pupils to bring their family photos and say what the people in the photos are doing), 3; WB, ex. 3, 4.

LESSON 2

Aim To present and practise new grammar	Vocabulary	Grammar The Present Continuous (questions)
Pronunciation and phonics Intonation of <i>yes / no</i> questions	Recycling Watch TV, sleep, take a shower, walk my dog, skate, dance, read, feed my pet, cook, have tea, tidy my room, wash the dishes, make my bed	You will need A paper ball, family photos

1. Warm-up

Play a paper ball game. Say a verb, e. g. *run* and throw the ball to a pupil. The pupil catches the ball, says the *-ing* form of the verb, e. g. *running* and throws the ball back to you. Focus on the sound [ŋ].

Ask pupils: *What's your mum doing? Is she sleeping? Is she cooking? Is she washing the dishes? Is she watching TV? Is she reading?*

2. Checking homework

Ask pupils to work in pairs and tell their partner about their family photos. Rearrange the pairs. Pupils tell their new partners about their family photos.

PB, ex. 4

Pupils work in pairs.

➔ **Key:** The girl is playing computer games. The woman is cooking. The boy is reading. The man is writing.

3. Chant "Telephone" (PB, ex. 5)

T: *It's evening. Lisa is calling Pavel. Look at the pictures and listen. What is Pavel doing?*

Tapescript (in PB)

➔ **Key:** (He's) having tea.

Ask some general questions, e. g. *Is Maggie sleeping? / Are Pavel's parents watching TV?* Ps: *No, she isn't. / Yes, they are.* (Practise short answers.) T: *Listen to the chant again and join in.* Ask some special questions, e. g. *What's Pavel doing? / What's Maggie doing?* etc. Draw pupils' attention to changing *'my' pet* into *'Pavel's' pet*.

Shared reading

2 roles: Lisa and Pavel.

4. Grammar presentation and practice

Presentation

Ask a girl to come up to the board. T: *I can't see you (stand with your back to the girl). Sveta, mime any action.* Ask the class: ***Is Sveta swimming?*** P: *No!* T: ***Is she running / drawing / sleeping?*** Etc. Draw pupils' attention to the board:

+ *She is running.*

? ***Is she running?***

Ask: *How do we make questions?* Elicit: *'Is' goes before 'she'*. Draw "legs" for 'is' and an "arrow" showing that 'is' changes its place.

Practice

Write on the board:

They are dancing.
He is walking his dog.
She is having tea.
They are watching TV.
He is feeding his pet.

Ask pupils to make questions by drawing “legs” and “arrows”.

Pronunciation

Read pairs of sentences written on the board to the pupils: *They are dancing.* – *Are they dancing?* Ask the pupils if they have noticed the difference in the intonation. Elicit that questions are pronounced with rising intonation. Practise reading the sentences, first in chorus, then in pairs.

PB, ex. 6

Pupils read the grammar secret together. Draw pupils’ attention to short answers and “Top secret” (PB, p. 75).

PB, ex. 7

Read the model dialogue. Ask two confident pupils to demonstrate to the class how to play the game. Pupils play in pairs: P1 thinks of a boy. P2 tries to guess what he is doing.

5. Moving activity

Play a miming-guessing game. Ask one pupil to mime any action. The class tries to guess: *Are you riding a bike?* P: *No, I’m not.* Etc.

6. Workbook activities



Listening, ex. 5

T: *Listen and number.* Pupils listen to the sounds, look at the pictures and write the corresponding numbers. T: *Look at the pictures and write the words in the gaps.* Then say: *Listen to the sentences and check your answers.*

Tapescript

One. They’re dancing.
Two. He’s taking a shower.
Three. He’s playing with his dog.
Four. He’s watching TV.
Five. She’s sleeping.
Six. They’re skating.

Ex. 6

7. Round-up

Ask pupils to pack their bags and say: *I’m packing my bag.*

Homework

PB, ex. 5, 6; WB, ex. 7, 8.

LESSON 3

Aim To present and practise new vocabulary and grammar	Vocabulary Library, gym, classroom, canteen, naughty*, talk*, each other*	Grammar The Present Continuous (negative)
Pronunciation and phonics Letter secrets: ee = [i:] Sounds: [ɔ:], [ð], [v], [w]	Recycling Upstairs, downstairs; <i>there’s / there are</i>	You will need Flashcards of any verbs from the previous units; flashcards of school rooms; flashcard of the funny phrase, a ball

1. Warm-up

- Chant “Telephone”.
- Play a ball game.

Say a positive sentence in the Present Continuous and throw a ball to a pupil. The pupil catches the ball, makes a question from it and throws the ball

back to you. T: *She is sleeping.* P: *Is she sleeping?* Etc. Focus on the intonation of questions.

2. Checking homework

3. Grammar presentation and practice

Presentation

Revise the verbs from the previous units. Put 6 flashcards on the board. Say: *Guess what my sister is doing now. She isn't reading. She isn't having lunch.* Etc. Make negative sentences with all the phrases on the board except one. Ask again: *What is my sister doing?* Elicit the answer. Write on the board:

+ *She is reading.*

- *She isn't sleeping.*

Draw pupils' attention to the board:

is + not = isn't

Practice

PB, ex. 8

Pupils read the grammar secret together (negative sentences). Write on the board:

He is washing the dishes.

She is cooking.

They are making breakfast.

Ask pupils to help you to make negative sentences following the rule.

PB, ex. 9

Read the children's names together. Choose one picture and say what the child isn't doing. Pupils guess the picture and then play in pairs.

4. Letter secrets

ee = [i:] A bee is sleeping in the green canteen.

5. Moving activity

Play a ball game. Say a positive Present Continuous sentence and throw a ball to a pupil. The pupil catches the ball, makes the sentence negative and throws the ball back to you. T: *Pavel is feeding his pet.* P: *Pavel isn't feeding his pet.*

6. Vocabulary presentation and practice

Presentation

Introduce the words ***gym, canteen, classroom, library.*** Put the flashcards on the board, ask the children to repeat them after you. Recap the new words. Then describe the pupils' school: *Our school is beautiful. There are a lot of classrooms, a canteen, a library and a gym in our school.* Then ask the pupils: *Is our gym upstairs or downstairs? Is our canteen big?* Etc.

Practice

Read the words.

Play a guessing game. Think of a place in your school and say what pupils can do there. Pupils try to guess the place. T: *Pupils run, jump and play football in this room. What's the place?* Ps: *A gym!* Etc.

PB, ex. 10

7. Cartoon (PB, ex. 11)

T: *Pavel is showing his school to his friends. Listen and say: "Which rooms does he show?"*

Tapescript (in PB)

T: *What are the children doing in the canteen?*

P: *They're having lunch.*

T: *What are the children doing in the gym?*

P: *They're playing volleyball.*

Shared reading

Roles: Maggie, Steve, Pavel.

8. Poem "Boys and girls" (PB, ex. 12)

T: *How many pupils / boys / girls are there in your class? Do you help each other?* Make sure pupils understand the words "naughty", "talk", "each other". Pupils listen to the poem and follow the lines.

Tapescript (in PB)

Pronunciation

[ɔ:] – *small, talk, naughty*

[ð] – *other, each other, help each other, we help each other, we help each other every day*

[w]–[v] – *we, every, we help each other every day*

Shared reading

Read the poem in 2 groups. Group 1 read lines 1, 3, 5, 7; group 2 read lines 2, 4, 6, 8.

9. Workbook activities

Ex. 9

Pupils fill in the gaps. Then they check their answers. Finally they read the phrase.

Ex. 10

Ex. 12

10. Round-up

T: *Do you help your classmates? Do your classmates help you?*

Homework

PB, ex. 8, 10–12; WB, ex. 11.

LESSON 4

Aim To develop speaking (describing a school) and reading skills (reading for details)	Vocabulary ...years old*	Grammar
Pronunciation and phonics Sound [i:]	Recycling Nice, big, kind; numbers 1–100, <i>there's / there are</i>	You will need Flashcards of school rooms

1. Warm-up

- Chant “Telephone”.
- Poem “Boys and girls”. Disappearing poem. Write the text of the poem on the board. Rub off *we*, ask pupils to chant the poem. Next, rub out *girls, big, small, clever*. Ask pupils to chant. Go on until nothing is left on the board.
- Sight reading of school rooms.
- Count from 1 to 10, from 10 to 100 in tens. T: *How old are you? How old are your parents?* etc. Revise 11–19 numbers. Focus on the sound [i:] – *thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen*.

2. Checking homework

3. Speaking

Write the sentences on the board and complete them with pupils:

I study at school number ...

I'm in Class ...

My school is ... years old.

My school is (big / small).

There's a ..., a ... and a ... in my school.

There are ... pupils in my class.

There are ... boys and ... girls.

Pupils speak in pairs about their school.

4. Reading (PB, ex. 13A, 13B, 13C)

T: *Steve is in Pavel's class. He is speaking about his school to Pavel's classmates. Look at the picture of his school. It's called Mayflower School. Read, listen and say: "Why does Steve like Mrs Bell?"*

Tapescript (in PB)

PB, ex. 13B

PB, ex. 13C

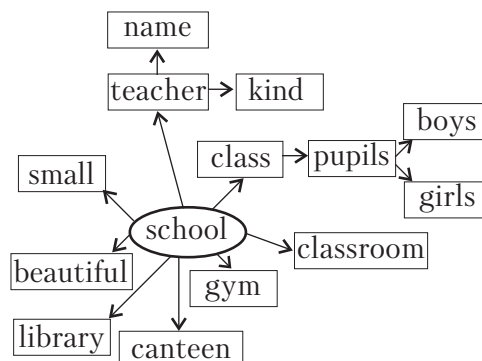
➔ **Key:** 12 girls, 13 boys, 15 classrooms, 25 pupils, 100 years old.

5. Moving activity (PB, ex. 14)

Put the flashcards of school rooms around the classroom. Divide the class into four groups. Ask each group to stand next to a flashcard. Choose “a guide” in each group. When you give a signal, “guides” start showing “their school” to their group of “guests”, e. g. P: *This is our canteen. We have lunch here*. All the groups work simultaneously and move clockwise to the next flashcard when you give a signal.

6. Writing (PB, ex. 15)

Draw a mind-map about Steve's school.



Every time you draw a new word, ask pupils to make a sentence with it.

7. Round-up

Play a ball game. Say a sentence according to the model on the board (you used it for speaking) and throw the ball to a pupil. The pupil catches the ball, makes a similar sentence about Steve's school and throws the ball back to you. e. g. T: *Steve studies at Mayflower school*. P: *I study at school No: ...* . Etc.

Homework

PB, ex. 13A, 15; WB, ex. 13.

LESSONS 5–8. IT'S SCHOOL TIME

LESSON 5

Aim To present and practise new vocabulary; to develop listening skills (spelling words)	Vocabulary Timetable*, English, Maths, Science, Computer Studies, Music, Art, Russian, Belarusian, Reading, Man and the World, Technology, P. E.	Grammar
Pronunciation and phonics Letter secrets: u = [ju:]	Recycling Week days	You will need Flashcards of school subjects; funny phrases, music

1. Warm-up

- Poem “Boys and girls”.
- Revise days of the week. Then ask: *What day is it today?*

2. Checking homework

3. Vocabulary presentation and practice

Presentation

T: *Today we'll talk about lessons at school.* Show a record book. Point to the lessons, name some of them and say: *lessons*. Introduce the new words using the flashcards. e. g. *We read and write, ask and answer questions, listen to cassettes, sing English songs and play games. That's an English lesson. English.* Pupils repeat. Introduce the other lessons. Put the flashcards on the board and recap the words.

Note

Science is a lesson where children study elements of biology, chemistry and physics. P.E. means Physical Education.

Practice

Sight reading of the new words.

T: *Goodbye one eye, goodbye two eyes. Close your eyes. Don't look!* Take a flashcard away. T: *Open your eyes. Look! Which lesson is missing?* Pupils respond.

Ask pupils to open their record books, look at their timetable and speak about it: *On Monday we have ..., ... and ...*

PB, ex. 1

Pupils read the picture dictionary.

PB, ex. 2

T: *Look! This is Steve's timetable. Monday, Tuesday, Wednesday, Thursday and Friday.* Let pupils study the timetable and answer the question: *How many English lessons does Steve have?* Give an explanation about Science lesson: *English children listen to the teacher, read and speak about nature and its laws, animals and plants in a Science lesson. Children do experiments and projects in Science.* Ask pupils about Computer Studies lessons: *What do you think English children do in a Computer Studies lesson?* Then ask: *How many lessons does Steve have on Monday? / What lessons does he have on Friday? / How many English lessons does he have? Etc.*

PB, ex. 3

Pupils make sentences about their lessons.

4. Moving activity

This is a mingling activity. Pupils take their record books and stand up. When the music is playing, they walk around. When the music stops, they find a partner and say about one lesson, e. g.: *P1: Maths. P2: We have Maths on Monday, on Tuesday and on Friday.* Etc.

5. Letter secrets

u = [ju:] I like computer music.

6. Workbook activities

Ex. 1

Pupils fill in the gaps. Then they check their answer. Finally they read the phrase.



Listening, ex. 2

Tell the pupils to listen to the cassette and write the names of the teachers. Then ask them to match the teachers' names to the subjects they teach and the pictures.

Tapescript

Man: This is Mr Sum. He teaches Maths.
 Woman: How do you spell his name?
 Man: S-u-m.
 Woman: S-u-m. So, Mr Sum teaches Maths.
 Man: Right. Mrs Story teaches Reading.
 Woman: How do you spell her name?
 Man: S-t-o-r-y.
 Woman: S-t-o-r-y. Mrs Story, and she teaches Reading.
 OK, who's that?
 Man: That's Mr Ball. He teaches P.E.
 Woman: Is that B-a-l-l?

Man: Yes, that's B-a-l-l, Mr Ball, a teacher of P.E. Look at Mrs Green.
 Woman: G-r-e-e-n?
 Man: Yes, Green. She teaches Art.
 Woman: Right.
 Man: This is Mrs Song.
 Woman: How do you spell her name?
 Man: S-o-n-g.
 Woman: Oh, S-o-n-g. Mrs Song. Does she teach Music?
 Man: That's right. Mrs Song teaches Music.

7. Round-up

T: *What's your favourite lesson?*

Homework

Make up your own timetable in English; PB, ex. 1; WB, ex. 3–4. (Ex. 4 – key: My school is great.)

LESSON 6

Aim To present and practise new grammar	Vocabulary	Grammar The first, the second, the third, the fourth, the fifth, the sixth; the last
Pronunciation and phonics Sounds: [θ], [ð]	Recycling	You will need A ball, flashcards of vocabulary, music

1. Warm-up

- Poem "Boys and girls".
- T: *What day is it today? How many lessons do you have today? What lessons do you have today?* Etc.
- Sight reading of school rooms and lessons.

2. Checking homework

3. Grammar presentation and practice

Presentation

Ask six pupils to come up to you. Tell them to stand in a line one behind another. Write their names on the board. Ask the class: *Who's number one?* Class answers. Write the numbers next to the names. Then say: *Victor is number one. He's **the first**. Gleb*

*is number two. He's **the second**. Vanya is number three. He's **the third**. Marina is number four. She's **the fourth**. Oleg is number five. He's **the fifth**. Maxim is number six. He's **the sixth** and he's **the last** person. Write on the board:*

1 – *the first* 4 – *the fourth*
 2 – *the second* 5 – *the fifth*
 3 – *the third* 6 – *the sixth*

Ask pupils to repeat the pairs of words. Then pupils copy them in their exercise-books.

Pronunciation

[θ] – *third, fourth, fifth, sixth, Thursday, Maths.*
 [ð] – *this, the; the third.*

Practice PB, ex. 4

Pupils read the grammar secret together. Then they practise cardinal and ordinal numerals in pairs.
 P1: *two*. P2: *the second*, etc.
 T: *Look at Steve's timetable (PB, ex. 2). What's the first lesson on Thursday? What's the last lesson on Wednesday?* Etc.

PB, ex. 5

Pupils read and guess the days. Then they try to make their own riddles about Steve's timetable. Pupils work in pairs.

➔ **Key:** 1. Wednesday. 2. Monday.

5. Workbook activities**Ex. 6**

Draw pupils' attention to writing the days of the week with capital letters.

4. Moving activity

This is a mingling activity. Divide the class into groups of 6 and ask them to stand up. When the music is playing, they walk around in small groups. When the music stops, they stand in a line as soon as possible. The last person to stand in a row should say the names and the ordinal numbers of their groupmates. e. g.: *Natasha is the first ... I'm the sixth and the last.* Etc. Play again.

6. Round-up

Play a ball game. T (throws a ball): *One.*
P (catches the ball): *The first!* Etc.

Homework

Make your own riddle about your timetable, write it in the exercise-book; PB, ex. 4; WB, ex. 5, 7.

LESSON 7

Aim To present and practise new grammar; to develop reading (reading for gist) and listening skills (grammar in context)	Vocabulary Do sums, make things	Grammar I like <i>making things</i> . He likes <i>playing games</i> .
Pronunciation and phonics Letter secrets: u = [ʌ] Sound [ŋ]	Recycling Speak Belarusian / Russian / English, draw, sing, play games	You will need Flashcards of subjects, flashcards of verbs, funny phrases

1. Warm-up

- T: *What day is it today? How many lessons do you have today? What lessons do you have today? What's the first lesson today?* Etc.
- Sight reading of school words.

2. Checking homework**3. Grammar and vocabulary presentation and practice****Presentation**

T: *What do you do in P. E.?* Ps: *Run / jump / play volleyball / play football, etc.* Write in a column on the board: *run / jump / play volleyball / play football.* Write the names of some pupils:

	Anton	Vladik	Nina
run			
jump			
play football			
play volleyball			

T: *Do you like running / jumping / playing football / playing volleyball?* Put ticks and crosses in the grid. Then say: **Anton likes running. He doesn't like jumping.** Write two sentences on the board. Underline "like". Ask: *What goes after "like"?* Elicit: *-ing.* Draw pupils' attention to the fact that we use *-ing* here because of "like".

T: *What do you do in Maths? Do you do sums?* Write $2+2=4$ on the board. *I'm doing sums. I like doing sums. And you?*

P: *I like / I don't like doing sums.*

T: *What do you do in Technology? Do you make things?* Make something out of paper. *I'm making a plane. I like making things. And you?*

P: ***I like / I don't like making things.***

Pronunciation

T: *Listen.* Ps: *Listening.* T: *Draw.* Ps: *Drawing.* Etc. Focus on the sound [ŋ].

Practice

Show flashcards and ask the class to make sentences about themselves, e. g. *I like running. / I don't like playing football.* Etc.

4. Reading (PB, ex. 6)

T: *Look at the children. Read their names. T: Whose favourite lesson is Art / Maths? I don't know! Read. Listen and match.* Pupils read the sentences and write the numbers of the sentences next to the letters / names of the children.

Tapescript (in PB)

➔ **Key:** 1B, 2E, 3D, 4A, 5C.

5. Chant "I like jumping" (PB, ex. 7)

T: *Steve and Maggie tell us what they like doing. Listen.*

Tapescript (in PB)

T: *Listen again and join in.*

Shared reading

2 roles: Steve and Maggie.

6. Moving activity

Pupils do the chant with actions.

7. Letter secrets

u = [ʌ] Mum! I want sun and fun in summer!

8. Workbook activities

Ex. 8

Ex. 9



Listening, ex. 11

T: *Listen to Sarah and Jack. Tick the lessons they like and write their favourite lessons.*

Tapescript

1

Interviewer: Hello, Sarah.

Sarah: Hello.

Interviewer: Sarah, do you like Art?

Sarah: Yes, I do! I like drawing. I think I can draw very well.

Interviewer: Do you like ... English?

Sarah: Oh, yes! We have English every day!

Interviewer: Do you like ... Maths?

Sarah: Maths? No, not very much. I can't do sums very well.

Interviewer: ... Sarah, do you like P. E.?

Sarah: Oh, yes! I like running and jumping! I can play ball games very well.

Interviewer: OK... What's your favourite lesson then?

Sarah: It's English! We read and write, speak and play. English is great!

Interviewer: I see....Thank you, Sarah. Bye!

Sarah: Bye!

2

Interviewer: Hello!

Jack: Hello!

Interviewer: What's your name?

Jack: My name's Jack.

Interviewer: Do you like Art, Jack?

Jack: Art? Oh, no! I can't draw!

Interviewer: And what about P. E.?

Jack: P.E. is great! I like playing ball games!

Interviewer: Do you like Maths?

Jack: Oh, yes! I like doing sums. I also like our teacher!

Interviewer: Do you like English, Jack?

Jack: Oh, yes! English is interesting!

Interviewer: And the last question: what's your favourite lesson?

Jack: P.E. is the best!

9. Round-up

Ask pupils to use PB, ex. 7 and add new verses to the chant "I like jumping", e. g. P1: *I like speaking English.* Class: *She / He likes speaking English.* Etc.

Homework

PB, ex. 6, 7; WB, ex. 10, 12, 13.

LESSON 8

Aim To practise vocabulary and grammar; to develop speaking (describing a school day) and writing skills (spelling)	Vocabulary Newsletter*	Grammar
Pronunciation and phonics	Recycling Wh-questions, what, when, where, how many	You will need

1. Warm-up

- Chant “I like jumping”.

2. Checking homework

3. Grammar and vocabulary practice (PB, ex. 8)

Pupils work in pairs. They make true sentences about themselves. Then ask them to say two sentences about their partners.

4. Quiz (PB, ex. 9)

Divide the class into groups (4–5 pupils). Set a time limit. Pupils have to answer all the questions (orally). Then ask the questions and check the answers.

5. Speaking

Pupils speak about their favourite lessons: *My favourite lesson is... I like ...-ing, ...-ing and ...-ing.*
Pupils speak about their favourite school days: *My favourite school day is ... The first lesson is ... The second lesson is ..., etc.*

6. Project preparation (PB, ex. 10)

T: *Look at the pictures. These are pages from a newsletter. Every month Pavel’s class make a newsletter. They write about their school life there. Read the newsletter and say how old Pavel’s school is. Then ask: How many pages are there in the newsletter? What did the children write about on page 1 / page 2 / page 3 / the last page?* Divide the class into groups and tell them they are going to make their own newsletters and write about their school life as the homework. What page will they make?

7. Workbook activities



Writing a dictation, ex. 14

Tapescript

I’m from Belarus. My favourite lessons are Belarusian, English and Maths. I like doing sums. After school I like helping my mum and riding a bike.

Ex. 15, 16

8. Round-up

Play the Snowball game. P1: *I like running.* P2: *Vanya likes running. I like riding a bike.* Etc.

Homework

PB, ex. 11 (project); WB, ex. 17.

LESSON 9

Aim To develop speaking skills; to test speaking / vocabulary and grammar of the unit	Vocabulary	Grammar
Pronunciation and phonics	Recycling	You will need Pupils’ projects; The Tests

1. Warm-up

- Chant “Telephone”.
- Chant “I like jumping”.
- Funny phrases (pupils read all the phrases at the back of the book).
- Sight reading of the vocabulary.

2. Project presentation

Arrange pupils’ projects on the board. Pupils read and decide whose newsletter is the funniest / the most beautiful / the most interesting.

PB, ex. 11

3. Test

Choose one of the tests: Vocabulary and grammar test 6, Speaking test 6.

4. Round-up

T: *Why do you like school?*

Homework

Bring the Reader.

LESSON 10 (READER: FRIENDS ARE ALWAYS FRIENDS)

Aim To develop reading skills (enjoying reading stories in English)	Vocabulary	Grammar
Pronunciation and phonics	Recycling	You will need The Reader

1. Warm-up

T: *Do you play with toys? What are your favourite toys? Do you bring your toys to school?*

2. Wordbank (Reader, ex. 1, 2)

Read the words together with pupils and ask concept questions: *When do you pack your bag: in the morning or in the evening? When do bears sleep? Do you cry when you go to the dentist? Are you in a panic when you can't do your homework?*

3. It's 9 o'clock. They're walking around their school.
4. It's 10 o'clock. They're listening to their teacher.
5. It's 11 o'clock. They're counting sweets and apples.
6. It's 12 o'clock. They're running home.

Ex. 5

Everybody is sleeping in the house. Mum and Dad are making breakfast. Mrs Kind is reading a story. The toys are crying. Andy and Wendy come back home. Andy and Wendy want to play a game. The toys are happy. They love school.

3. Listening (Reader, ex. 3)

Pupils listen to the text and do the exercise in pairs. Then check together.

➔ **Key:** 1T, 2F, 3T, 4T

5. Round-up (Reader, ex. 6)

T: *What do your toys do when you are at school?*
P: *I think my toys play. Etc.*

4. Reading (Reader, ex. 4, 5)

➔ **Key:**

Ex. 4

1. It's 7 o'clock. They're getting up.
2. It's 8 o'clock. They're packing their schoolbags.

UNIT 7. A PARTY

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

- talk about the past

Model. P1: Were you at the circus yesterday?

P2: Yes, I was. / No, I wasn't.

- talk about dates and birthdays

Model 1. P1: When is your birthday?

P2: My birthday is on April 20th. / It's in April.

Model 2. P1: What's the date today?

P2: (It's) the tenth of August.

LESSONS 1–4. YESTERDAY WAS ANOTHER DAY

LESSON 1

Aim To present and practise new grammar; to develop listening skills (listening for gist)	Vocabulary Yesterday	Grammar The verb 'to be': the Past Simple (positive)
Pronunciation and phonics Sound [w] Reduction: was [wəz], were [wə]	Recycling Swimming-pool, gym, zoo, circus, school, at home; today; tired, happy, noisy, sad, quiet	You will need A paper ball

1. Warm-up

Revise days of the week.

T: *What's the date today? How are you today? Are you happy / tired / sad today? Where's your mum? Is she at home / at work?*

2. Grammar presentation and practice

Presentation

T: *What day is it today?* Ps: *Monday.*
T: *Today* (point to the floor in front of you) *is Monday. Yesterday* (point backwards) *was Sunday.* Pupils repeat: *was* [wəz] – *was Sunday,*

yesterday was Sunday. Focus on reduction of "was" as it is unstressed. T: *Today I'm at school. Yesterday I was at home.* Pupils repeat: *Yesterday I was at home.* T: *Yesterday I was at home. My children were in the swimming-pool.* Pupils repeat: *Were* [wə] – *were in the swimming-pool; they were in the swimming-pool.* Focus on reduction. Write on the board:

Today

I _____ at school.

They _____ at school.

Yesterday

I _____ at home.

They _____ in the swimming-pool.

Elicit the missing forms from the pupils. Write them in the sentences.

Pronunciation

[w] – was, were, Wednesday, Whoozy.

[wəz] – was sad, Whoozy was sad.

[wə] – were happy, they were happy.

Rhythm

Write on the board:

• •
My mum was tired.

• •
My friends were happy.

Read the first sentence, stress *mum* and *tired*. Ask: *Which words are stressed?* Practise reading the sentence in chorus and individually clapping the stress. Do the same with the second sentence.

Practice

T: *Who was tired yesterday?* Pupils who were tired stand up and say: *I was tired yesterday*. Focus on reduction [wəz].

3. Cartoon (PB, ex. 1A)

T: *Picture 1. Where are the children? Picture 2. Where are Whoozy and Lumpy? Picture 3. Where are Steve and Maggie? Picture 4. Where are Whoozy and Lumpy? Listen and answer the question: Where were the children, Whoozy and Lumpy yesterday?*

Tapescript (in PB)

T: *Who is tired today? (Steve and Maggie) Who is noisy today? (Lumpy) Who was sad yesterday? (Steve, Maggie, Whoozy and Lumpy) Who was quiet? (Lumpy).*

Shared reading

PB, ex. 1B

PB, ex. 2

Pupils read the grammar secret.

Divide the class into pairs. P1 is “today”, P2 is “yesterday”. P1 reads any sentence from “today” column in PB, P2 reads the corresponding sentence from “yesterday” column, e. g. P1: *Lumpy*

is in Britain today. P2: She was in Whoozieland yesterday. Etc.

4. Moving activity (A paper ball game)

Throw the ball to a pupil, say: *Lumpy, sad*. The pupil catches the ball, says: *Lumpy was sad* and throws the ball back. Do the same with the other characters in the cartoon.

5. Workbook activities



Listening, ex. 1

T: *Last week Steve and Maggie were in Belarus. Listen to Maggie and number the pictures.*

Tapescript

1. On Monday we were at home. Pavel's parents were very friendly.
2. The second day was Tuesday. We were at Pavel's school. It was interesting!
3. On Tuesday I was in the gym. It was noisy there.
4. The third day was Wednesday. The boys were in the swimming-pool. Steve was the fastest swimmer!
5. On Thursday we were at the circus. The bears were funny!
6. The fifth day was Friday. In the morning we were at the zoo. It was cold! Brrr!

6. Round-up

Pupils say one sentence about their parents. P1: *My mum was tired yesterday. P2: My mum was angry yesterday. Etc.*

Homework

PB, ex. 1A, 2; WB, ex. 2, 3.

LESSON 2

Aim To present and practise new grammar	Vocabulary Party, this year*, last year*	Grammar The verb 'to be': the Past Simple (questions)
Pronunciation and phonics Rhythm	Recycling	You will need An envelope with questions in the Past Simple; music

1. Warm-up

T: *What day is it today? What day was it yesterday? Were you happy yesterday?*

2. Checking homework

3. Chant "The party" (PB, ex. 3)

Introduce "a party", say: *Children eat, drink, dance, play and have fun at a party. Listen and answer: Who was at the party? (Steve, Maggie, their friends).*

Tapescript (in PB)

T: *Was Whoozy at the party?* P: *No, he wasn't.* T: *Why?* P: *He was ill.*

Shared reading

2 roles: "questions" and "answers".

4. Grammar presentation and practice

Presentation

Write on the board: *He was at the party.*

Read the sentence together. Say: *Question!* Draw "legs" for *was* and an "arrow" showing the place where *to be* must go. Add the question mark. Say the question together: *Was he at the party?* Write it on the board. Write the beginnings of short answers: *Yes, he _____.* *No, he _____.*

Ask the pupils to complete the sentences.

Do the same way with *were*, e. g. *Were their friends at the party?*

Rhythm

• •
Was he at the party?

• •
Were they at the party?

Read the first sentence, stress *was* [wɒz] / *were* [wɜ:] and *party*. Ask: *Which words are stressed?* Practise reading the sentences in chorus and individually clapping the stress.

Practice

PB, ex. 4

Pupils read the grammar secret together.

PB, ex. 7

T: *Look at the pictures. What's number 1 / 2 / 3 ...?*
Elicit: *the library / the zoo, the gym*, etc. Ask pupils (one at a time): *Were you in the park yesterday?*
Elicit the short answer. Draw pupils' attention to different forms of the verb 'to be' in this case. Write on the board:

*you – were,
I – was.*

Divide the class into 6 groups: library, zoo, etc. Tell pupils to mingle around the classroom and ask the groupmates the same question, e. g. *Were you at the (zoo) yesterday?* (everybody has his own question). Pupils have to find out how many children were at the (zoo). Set a time limit for the activity, then listen to the pupils: e. g. *Seven children were at the library yesterday.*

5. Moving activity (Pass the envelope)

Write questions in the Past Simple on slips of paper: *Were you at the library yesterday?* Etc. Put the questions in an envelope. Pupils stand in the circle and pass the envelope round while the music is playing. When it stops, the pupil who has the envelope takes out one slip of paper, reads the question and answers it.

6. Workbook activities

Ex. 4

Pupils tick the appropriate columns. Then they listen to the cassette and check their answers.

Tapescript (in WB)

Ex. 7

Pre-teach: 'this year', 'last year'

7. Round-up

Pupils ask you questions: *Were you happy yesterday? Were you at the library yesterday?* Etc.

Homework

PB, ex. 3, 4; WB, ex. 5, 6.

LESSON 3

Aim To present and practise new grammar	Vocabulary	Grammar The verb 'to be': the Past Simple (negative)
Pronunciation and phonics Rhythm	Recycling This year, last year	You will need Flashcards of places (zoo, circus, park, party, library, gym)

1. Warm-up

- Chant "The party".

2. Checking homework

3. Grammar presentation and practice

Presentation

T: *Was Steve at the party?* Ps: *Yes, he was.* Write on the board: *Steve was at the party.* T: *Was Whoozy at the party?* Ps: *No, he wasn't.* Write: *Whoozy wasn't at the party.* (*wasn't = was not*)

T: *Were Steve and Maggie happy?* Ps: *No, they weren't.* Write: *The children weren't happy.* (*weren't = were not*). Use your fingers to show that two words 'was not' become one word 'wasn't' joining two fingers together. Draw 'not' parachuting into the positive sentence. Do the same with 'weren't'.

Rhythm

Whoozy wasn't at the party.

The children weren't happy.

Practice

T: *Who wasn't at school yesterday? Who wasn't at school on Sunday?* Etc.

PB, ex. 5

Pupils read and answer the question.

PB, ex. 6

Pupils read the grammar secret together.

PB, ex. 8

Pupils make positive and negative sentences.

4. Moving activity (Yes / No steps)

Pupils stand in a row facing the board. Write *Yes* in the left corner of the board and *No* in the right corner of the board. Ask general questions in the Past Simple with the verb 'to be', e. g. *Were you in the swimming-pool yesterday?* Etc. Pupils make one step to their right if their answer is *Yes, I was.* or one step to their left if their answer is *No, I wasn't.* All the pupils make steps and answer your questions simultaneously.

5. Workbook activities

Ex. 10

6. Round-up

Pupils whose relatives weren't at work yesterday: *My mum wasn't at work yesterday. My granny wasn't at work yesterday.* Etc.

Homework

PB, ex. 5, 6; WB, ex. 8, 9.

LESSON 4

Aim To present and practise new vocabulary	Vocabulary December, January, February, March, April, May, June, July, August, September, October, November	Grammar When were you born? I was born in <i>January</i> .
Pronunciation and phonics Letter secrets: ay = [eɪ]; er = [ə]	Recycling Winter, spring, summer, autumn; cold, warm, windy.	You will need Any calendar, flashcards of seasons, flashcards of funny phrases, flashcards of months (make them yourself)

1. Warm-up

- Chant “The party”.
- T: *Was it cold / warm / windy yesterday?*

2. Checking homework

3. Vocabulary presentation and practice

Presentation 1

Introduce the names of all the months. Start with a calendar: point to the months, say their names. Pupils join in.

Note

Be careful with the pronunciation of *February*: [ˈfebrʊəri].

Say the names of the months again, pupils repeat.
T: *Look!* (point to the pictures in PB) *Four seasons! Winter, spring, summer, autumn! Every season has three months. Let's count the months. One, two, three, ... eleven, twelve. Twelve months!*

Practice PB, ex. 9

Pupils read the picture dictionary together and in pairs.

T: *How many months are there? How many seasons are there? What are the winter months? What's the first / second / third / favourite winter month?*

Pupils play a guessing game in pairs. P1 opens the picture dictionary. P2 can't see the words. P1 thinks of a month. P2 has to guess the name of the month by asking *Yes / No* questions, e. g. *Is it a spring month? Is it May?* Etc.

“Read my lips”. Say a name of any month with your lips and no sound. Pupils guess the month.

Presentation 2

T: *I was born in (March).* Sing “Happy birthday to you!” Elicit the native language equivalent for “I was born”. T: *When were you born?* Check that children reduce the vowel in ‘was’.

Practice PB, ex. 11

Pupils make sentences about their families and friends.

4. Letter secrets

ay = [eɪ] On Sunday in May my baby wants to play all day.

er = [ə] My sister's sweater! It's in the river!

5. Song “Hooray!” (PB, ex. 10)

Decide that the weather is always snowy in winter months, windy in spring months, etc. T: *Listen to the song!* Put the flashcards of weather on the board as you're listening to the song.

Tapescript (in PB)

Shared reading

2 roles: “lines 1 – 2 = questions” and “lines 3 – 4 = answers”.

6. Moving activity

Ask 12 pupils to help you. Give one flashcard of a month to each pupil. Then they have to stand in the correct order and say their month.

7. Workbook activities

Ex. 11

Ex. 12

8. Round-up

Recite the months of the year.

Homework

PB, ex. 9, 10; WB, ex. 13, 14.

LESSONS 5–8. WHEN IS YOUR BIRTHDAY?

LESSON 5

Aim To present and practise new vocabulary	Vocabulary Birthday, birthday party, birthday card, birthday cake, candle, present, balloon; empty*	Grammar When is your birthday? – It's in <i>October</i> .
Pronunciation and phonics Letter secrets: oo = [u:] Sounds: [ɜ:], [θ]	Recycling Fridge; do the shopping; How old are you? – I'm eight (years old); I'm older (than you)	You will need Flashcards of the new vocabulary, funny phrases, a box

1. Warm-up

- Revise the months of the year. Write the date on the board: *March 10, 2005*.
- T: *How old are you?*
P: *I'm 10 years old.*

2. Checking homework

3. Vocabulary presentation and practice

Presentation

T: *Today we'll talk about birthdays and birthday parties.* Introduce the new words using flashcards as you tell pupils your story about the way birthday parties are celebrated. Put them all on the board.

T: *Every year we have a birthday. Last year you were 7 years old. Then you had a birthday and now you are 8 years old* (use gestures for “last year” and “now”). *We usually have a **birthday party** on our birthday. We get a lot of **balloons** for the party. Our friends come and we play. Then we have a **birthday cake**. A birthday cake is always yummy! We have **candles** on our birthday cake. When we are five years old, we have five candles on the birthday cake, when we are eight years old, we have eight candles on the birthday cake. Our friends and our family give us **birthday cards** and **presents**! Everybody likes birthdays!*

Pupils repeat the new words together.

Pronunciation

[θ] – *Thursday, third, thirteen, birthday, Happy birthday!*

[ɜ:] – *thirteen, Thursday, third, birthday, Happy birthday!*

Practice

PB, ex. 1

Pupils read the picture dictionary.
Ask personal questions: *What colour balloons do you like?* Ps: *I like yellow balloons.* Etc. T: *How many candles were there on your birthday cake last time?* Etc.

4. Cartoon (PB, ex. 2)

T: *Look! Steve and Maggie are at Whoozy's. They're playing. They're thirsty* (use miming). *What's this?* Ps: *A fridge*. T: *It's empty. Look at the box. It's empty. Listen and answer the question: When is Whoozy's birthday?*

Tapescript (in PB)

T: *How old is Steve? When is his birthday? How old is Maggie? When is her birthday? Who is older?*

Shared reading

3 roles: Steve, Maggie, Whoozy.

PB, ex. 3

T: *Look at the boy and the girl. How old is he?* Ps: *We don't know.* T: *How old is she?* Ps: *We don't know.* T: *Who is older?* Ps: *We don't know.* Pupils read the conversation and answer the questions.

Divide the class into pairs: A's and B's. Ask two confident pupils to demonstrate the model dialogue in front of the class (their real dates of birth). Write on the board: *You're older/ I'm older.* Monitor the class while they are talking in pairs. Ask the class about birthdays and age: *How old is Pasha? When is Marina's birthday?*

5. Moving activity

Song “Hooray!” Pupils add their own verses to the song and sing 12 verses, one for each month. Pupils

sit at their desks and say the first two lines of the verse together; those pupils who were born in that month stand up and say the last two lines.

➔ **Key:** Gleb and Anton are eight years old. Natasha is the youngest girl. Sasha is the oldest boy.

6. Letter secrets

oo = [u:] Whoozy's going to the moon in a balloon.

7. Workbook activities

Ex. 1
Ex. 7

8. Round-up

T: *What presents do you like?* Ps: *chocolates, books, a cat, etc.*

Homework
PB, ex. 1, 2; WB, ex. 5.

LESSON 6

Aim To present and practise grammar; to develop listening skills (listening for details)	Vocabulary	Grammar Ordinals: 1 st – 31 st ; What's the date today? – (It's) the <i>tenth</i> of <i>March</i>
Pronunciation and phonics Letter secrets: th = [θ]	Recycling Months; numbers; ordinals: 1 st – 6 th ; birthday vocabulary	You will need Flashcards of birthday vocabulary, flashcards of funny phrases; a paper ball

1. Warm-up

- Song "Hooray".
- Revise the months of the year. Write the date on the board and say it: *March 13, 2005*.
- Sight reading of birthday vocabulary.

2. Checking homework

3. Grammar presentation

Presentation

T: *How many months are there in a year? What's the first month? Etc. until What's the twelfth month?*

Pronunciation

[θ] – *fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, fifteenth, etc.*

4. Letter secrets

th = [θ] It's my birthday on Thursday.

5. Grammar practice

PB, ex. 4

Pupils read the grammar secret together.

PB, ex. 5

Pupils answer the questions.

Write on the board:

P1: *It's Monday. What's the date?*

P2: *Is it the 8th of March?*

1. First ask two confident pupils to demonstrate the dialogue:

P1: *No, it isn't.*

P2: *Is it the 15th of March?*

P1: *Yes, it is.*

2. Pupil 1 thinks of the date, pupil 2 tries to guess what date it is.

3. Pupils work in pairs.

6. Moving activity

Pupils stand in the circle. They pass the ball clockwise and say cardinal numbers, one at a time: P1: *One*. P2: *Two*. Etc. Then they pass the ball anti-

clockwise and say ordinal numbers, one at a time:
P1: *The first*. P2: *The second*. Etc.

James: That's right.
Interviewer: When's your birthday?
James: It's on the 10th of February.
Interviewer: Thank you, James.

7. Workbook activities

Ex. 2

Ex. 3



Listening, ex. 4

Tapescript

1

Interviewer: What's your name?

Rebecca: Rebecca.

Interviewer: How do you spell it?

Rebecca: R-e-b-e-c-c-a.

Interviewer: OK, Rebecca. When's your birthday?

Rebecca: It's on the 13th of July.

Interviewer: The 13th of July. Thank you.

2

Interviewer: What's your name?

James: James.

Interviewer: Is that J-a-m-e-s?

3

Interviewer: What's your name?

Chris: Chris. C-h-r-i-s.

Interviewer: C-h-r-i-s. OK, Chris, when is your birthday?

Chris: It's on the 30th of August.

Interviewer: The 30th of August. Right.

4

Interviewer: What's your name, please?

Mike: Mike.

Interviewer: M-i-k-e. Right. When's your birthday?

Mike: On the 1st of April.

Interviewer: Oh, really?

8. Round-up

Revise the months of the year.

Homework

PB, ex. 4; WB, ex. 6.

LESSON 7

Aim To present and practise new grammar; to develop listening skills (listening for details), writing skills (spelling)	Vocabulary New Year's Day*, Valentine's Day*, Women's Day*, Halloween*, Christmas Day*	Grammar When is your birthday? – It's on <i>April 8th</i> ; saying and writing dates
Pronunciation and phonics Sound [θ]	Recycling Months; numbers; ordinals: 1 st – 6 th ; "birth-day" vocabulary	You will need Flashcards of week days / months, a calendar, greeting cards for the holidays if possible, an envelope, music; a paper ball

1. Warm-up

- Write the date on the board and say it: *March 17, 2005*.
- Sight reading of the days of the week / months.

2. Checking homework

3. Grammar presentation and practice

Presentation

Introduce the way we say dates. Show a calendar to pupils. Say the date, pupils have to say which

week day it is. Show greeting cards to pupils, elicit the names of the holidays and write them on the board:

Valentine's Day *Christmas Day*
Women's Day *New Year's Day*
Halloween

Pupils read the names of holidays together. T: *When is Valentine's Day?* Write the answer next to the name of the holiday on the board: *on the 14th of February*. Elicit ordinal numbers. T: *One*. Ps: *The first*. T: *Two*. Ps: *The second*. etc. until T: *Twenty-five*.

Write on the board:

first – 1st *fifth* – 5th
second – 2nd ...
third – 3rd *fourteenth* – 14th
fourth – 4th

Draw pupils' attention to the word formation. The rule is: we add the *-th* suffix to all the cardinal numbers but 1, 2 and 3 are different!

Pronunciation

[θ] – *fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, fifteenth*, etc.

PB, ex. 6

Draw pupils' attention to the way we say and write dates.

Practice

Pupils speak about the holidays in pairs.

T: *When is your birthday?*

P1: *It's on the 27th of July. When is your birthday?*

P2: *It's on the 16th of August. When is your birthday?* Etc.

Get the feedback: *When is Slava's birthday?* Etc.

4. Moving activity (Pass the envelope)

Write dates on slips of paper: *March 10th, February 14th*, etc. Put the dates in an envelope. Pupils stand in the circle and pass the envelope round when the music plays. When it stops, the pupil who has the envelope takes out one slip of paper and says the sentences with the date: *Whoozy's birthday is on the 10th of March*. Etc.

5. Workbook activities

Listening, ex. 8

T: *Patrick, Julia and Caroline are going to answer the questions about their birthdays. Listen and write how old the children are.*

Tapescript

1

Interviewer: Hello.

Patrick: Hello.

Interviewer: What's your name?

Patrick: Patrick.

Interviewer: How old are you, Patrick?

Patrick: I'm fourteen.

Interviewer: Oh, yes, you're fourteen... When's your birthday?

Patrick: In March. Yes, it's on the 10th of March.

Interviewer: Thank you, Patrick.

2

Interviewer: Hello.

Julia: Hello.

Interviewer: What's your name?

Julia: My name's Julia.

Interviewer: How old are you, Julia?

Julia: I'm eight years old.

Interviewer: When's your birthday, Julia?

Julia: My birthday?... My birthday is in summer. It's on the twenty-second of July.

Interviewer: Thank you, Julia. Goodbye.

Julia: Goodbye.

3

Interviewer: Hello.

Caroline: Hello.

Interviewer: What's your name?

Caroline: My name's Caroline.

Interviewer: When's your birthday, Caroline?

Caroline: It's in December. It's on the twenty-fifth of December.

Interviewer: Your birthday is on Christmas day! That's great!

Caroline: Oh, yes! It's my favourite day of the year!

Interviewer: Thank you, Caroline. Bye.

Caroline: Goodbye.

T: *Listen again and write when the children's birthdays are.*

Writing a dictation, ex. 11

Tapescript

It is my birthday party. Look at my balloons! They are red, yellow and green. There are candles on my cake. I am ten today. This is my present. It is a beautiful pink dress.

6. Round-up

Play the ball game on cardinal and ordinal numbers.

Homework

WB, ex. 9, 10, 12.

LESSON 8

Aim To practise vocabulary and grammar; to develop reading skills (reading invitations and 'thank you' letters), writing skills (spelling)	Vocabulary come, invite, get, buy	Grammar
Pronunciation and phonics	Recycling	You will need A paper ball, photocopies of the dictation

1. Warm-up

- Write the date on the board and say it: *March 20, 2005.*
- Song "My birthday".
- Play the ball game. T: *When is your birthday?* P: *It's on the 19th of June.*

2. Checking homework

3. Reading (PB, ex. 7)

Write the verbs on the board: *come, invite, get, buy.* Pupils read the invitation to Whoozy's birthday party and answer the questions.

Note

R.S.V.P. means 'Please respond'.

T: *Who do you usually invite to your birthday party? Who comes? What do you get? What do you buy?*

4. Cartoon (PB, ex. 8)

T: *Today is the 10th of March. It's Whoozy's birthday party. Listen and answer the question: Who has come to his party?*

Tapescript

Maggie: Happy birthday, Whoozy!
 Whoozy: Thank you.
 Steve: Here's my present!
 Whoozy: Thank you! Would you like some juice?
 Maggie: Yes, please.
 Whoozy: Would you like some juice?
 Steve: No, thank you.
 Whoozy: This is my brother Moozy.
 Maggie: Hello, Moozy. My name's Maggie.
 Moozy: Hello.

5. Song "My birthday" (PB, ex. 9)

T: *When is Whoozy's birthday?* P: *On the 10th of March.* T: *Is Whoozy happy?* P: *Yes!* T: *Listen to Whoozy!*

Tapescript (in PB)

Shared reading

2 groups: verses and the chorus.

6. Reading (PB, ex. 10)

Pupils read the 'thank you' letter and answer the question.

7. Moving activity

Pupils sing "My birthday" song marching and miming the words.

8. Writing (Sit on your dictation)

Copy the text for every pupil.

Whoozy has a birthday party. There are lots of balloons. There is a birthday cake on the table. Whoozy is very happy.

Pupils read the text. Then they sit on the text and write it, as you dictate the text. Then they check their dictations.

9. Workbook activities

Ex. 14

Pupils find the right variants and circle them.

10. Round-up

Pupils say what they like most of all about birthdays: *I like presents*. Etc.

Homework

PB, ex. 11 (decide whose birthday party you will have in the next lesson; divide the class into groups

of 3–4 pupils, tell each group to prepare a birthday card, a present and a song or a game they would like to play at the “birthday party” in the next lesson); WB, ex. 13, 15.

LESSON 9

Aim To develop speaking skills (receiving guests at a party), to test grammar and vocabulary / speaking / listening / reading	Vocabulary	Grammar
Pronunciation and phonics	Recycling	You will need Props for a birthday party The Tests

1. Warm-up

- Chant “The party”.
- Song “Hooray”.

4. Test

Choose one of the tests: Vocabulary and grammar test 7, Speaking test 7, Listening test 3, Reading test 3.

2. Acting out a party (PB, ex. 11)

5. Round-up

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

3. Moving activity

Song “My birthday”.

Homework

WB, ex. 16, 17.

LESSON 10 (READER: EVERYTHING IS GOOD IN ITS SEASON)

Aim To develop reading skills (enjoying reading stories in English)	Vocabulary	Grammar
Pronunciation and phonics	Recycling Vocabulary about the weather	You will need The Reader, flashcards of the months

1. Warm-up


T: *How many months are there in a year? What are summer / autumn / winter / spring months? What’s your favourite month?*

2. Wordbank (Reader, ex. 1, 2)

Read the words together with pupils and ask concept questions: *Can birds fly? Do birds sing in winter? Do birds sing in spring? Do birds sing in summer? Tanya, go to the door. Now go back to your desk*. Etc.

➔ **Key (ex. 2):** 1 – birds, 2 – work hard, 3 – go back.

Ex. 6
August, April, October, February, May, December, November, March, September.

 **3.** Listening (Reader, ex. 3)

5. Moving activity

Pupils take the flashcards of the months and stand in the right order.

4. Reading (Reader, ex. 4–6)

➔ **Key:**

Ex. 4

1. Autumn months. 2. Winter months. 3. Summer months. 4. Spring months.

Ex. 5

1 – autumn winds are cold, 2 – it is warm and sunny, 3 – water is ice, 4 – snow is water.

6. Round-up (Reader, ex. 7)

T: *Do you like the story?*

UNIT 8. A DAY OUT

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

- **give and ask for information about past events**

Model. P1: Did you go to the amusement park yesterday?

P2: Yes, I did.

P1: What did you do there?

P2: I rode a pony.

- **describe their favourite day out**

Model. Yesterday I went to the amusement park. I went on the big wheel and merry-go-round. I went to the cafe and ate ice-cream.

LESSONS 1–4. WHERE DID YOU GO LAST WEEK?

LESSON 1

Aim To present and practise vocabulary	Vocabulary Museum, theatre, cinema, circus, disco, day out*	Grammar
Pronunciation and phonics Sounds: [θ], [ð] Letter secrets: c = [s], c = [k]	Recycling <i>Was / were</i>	You will need Flashcards of the new vocabulary

1. Warm-up

T: *How are you? What day is it today? What day was it yesterday? Were you in the park yesterday? Were you in the swimming-pool? Was your mum at work? Were your parents at home yesterday? Were you in the gym? Were you at a party yesterday?*

2. Vocabulary presentation and practice

Presentation

Use flashcards to present the vocabulary. You can tell pupils about your own experience.

T: *Yesterday my family was not at home. It was a very good **day out**. We were out in the park. The weather was fine. We played and had a picnic. My*

*family loves days out. Sometimes we go to **the theatre**. Last Tuesday I was at the theatre. I watched the ballet “Giselle”. Sometimes we go to **the cinema**. Yesterday my husband and my daughter were at the cinema. They watched the comedy “Taxi”. Sometimes we go to **the museum**. My daughter likes going to **the disco**. Sometimes we go to **the circus**. We were at the circus in December, at Christmas. And what about you? Do you like **days out**?*

Make sure pupils understand the words you have introduced, especially *a day out*.

Pronunciation

[ð] – *the disco, at the disco, we were at the disco.*

[θ] – *theatre, the theatre, at the theatre, we were at the theatre.*

Practice

Sight reading of the new words.

PB, ex. 1

Pupils read the picture dictionary.

PB, ex. 2A

T: *Who can you see in picture 1? (Maggie, Steve, Mrs Bell, Mr Bell, Whoozy and Lumpy). Yesterday was their day out.* Ask pupils to read the question, then the words in the box under the pictures (*at the theatre, at the museum, etc.*). T: *Where was Mrs Bell?* Elicit the answer and write it on the board as a model. Pupils discuss the pictures in pairs and you check the answers with the whole group.

PB, ex. 2B

T: *Now let's play a game. I'm not Tatyana Mikhailovna. I'm ...Steve, or Maggie, or Mrs Bell. It's a secret. Guess. Ask me: "Were you...?"* After you have played with the class, ask two pupils to read the dialogue in pairs, and then play the game.

5. Workbook activities



Listening, ex. 1A

Tapescript

1. Mike: *Let's go to the park.*
Liz: *Good idea.*
2. Maggie: *Let's dance. The music's cool.*
Steve: *OK.*
3. Lumpy: *Whoozy, look at the monkeys. They're funny. They're eating bananas.*
4. Mike: *The bear can dance!*
Another child: *And ride a bike!*
5. Guide: *In this room you can see three pictures by a famous English artist ...*
6. Dave: *The film is cool!*
Another boy: *Yeah, look at his car.*
7. Mrs Bell: *The water is warm. I like swimming.*
8. Mum: *The music's fantastic, isn't it?*
Dad: *Yes, it is.*

Ex. 2

Ex. 3

3. Moving activity (Interview)

Write on the board: *Were you ...last week?* Give out slips with "at the cinema", "at the disco", etc. to pupils. At the end of the interview pupils report back to you: *Five pupils were at the cinema last week. Three pupils were in the park.* Etc.

6. Round-up

T: *Look at the pictures again. What's your favourite place? A theatre? A cinema?*

Homework

PB, ex. 1; WB, ex. 1B.

4. Letter secrets

c = [s] A policeman went to the cinema.

c = [k] A cook and a doctor went to the disco.

LESSON 2

Aim To present and practise grammar	Vocabulary	Grammar The Past Simple of regular verbs
Pronunciation and phonics Sounds: [t], [d], [ɪd]	Recycling	You will need Flashcards of places; flashcards of the verbs (make them yourself)

1. Warm-up

Greet pupils and play a guessing game. Talk to them about the places you / they visited (set a time limit).
T: *I was at the ... yesterday / at the weekend, etc. Guess.*

P: *Were you in the park yesterday?* T: *No, I wasn't. / Yes, I was.* Repeat the game. The pupil who guesses correctly, answers the next questions.

2. Checking homework



Ex. 1B

Tapescript

1. Mike was at the circus.
2. Helen was at the museum.
3. Helen's parents were at the theatre.
4. Dave was at the cinema.
5. Maggie was at the disco.
6. Mrs Bell was in the swimming-pool.
7. Mrs Bell's children were in the park.
8. Whoozy and Lumpy were at the zoo.

3. Grammar presentation and practice



Presentation

(PB, ex. 3A, 3B, 3C)

T: *Last week Pavel had his spring holidays. Where was he? Look at the pictures and say* (at the theatre, at the cinema, at the disco, at the museum, at his granny's, in the park at the party).

T: *Listen and read the letter and put the pictures in the correct order.*

Tapescript (in PB)

PB, ex. 3B

➔ **Key:** C, G, F, A, D, E, B.

PB, ex. 3C

Pupils work in pairs. Ask pupils to give you the answers without pronouncing the sentences.

➔ **Key:** 1a, 2c, 3a, 4b,

T: *Is Pavel having holidays now?* Ps: No. T: *His holidays are over. Pavel is writing about the past. Write 'played', 'visited', 'danced' on the board. T: What ending do we write?* Ps: *-ed.* T: *Listen. How do we pronounce it?*

Pronunciation

[t] – *liked, danced, walked, watched, asked, cooked, helped.*

[d] – *lived, played, listened, enjoyed.*

[ɪd] – *wanted, visited.*

Practice

Pupils speak about themselves. T: *What did you do during your spring holidays? Who did you visit? What did you cook?* Ps: *I visited my granny. I helped my mother. I cooked dinner. Etc.*

PB, ex. 4

Pupils read the grammar secret and the words that show the past.

Sight reading

Pupils read the regular verbs in the present and the past.

4. Moving activity (Chinese whispers)

Divide the group into two teams. Whisper to the teams two different sentences, e. g. *We played football / We watched TV.* The team whose last player says the right sentence is the winner.

5. Workbook activities



Listening, ex. 4

Tapescript

Interviewer: *Where were you yesterday, Mike?*

Mike: *I was at the cinema. The film was very funny.*

Interviewer: *I see. And you, Kate, where were you?*

Kate: *I was at the disco. I like dancing!*

Interviewer: *And Nelly, were you at the disco, too?*

Nelly: *No, I wasn't. I was at the museum. I love art.*

Interviewer: *And you, Pete. Where were you?*

Pete: *I was at the theatre. It was fantastic!*

Interviewer: *Thank you, children.*

Ex. 6

6. Round-up

T: *What did you do in your spring holidays?*

Homework

PB, ex. 3A, 4; WB, ex. 5, 7.

LESSON 3

Aim To present and practise grammar	Vocabulary Go – went, take – took, see – saw; dinosaur*, live*	Grammar The Past Simple of irregular verbs
Pronunciation and phonics	Recycling	You will need Flashcards of the verbs, a paper ball

1. Warm-up

T: *Hello! How are you? What day is it today? What day was it yesterday? Yesterday I did a lot. If you did the same, say it after me. In the morning I brushed my teeth. I washed my hands and face. I had breakfast at home. At home I cooked dinner. I washed the dishes. I played with my pet. I watched TV in the evening. I listened to music.*

2. Checking homework



Ex. 6

Tapescript (in WB)



3. Grammar presentation and practice (PB, ex. 5)

T: *Look at the picture.* Then read the first three sentences to pupils and ask: *Where did Whoozy go? (to the museum) Who did he take with him? (Lumpy) What did they see? (dinosaurs).* Write on the board:

_____ – *went*
 _____ – *took*
 _____ – *saw*

Ask pupils to help you with the present form.
 T: *These verbs are irregular. They have a special*

form for the past. Pupils read the two forms together, then they listen to the cartoon and answer the question.

Tapescript (in PB)

Shared reading

4 roles: the author, Whoozy, Lumpy, the guide.

4. Moving activity (A paper ball game)

Arrange pupils in a circle. Call out the present form of an irregular verb and toss the ball to a pupil. That pupil says the past form and throws the ball back to you.

5. Workbook activities

Ex. 8

6. Round-up

T: *Where did you go at the weekend?* P1: *I went to the cinema.* Etc. T: *What did you see at the weekend?* P2: *I saw animals.* Etc.

Homework

PB, ex. 5; WB, ex. 13.

LESSON 4

Aim To develop speaking skills (speaking about past events), reading skills (reading for gist), writing skills (spelling, creative writing)	Vocabulary Have – had, run – ran, eat – ate, get – got	Grammar The Past Simple of irregular verbs
Pronunciation and phonics	Recycling	You will need Flashcards of the verbs and places, a paper ball

1. Warm-up

- Practise reading of the past forms of the verbs written on the board.
- Play the game 'The last sentence'. Pupils make up sentences with the verbs on the board, e. g. *I went to the circus in April.* Set a time limit (5 minutes).
- Sight reading of the verbs.

2. Checking homework

3. Speaking

T: *Let's remember Whoozy and Lumpy. Where did they go? What did they see yesterday?* Write on the board the verbs *went, took, saw.* Ask pupils to remember Whoozy's story with these verbs. Now

pupils make up stories about themselves about going to different places, using the verbs and flashcards as a prompt. P: *I went to the swimming-pool on Sunday. I took my friend with me. I saw lots of boys and girls there.*

Then name a dinosaur and ask pupils to make sentences about the dinosaur. At home pupils will write about a dinosaur. They can find the information in books or invent their own dinosaurs.

4. Listening and reading (PB, ex. 6)

T: *Lumpy made a mess in the museum. Read and match the pictures to the descriptions.*

Check how pupils did the matching, but do not give the right answer. Then pupils listen to the cassette and check their answers.

Tapescript (in PB)

➔ **Key:** A. Comsognathus;
B. Brontosaurus;
C. Diplodocus

Note

Comsognathus [ˌkɒmsəɡ'neɪtəs]
Brontosaurus [ˌbrɒntə'sɔːrəs]
Diplodocus [di'plɒdəkəs]

Ask pupils to find verbs in the past and guess their present forms. Then they read the box with the past forms.

PB, ex. 7

5. Writing (PB, ex. 8)

Write the structures on the board:

*The dinosaur was ...
It lived ... million years ago.
It had ...
It ate ...*

6. Moving activity (A paper ball game)

Play the game with irregular and regular forms of verbs.

7. Workbook activities

Ex. 10

Ex. 11



Writing a dictation, ex. 12

Tapescript

On April 4th Mike had a birthday party. He was ten. Mike got three books and a football. The children ate a big cake, played games and danced. Then they went to the cinema. They watched a film about dinosaurs there. Mike was very happy.

8. Round-up

T: *Where did you go yesterday?*

Homework

PB, ex. 6, 8; WB, ex. 9.

LESSONS 5–8. CAVE PEOPLE

LESSON 5

Aim To present and practise grammar	Vocabulary Wear – wore, make – made, cave people*, alive*, touch*	Grammar The Past Simple (questions)
Pronunciation and phonics Intonation of <i>yes / no</i> questions	Recycling	You will need Flashcards of the verbs and places

1. Warm-up

Get pupils to read verbs on the flashcards. Then organise a short exchange about yesterday.

T: *What did you do yesterday?* Ps: *I played football yesterday / I went for a walk yesterday.* Etc.

2. Checking homework

Listen to pupils' stories about dinosaurs.

3. Grammar presentation and practice

Presentation

Put the flashcards of the *circus, theatre, cinema, disco* and *museum* on the board. Stand so that you cannot see them. One pupil comes to the board and points where he / she went last week. You guess: *Did Dasha go to the cinema?* Ps: *No, she didn't.* Etc. Then a pupil takes over your role.

Write on the board _____ *Dasha* _____ *to the disco?* and fill in the gaps together with pupils. Elicit and write the answers: *Yes, she did / No, she didn't.* Ask pupils which word helps to ask questions (*Did*). Draw their attention to the verb *Did* – it “steals” the past ending *-ed* or changes the form of the verb. Use coloured chalk.

Pronunciation

Children put up their hands if the voice goes up. T: *I went to the theatre.* ↘ *Did you go to the theatre?* ↗ Then pupils pronounce the sentences correctly.

Practice

Pupils ask you about yesterday: *Did you go to work yesterday?* Etc.

4. Reading (PB, ex. 1A)

T: *Look at the picture. You can see cave people. Did they have houses 15 000 years ago? Write on the*

board. 15,000 = 15 thousand ['θauzənd]. Did they wear jeans? Did they eat cakes? Ps: No, they didn't.

Tapescript (in PB)

Pupils listen to the cassette and answer the question: *What did Steve and Maggie see at the museum?*

➔ **Key:** They saw cave people and the museum cat, Felix.

Ask pupils about cave people. Etc.

Shared reading

4 roles: Steve, Maggie, the guide and the cat.

PB, ex. 1B

PB, ex. 2

Read the first part of the grammar secret together.

5. Moving activity (Listen and do)

T: *You're cave people. Walk.* (pupils walk) *Make a fire. Cook food. Eat the food. Good.*

6. Workbook activities

Ex. 2

Ex. 3

7. Round-up

Chain practice.

P1: *Did you play tennis yesterday?* P2: *No, I didn't. Did you play football?* Etc.

Homework

PB ex. 1, 2; WB, ex. 1, 4.

LESSON 6

Aim To present and practise grammar; to develop listening skills (listening for gist)	Vocabulary	Grammar The Past Simple (negative)
Pronunciation and phonics	Recycling	You will need Flashcards of different actions, a paper ball

1. Warm-up

- Chain practice
Use the flashcards of activities. T: *Ask a question about last weekend.* P1: *Did you go to the park last weekend?* P2: *Yes, I did. / No, I didn't. Did you play with your friend last weekend?* P3: *Yes, I did. / No, I didn't. Did you go for a walk last weekend?* Etc.

2. Checking homework

Write the verbs from WB, ex. 1 on the board. Divide the group into two teams, which take turns writing the second forms. The team, which makes fewer mistakes, is the winner.

3. Grammar presentation and practice

Presentation

Speak about cave people: *Where did they live?* Write on the board: *They lived in caves.* Use red colour for the ending *-ed*. T: *Question!* Ps: *Did they live in caves?* Write the question on the board and elicit the answer: *Yes, they did.* Then write another question: *Did they live in houses?* Elicit the answer: *No, they didn't.* Then write the full sentence: *They didn't live in houses.* Use red colour as shown in the grammar secret. Do the same with *They ate meat.* Explain to pupils that when we ask questions or make negative sentences we need "helpers" (*did* and *didn't*), but the verbs lose their endings or change the form.

Practice

Pupils say one thing they didn't do yesterday: *I didn't eat ice-cream.* Etc.

PB, ex. 2

4. Chant "Cave people" (PB, ex. 3)

T: *Listen to the chant and finish the following sentences (write them on the board):*

They didn't eat ...

They didn't have ...

They didn't wear ...

Chant with pupils.

PB, ex. 4

Let pupils find and correct a few wrong points in the picture.

- ➔ **Key:** *They didn't wear shoes / hats. They didn't eat sausages. They didn't drink mineral water. They didn't have fridges / TVs / armchairs.*

5. Moving activity (A paper ball game)

Play the game to revise the past forms of both regular and irregular verbs.

6. Workbook activities



Listening, ex. 5A

Tapescript

Interviewer: Hello, Liz.

Liz: Hello!

Interviewer: OK, Liz, did you play computer games yesterday?

Liz: No, I didn't. I haven't got a computer.

Interviewer: I see. Did you watch TV then?

Liz: Yes, I did. I saw "Pokemon".

Interviewer: Oh, what about music? Did you listen to music yesterday?

Liz: No, I didn't.

Interviewer: Did you read a book?

Liz: Yes, I did. I read "Harry Potter". It's my favourite book.

Interviewer: Really? Did you help your parents yesterday?

Liz: Yes, I did. I washed the dishes.

Interviewer: Now Liz, sport! Did you do your exercises yesterday?

Liz: No, I didn't. I got up late.

Interviewer: Did you do your homework?

Liz: Oh yes, I did. I had a lot of homework. I was tired!

Ex. 6

7. Round-up

T: *What didn't cave people do? Ps: They didn't go to school. They didn't go to the museum. They didn't play computer games. They didn't play tennis. They didn't cook soup.* Etc.

Homework

PB, ex. 2, 3; WB, ex. 5B, 7.

LESSON 7

Aim To develop reading skills (reading for gist and for details)	Vocabulary give – gave, say – said, come – came, become – became, domestic*, wild*, to hunt*	Grammar
Pronunciation and phonics	Recycling	You will need Flashcards of present and past forms of the verbs

1. Warm-up

- Chant “Cave people”.
- Pupils say one sentence about cave people.

2. Checking homework



3. Story “The cat that walked by himself” (PB ex. 5A)

T: *What animals did cave people have?* Ps: *Cats and dogs. T: Domestic animals live with people. Are cats domestic animals? What are domestic animals?* Ps: *Dogs, sheep, cows, pigs, horses are domestic animals. T: Wild animals live in the forest. What are wild animals?* Ps: *Foxes, tigers, lions, etc. are wild animals.*
Pupils read the picture dictionary. Then they read the pre-reading question *Why did the dog and the cow come to the cave?* and read silently following the cassette.

Tapescript (in PB)

After pupils have answered the question, ask them to read the irregular verbs (*give, say, come,*

become), find sentences in the text with these verbs and say what they mean.

Shared reading

4 roles: the author, the woman, the dog, the cow.

Ex. 5B

4. Moving activity (Chinese whispers)

Divide pupils into two teams. Choose a sentence from the story and whisper it to the first pupils in each line. They whisper it to the others.

5. Workbook activities

Ex. 8

Ex. 9

6. Round-up

T: *Did you like the story?*

Homework

PB, ex. 5A; WB, ex. 10.

LESSON 8

Aim To develop reading (reading for gist and details) and writing skills (spelling, creative writing)	Vocabulary think – thought, drink – drank, forest*, to smile*, to cry*	Grammar
Pronunciation and phonics	Recycling	You will need A paper ball

1. Warm-up

- Chant “Cave people”.
- Sight reading of the verbs.

2. Checking homework

Write the following verbs on the board: *lived, had, went, made, cooked, came, gave, became*. Play the game “*Snowball*” to remember the story “The cat that walked by himself”. Each pupil says the previous sentence(s) and adds his own.

1. Many years ago a man and a woman lived in a cave.
 2. They had a small baby.
 3. The man went hunting.
 4. The woman made a fire and cooked food.
 5. One day a wild dog came.
 6. The woman gave him a bone.
 7. Then a wild cow came.
 8. The woman gave her some grass.
 9. The dog and the cow became domestic animals.
- The verbs on the board help to keep to the right order of the summary.

3. Story “The cat that walked by himself” (PB, ex. 6A)

Pre-teach the vocabulary, using the picture dictionary. Then pupils listen to the story and answer the pre-reading question.

Shared reading

3 roles: the author, the woman, the cat.

PB, ex. 6B

Check that pupils understand the questions. Ask them to work in pairs and then check the answers together.

Writing (PB, ex. 7)

Ask the children about their favourite character in the story. They will need to imagine that they are a dog (a cat / a cow) and write the story at home. Complete the sentences for one of the animals together in class.

4. Moving activity (A paper ball game)

Play with irregular verbs.

5. Workbook activities

Ex. 11

Ex. 12

Tapescript (in WB)

Writing a dictation, ex. 15

Tapescript

The man and woman lived in a cave. The cat was a wild animal. He was hungry. He helped the woman. The woman gave him some milk. He lived in the cave. But every evening he went to the forest.

Ex. 16

6. Round-up

T: *Do you like the cat in the story?*

Homework

PB, ex. 6A, 7; WB, ex. 13, 14.

LESSON 9

Aim To present and practise vocabulary	Vocabulary Amusement park, slides, swings, seesaw, big wheel, merry-go-round, ride a pony, cafe, gift shop, brochure*	Grammar
Pronunciation and phonics	Recycling We can <i>play on the swings</i> .	You will need Flashcards of attractions

1. Warm-up

T: *What did you do yesterday?* P1: *I helped my mum, and you?* P2: *I ate apples. And you?* P3: *I wore black trousers. And you?* Etc.

2. Checking homework

Pupils tell their stories without saying who they are. The others are to guess whether the pupil is a cat, a dog or a cow.

3. Vocabulary presentation and practice (PB, ex. 1A)

T: *Steve and Maggie invite Whoozy to the amusement park. Whoozy doesn't understand what an amusement park is. Let's look at the brochure. 1 – a cafe, 2 – slides, etc.*

Note

A brochure ['brəʊʃə]

Practice

T: *Read the brochure and answer the questions: What's there at the amusement park? What can we do there? When is it open? Let's tell Whoozy what we can do in the amusement park.* Taking flashcards one by one, say sentences, e. g. *We can play on the*

slides / swings. We can go on the big wheel / on the merry-go-round. We can ride ponies. We can buy gifts at the gift shop. We can eat at the cafe.

PB, ex. 1B

Play with the class, then pupils play the game in pairs.

4. Moving activity

First name an activity we can do in an amusement park and demonstrate gestures illustrating it. Pupils join in, e. g. T: *Play on the swings.* (and mime the action). Ps: *Play on the swings* (and they mime the action). Then without any gestures call out an activity for pupils to do and name it.

5. Workbook activities

Ex. 1

6. Round-up

T: *What is there in the amusement park?*

Homework

PB, ex. 1; WB, ex. 2.

LESSON 10

Aim To present and practise grammar; to develop listening skills (listening for details)	Vocabulary Buy – bought, pay – paid, ride – rode	Grammar <i>Wh</i> -questions
Pronunciation and phonics Intonation of <i>wh</i> -questions	Recycling	You will need Flashcards of places and attractions

1. Warm-up

Revise with pupils past forms of verbs. Write on the board two other irregular verbs: *ride – rode, buy – bought*. T: *When did you last go to the amusement park? Did you ride a pony there? Did you go to the gift shop? What did you buy? What else did you do in the amusement park?*

2. Checking homework

3. Grammar presentation and practice

Presentation

Write on the board: *Ellie went to the park*. T: *Ask a question*. P: *Did Ellie go to the park?* Write it on the board. Then say: *Where?* Pupils help you to make up the question: *Where did she go?* Use red colour and write the sentences in the way it is shown in the grammar secret. That will help you to discuss how *wh*-questions are formed:

question word + “helper” (did) +
subject + *verb*.

PB, ex. 2

Pupils read the grammar secret. Read the help box together and make sure pupils understand the question words.

Practice (PB, ex. 3A)

Pupils write two *wh*-questions about Ellie in their exercise-books. Walk around and help them. Help pupils to pronounce the questions with the falling intonation.



PB, ex. 3B

Remind the pupils what the sign £ means, and check that they understand the word ‘free’ (= you don’t have to pay, give money). Ask questions to check understanding: *How much is an ice-cream?* Etc.

Tapescript

Hello! My name’s Ellie. Yesterday I went to the “Funland” amusement park. It was cool! First I went on the merry-go-round. That was fast! The big wheel? I didn’t go on the big wheel, I don’t like it. I like riding ponies! So I rode a pony and went to the gift shop. I bought a lovely teddy bear. Then I played on the swings. That was fun, but I got tired and hungry. So I went to the café. I had an ice-cream and an orange juice. That was my best day out!

PB, ex. 3C

➔ Key: £8.

4. Song “On a sunny day” (PB, ex. 4)

T: *Look at the pictures and say what the children did in the amusement park. Listen and point to the correct picture.*

Pupils learn the words and sing the song.

Tapescript (in PB)

5. Moving activity

Pupils stand up and sing the song with movements.

6. Workbook activities



Listening, ex. 4A

Tapescript

Interviewer: Hello, Pavel.

Pavel: Hello.

Interviewer: What did you do yesterday?

Pavel: Lisa and I went to Cheluskintsev park.

Interviewer: Cheluskintsev park?

Pavel: Yes, it’s an amusement park in Minsk.

Interviewer: Oh, I see. Did you play on the seesaw?

Pavel: Oh no, I didn’t. It’s for little children.

Interviewer: OK, did you ride a pony?

Pavel: Yes, I did. I like ponies.

Interviewer: Did you go on the rides?

Pavel: Yes, I did. I went on the merry-go-round.

Interviewer: OK, did you buy any gifts?

Pavel: No, I didn’t.

Interviewer: Did you have lunch in the cafe?

Pavel: No, I had lunch at home.

Interviewer: Thank you, Pavel.

Interviewer: Now, Lisa. You went to the amusement park with Pavel, didn’t you?

Lisa: Yes, I did. It was fun!

Interviewer: Did you play on the seesaw or ride a pony?

Lisa: No, I didn’t. I went on the rides. And ... I went to the gift shop.

Interviewer: What did you buy?

Lisa: A present for my little sister.

Interviewer: Where did you have lunch, Lisa?

Lisa: At home.

Interviewer: Thank you, Lisa.

Lisa: You’re welcome.

Ex. 4B

7. Round-up

T: *Did you go to Cheluskintsev park last Sunday?*

Homework

PB, ex. 2, 4; WB, ex. 3, 5.

LESSON 11

Aim To develop reading skills (reading for gist) and writing skills (spelling, creative writing)	Vocabulary	Grammar
Pronunciation and phonics	Recycling	You will need Flashcards of places and attractions, music, an envelope, slips of paper with irregular verbs

1. Warm-up

- Song “On a sunny day”.
- Play “Snowball” game making up stories about a day out: P1: *I went to the amusement park last Sunday.* P2: *I went to the amusement park last Sunday. I played on the seesaw there.* P3: *I went to the amusement park last Sunday. I played on the seesaw there. I rode a pony.* Etc.

2. Checking homework

Pupils check homework in pairs.

3. Reading (PB, ex. 5A)

Demonstrate the first sentence. Pupils read silently about Maggie and Steve and do the task.

- **Key:** 1 – C (school – amusement park), 2 – E (Maggie and Steve), 3 – G (Lumpy – she), 4 – B (cafe – pizza, ice-cream, orange juice), 5 – A (pony – it, Steve), 6 – D (gift shop – presents), 7 – F (closed – home).

Ex. 5B

Pupils work in pairs, then they check the answers with the whole group.

- **Key:** 1 – on Sunday, 2 – went on the rides, 3 – the merry-go-round, 4 – riding a pony, 5 – at 12 o'clock, 6 – some presents for his mum, 7 – at 8 o'clock.

Ex. 6A

Explain to pupils that children from different countries have written to the Dino's page in the magazine. Pupils read the children's letters silently and then match their names to the pictures.

- **Key:** Tim – 2, Mariolina – 4, Alex – 3, Alesya – 1.

Pupils read the letters for the second time and do **ex. 6B**. Then they check it with the rest of the group.

- **Key:** Mariolina (popcorn), Alex (big wheel), Alex (ice-cream), Tim (computer games), Alesya

(danced), Mariolina (rode an elephant), Alesya (blue dress), Tim (robots).

4. Writing (PB, ex. 7)

Invite children to help Whoozy write his letter to the Dino's page. Discuss the ideas together with the group and write them on the board. Pupils are to write in their exercise books. Make the structure of the letter clear:

- *Dear Dino,*
- *when and where Whoozy went*
- *who he went with*
- *what he saw there*
- *what he did there*
- *what he thought about it*
- *name, age, country.*

Say that at home pupils will have to write their letters about their best day out.

5. Moving activity (Pass the envelope)

Write irregular verbs in the infinitive on slips of paper and put them in an envelope. Pupils stand in a circle and pass the envelope while music plays. When it stops, the pupil who has the envelope takes one slip and says the past form of the verb.

6. Workbook activities



Writing a dictation, ex. 6

Tapescript

Last Sunday Lisa got up at 9 o'clock. She made her bed and had breakfast. After breakfast she washed the dishes. Lisa brushed her teeth and got dressed. Then she went to the amusement park.

7. Round-up

Pupils say one sentence about their last weekend.

Homework

PB, ex. 6A, 7 (prepare a project “A letter to the Dino's page”); WB, ex. 7, 8.

LESSON 12

Aim To develop speaking skills (speaking about a past event) and writing skills (spelling)	Vocabulary	Grammar
Pronunciation and phonics	Recycling	You will need Flashcards of places and attractions, a paper ball, photocopies of the dictation, pupils' letters

1. Warm-up

- Chant "Cave people".
 - Song "On a sunny day".
- T: *Guess what I did yesterday.* Ps: *Did you go to the theatre?*

2. Checking homework

3. Project presentation

Put the pupils' letters up on the wall in the classroom. While some pupils are presenting their projects, the others are collecting statistics: e. g. *3 pupils went to the park; 4 pupils went to the museum.* Then pupils walk around the classroom, read each other's letters and say whose project they liked best of all and why.

4. Moving activity (A paper ball game)

Say a word and throw the ball to a pupil. They catch the ball, make a sentence with the word and throw the ball back to you.

5. Writing (Sit on your dictation)

Before the lesson copy the following text for pupils.

I'm Steve. Last Sunday we went to the amusement park. I went on the big wheel. We were hungry, so we went to the cafe. We had pizza. In the evening we were tired.

Read the text together and give some time for children to remember the most difficult words. Then pupils sit on that piece of paper and write the text as you dictate it. Then pupils take the original and check their writing.

6. Workbook activities

Ex. 9, 10

7. Round-up

T: *Did you like our project?*

Homework

WB, ex. 11.

LESSON 13

Aim To test vocabulary and grammar / speaking	Vocabulary	Grammar
Pronunciation and phonics	Recycling	You will need The Tests

Choose one of the tests: Vocabulary and grammar test 8 or Speaking test 8.

LESSON 14 (READER: DUMBO)

Aim To develop reading skills (enjoying reading in English)	Vocabulary	Grammar
Pronunciation and phonics	Recycling	You will need The Reader

1. Warm-up

Ask pupils if they have seen the film “Dumbo” and what they know about Dumbo.

2. Wordbank (Reader, ex. 1, 2)

Ask concept questions: *Do you like parades? Does an elephant have feathers? Does an elephant have wings? Does an elephant have a trunk? Do birds have wings? Do you laugh when you see a clown?* Etc.

➔ **Key:** 1 – trunk, 2 – clown, 3 – laugh, 4 – wings, 5 – feather.

3. Listening (Reader, ex. 3)

Pupils read the sentences in pairs and decide whether they are true or false. Then they listen to the story and check the answers.

➔ **Key:** 1F, 2T, 3T, 4T, 5F.

4. Reading (Reader, ex. 4, 5)

➔ **Key:**

Ex. 4

D, C, B, A.

Ex. 5

1a, 2b, 3b, 4c, 5c.

5. Discussing the story (Reader, ex. 6)

6. Round-up

T: *Who is your favourite character in the story?*

UNIT 9. HOLIDAYS

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

- **express their intentions**

Model 1. T: Where are you going in summer?

P2: I'm going to the seaside.

Model 2. P1: What are you going to do?

P2: I'm going to swim and sunbathe.

- **invite somebody to do something**

Model. P1: Let's go to the country.

P2: That's a good idea! There's a wood and we can pick berries there.

- **say what somebody did in the past**

Model. P1: Where did you go last summer?

P2: I went to the seaside.

P1: What did you do there?

P2: I went swimming. I played volleyball, danced at the disco, went to the amusement park and to the cinema.

LESSONS 1–4. LET'S GO FOR A PICNIC

LESSON 1

Aim To present and practise vocabulary	Vocabulary Go to the woods, to the mountains, to the river, to the lake, to the seaside, to the country, to summer camp	Grammar
Pronunciation and phonics Sound [ð]	Recycling Food, clothes; the Present Simple, the Present Continuous	You will need Flashcards of the new vocabulary

1. Warm-up

T: *How many seasons are there in a year? What are they? Which season is the hottest? What do you usually wear in summer? Why do all children like summer?*

2. Vocabulary presentation and practice

Presentation

Take the flashcards of the new vocabulary: **go to the woods, to the mountains, to the river, to the lake, to the seaside, to the country, to summer camp.** T: *In summer I usually go to the seaside.*

Put the flashcard on the board. T: *Some people go to the woods. Other people go to the mountains.* Etc.

Pronunciation

[ð] – *the, the country, to the country, to the woods, to the seaside, etc.*

Sight reading of the vocabulary

Practice

Point to the flashcards at random and pupils say the words.

class: *Petya usually goes to the country in summer. Misha usually goes to the seaside in summer.* Etc.

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

T: *Steve, Maggie and Whoozy are going for a picnic. Where are they going for a picnic?* P: *To the woods.*
T: *What can they do at the picnic? Listen and answer.*

Tapscript (in PB)

T: *What is there in the picnic basket? What is Whoozy wearing? Do you go for picnics?*

Shared reading

3 roles: Steve, Maggie, Whoozy.

PB, ex. 2

Pupils read the picture dictionary together and individually. Ask pupils to tell each other where they usually go in summer. Then they report to the

4. Moving activity (PB, ex. 3)

Pupils stand up. Each pupil gets a list of their classmates and a flashcard, e. g. *go to the seaside.* Extra flashcards from Unit 8 can be used. Pupils have to walk around the classroom and ask their classmates one question, e. g. *Do you usually go to the seaside in summer?* and tick or cross next to the names of the pupils. Then pupils sum up the results and report them to the class. e. g. *Five pupils go to the seaside in summer.* Finally find out the most popular place.

5. Workbook activities

Ex. 2

6. Round-up

T: *What food do you usually take with you when you go for a picnic?* Ps: *Apples, etc.*

Homework

PB, ex. 1, 2; WB, ex. 1.

LESSON 2

<p>Aim To present and practise vocabulary, to develop listening skills (vocabulary in context)</p>	<p>Vocabulary Go fishing / swimming / sunbathing; pick mushrooms / berries / flowers; go for a picnic</p>	<p>Grammar</p>
<p>Pronunciation and phonics Sound [ŋ] Letter secrets: ow=[aʊ], ck=[k]</p>	<p>Recycling The Present Simple, the Past Simple and the Present Continuous</p>	<p>You will need Flashcards of funny phrases, flashcards of the new vocabulary</p>

1. Warm-up

- Sight reading of the vocabulary.
- Ask *yes / no* questions using vocabulary words: *Do you usually go to the seaside in summer? Did you go to the mountains last summer? Does your mum go to the river in summer? Is there a wood near your house?* Etc.

2. Checking homework

3. Vocabulary presentation and practice

Presentation

T: *Who went to the country last year? What can we do in the country? We can **go for a picnic, go fishing, go swimming, go sunbathing.** We can **pick mushrooms, pick flowers, pick berries.*** (show the flashcards to pupils as you say the new vocabulary).

Pronunciation

[ŋ] – *fishing, swimming, sunbathing.*

Sight reading of the vocabulary.

PB, ex. 4

Pupils read the picture dictionary in pairs and individually.

Practice (Chain game)

T: *What do you usually do in the country?* P1: *I usually go fishing.* P2: *Pavel usually goes fishing, and I usually pick flowers.* Etc.



4. Chant "Summer" (PB, ex. 5)

T: *Look at the pictures. What are the children doing?*
Ps: *The girl is picking flowers. The boy is fishing.* Etc.
Pupils listen to the chant and write the letters of the pictures in the order they go in the chant.

Tapescript

What do you do in summer?
What do you do?
I go swimming! And you?
What do you do in summer?
What do you do?
I go fishing! And you?
What do you do in summer?
What do you do?
I go sunbathing! And you?
What do you do in summer?
What do you do?
I pick flowers! And you?

➔ **Key:** D, A, C, B.

5. Moving activity

Divide the class into 4 groups. Pupils read the first two questions of the chant together and answer

them in groups. Pupils accompany their answers with movements.

6. Letter secrets

ow [aʊ] A brown cow in the shower with a flower.

ck [k] A duck in a black jacket and a chicken in black socks.

7. Workbook activities

Ex. 3

Ex. 4



Listening, ex. 5

T: *Look at the pictures. Where did the boy go last summer? Who did he go to the mountains with?*
Pupils listen and number the pictures. Then check together.

Tapescript

1. Last summer we went to the mountains. It was sunny.
2. I went skiing every day.
3. Mum went skiing too. It was fun.
4. We played snowballs.
5. One day we made a snowman.
6. We usually had dinner in the café.
7. In the evening we danced at the disco.
8. We went to bed late.

8. Round-up

T: *What do you do in summer?*

Homework

PB, ex. 4, 5; WB, ex. 6.

LESSON 3

Aim To present and practise vocabulary	Vocabulary Sun, moon, cloud, star, sky, night, bird, fire	Grammar
Pronunciation and phonics Sound [ɜ:] Letter secrets: y = [aɪ]	Recycling The Present Continuous, <i>there's / there are</i>	You will need Flashcards of funny phrases, flashcards of the new vocabulary, slips of paper with the new vocabulary

1. Warm-up

- Chant “Summer”.
- Sight reading of the vocabulary.

2. Checking homework

3. Vocabulary presentation and practice

Presentation

T: *It's morning. Let's go to the wood. It's warm in the wood. You can see **the sun** (draw simple pictures on the board), **a cloud** and **a bird** in the sky. At **night** we can't see the sun. We can see **the moon** and **the stars** in the sky. It's cold at night. Let's make **a fire**.*

Pronunciation

[ɜ:] – *bird, girl, shirt, skirt.*

Practice

T: *Look through the window. Are there any clouds in the sky? Are there any birds in the sky? Can you see the sun? Are there any stars in the sky?*

Sight reading of the vocabulary.

PB, ex. 6

Pupils read the picture dictionary in pairs and individually.

Game “What's missing?”

Use simple pictures of the new vocabulary on the board. Ask pupils to close their eyes. Rub out any picture on the board. When pupils open their eyes they try to guess which picture is missing.

PB, ex. 7

Pupils do the exercise in pairs, then check their answers together.

4. Poem “The little birds” (PB, ex. 8)

T: *What can you see in the pictures? Now listen to the cassette and point to the pictures.*

Tapescript (in PB)

Shared reading

Three groups – three verses.

Disappearing poem

Write the first verse of the rhyme on the board. Ask pupils to read the rhyme each time rubbing out some words.

5. Letter secrets

y = [aɪ] I fly high in the sky in July.

6. Moving activity

The teacher writes the things to mime on slips of paper and then asks one pupil to read the words, mime the activity, e. g. *picking flowers* and ask: *What am I doing?* The rest of the pupils have to guess: *You're picking flowers.* Etc.

7. Workbook activities



Ex. 7

Tapescript (in WB)

Ex. 8

Ex. 9

8. Round-up

T: *What's your favourite word in this lesson?*

Homework

PB, ex. 6, 8 (learn by heart); WB, ex. 10, 11.

LESSON 4

Aim To practise vocabulary and grammar; to develop reading skills (reading for details), and writing skills (spelling)	Vocabulary	Grammar
Pronunciation and phonics	Recycling The Past Simple	You will need Flashcards of the vocabulary, an envelope with vocabulary words, music

1. Warm-up

- “Read my lips” game. Articulate a word from the picture dictionary silently. Pupils guess the word.
- Sight reading of the vocabulary.

2. Checking homework

- Poem “The little birds”.

3. Cartoon (PB, ex. 9A)

T: *Who can you see?* Ps: *Steve, Maggie, Whoozy, Lumpy.* T: *Where are they?* Ps: *In the country.*

T: *Listen and say where Maggie and Steve went last summer.*

Tapescript (in PB)

Shared reading

4 roles: the author, Steve, Maggie, Whoozy.

PB, ex. 9B

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

PB, ex. 10

PB, ex. 11

4. Moving activity

Ask pupils to make a circle. Give one pupil the envelope with the vocabulary of the unit. Play the music. While the music is playing, pupils are passing the envelope. When the music stops, the pupil who has the envelope takes out a word and makes up a sentence with it, e. g. *the moon* – *We can see the moon at night.*

5. Workbook activities

Writing a dictation, ex. 12

Tapescript

Last summer Steve went to the river. It was June. He went fishing. Steve saw a fish. It was very big.

6. Round-up

T: *What can we see in the woods?*

Pupils say as many words as they can. The pupil who says the last word is the winner.

Homework

PB, ex. 9A; WB, ex. 13–15.

LESSONS 5–8. WHAT ARE YOU GOING TO DO?

LESSON 5

Aim To present and practise grammar, to develop listening skills (listening for gist)	Vocabulary Tomorrow, next ..., this summer	Grammar Structure <i>be going to</i> (positive)
Pronunciation and phonics Sound [ŋ]	Recycling The Past Simple	You will need A book, an apple

1. Warm-up

- Chant “What do you do in summer?”
- Poem “The little birds”.

2. Checking homework

3. Grammar presentation and practice

Presentation

Take a book: *Look! I'm going to read a book.*
Write this sentence on the board. Start reading the book. Go to the door: *Now I'm going to open the door.* Write the sentence on the board. Open the door. Take an apple: *Now I'm going to eat an apple.* Write the sentence on the board. Bite the apple.

Encourage pupils to guess the meaning of the phrase *I'm going to*. It expresses intention.

Write on the board:

I'm going to read a book.

He's... going to read a book.

She's... going to read a book.

We're... going to read a book.

You're... going to read a book.

They're... going to read a book.

Encourage pupils to complete the sentences.

Write on the board:

I'm = ... We're = ...

He's = ... You're = ...

She's = ... They're = ...

Pupils help you to write full forms.

Pronunciation

[ŋ] – *going, I'm going to read a book.* Etc.

Practice

T: *I'm going to swim in the river this summer. What are you going to do this summer?*

Pupils tell each other in pairs then report to the class: *Katya is going to watch TV this summer. Dima is going to pick mushrooms this summer.* Etc.



4. Cartoon (PB, ex. 1A)

T: *Who can you see in the picture? Where are they? What are they doing? What are they talking about?*

Pupils listen to the cassette and match the pictures to the characters.

Tapescript

This is the last day at school. The children and Mrs Bell are going home. They're talking about their summer holidays.

Mrs Bell: So, Steve, where are you going this summer?

Steve: I'm going to summer camp. I'm going to play football there. Mrs Bell, where are you going this summer?

Mrs Bell: I like mountains, so I'm going to the mountains this year. I'm going to ski there.

Whoozy: Where are you going, Maggie?

Maggie: I'm going to the seaside. I'm going to swim and sunbathe there. And you, Whoozy?

Whoozy: I'm going to Whoozieland. I'm going to see my parents and my friends.

Pupils read the texts and match them to the pictures.

Shared reading

4 groups: Mrs Bell, Steve, Maggie, Whoozy.

PB, ex. 1B

Pupils complete the sentences. *Maggie's going to the seaside. She's going to swim.* Etc.

PB, ex. 2

Pupils read the grammar secret. Draw their attention to the fact that when we say where we are going, we don't say "We're going to go to the seaside." We just say "We're going to the seaside." Introduce the words **tomorrow, next week, this summer.**

5. Survey "The most popular place this summer"

T: *Where are you going this summer?* P1: *I'm going to the country.* P2: *I'm going to the seaside.* Etc. Sum up and find out what will be the most popular place for pupils this summer.

6. Moving activity (Guessing game)

Mime preparations for an activity, e. g. open the book and ask: *What am I going to do?* Pupils have to guess: *You're going to read a book.* Etc.

7. Workbook activities



Listening, ex. 1

Tapescript

Lucy: My name's Lucy. In June I'm going to the seaside. I'm going to play volleyball there. It's cool!

Jack: Hi, I'm Jack! In July I'm going to summer camp. I'm going to swim there. It's fantastic!

Caroline: My name's Caroline. In August I'm going to the amusement park. I'm going to play on the slides. It's great fun!

Anton: My name's Anton. In August I'm going to the country. I'm going to pick mushrooms there. It's great!

8. Round-up

T: *What are you going to do after school?*

Homework

PB, ex. 1, 2; WB, ex. 2, 4.

LESSON 6

Aim To present and practise grammar	Vocabulary	Grammar Structure <i>be going to</i> (questions)
Pronunciation and phonics Intonation of <i>yes / no</i> questions	Recycling	You will need Flashcards of the vocabulary, flashcards of activities (play football, read a book, etc.), a paper ball

1. Warm-up

- Chain game "I'm going on holiday".

T: *You're going on holiday. What are you going to take?* P1: *I'm going to take a book.* P2: *Denis is going to take a book, and I'm going to take my shorts.* Etc.

2. Checking homework

3. Grammar practice (PB, ex. 3)

T: *Where are the children and Mrs Bell going this summer? What are they going to take?*
Pupils do the exercise in pairs then check their answers together.

4. Grammar presentation

Write on the board: *Steve is going to summer camp.*
T: *Ask a question.* P: *Is Steve going to summer camp?*
Write on the board: *The children are going to swim.*
T: *Ask a question.* P: *Are the children going to swim?*
Write on the board: *I'm going to read a book.* T: *Ask a question.* P: *Are you going to read a book?* Each time replace the verb "to be" to the first position in a sentence on the board.

Practice

T: *Guess. What am I going to do?*
Ps: *Are you going to swim?* Etc.

5. Cartoon (PB, ex. 4)

T: *Where are Whoozy and Lumpy going?* Ps: *They're going to Whooziland.*

Tapescript (in PB)

Pupils listen to the cartoon and answer the question: *What is Whoozy going to do in Whooziland? Is he going to swim? Is he going to play on the swings?* Ps: *No, he isn't.*

Shared reading

3 roles: Whoozy, Steve, Maggie.

PB, ex. 5

Pupils read the grammar secret together.

6. Grammar practice (PB, ex. 6)

Take a set of flashcards of different activities and show them to the class. Pupils name the activities: *read a book, play computer games, pick flowers*, etc. Ask one pupil to come to the board and to take any flashcard. The class tries to guess what the pupil is going to do this summer. Draw pupils' attention to the rising intonation in the questions. Ps: *Are you going to swim?* ↗ *Are you going to play football?* ↗ Etc. P1: *Yes, I am. / No, I'm not.* Then pupils play this game in pairs using the pictures in their books.

7. Moving activity (A paper ball game)

T: *Are you going to play football this summer? Is your mum going to pick berries tomorrow? Are your parents going to the theatre next week?* Ps: *Yes, I am. / No, I'm not. Yes, she is. / No, she isn't. Yes, they are. / No, they aren't.*

8. Workbook activities

Ex. 5

Ex. 6

Ex. 7

9. Round-up

Ask pupils to guess what you are going to do after school. Ps: *Are you going to have lunch? Are you going to read a book?* Etc.

Homework

PB, ex. 4, 5; WB, ex. 3, 8, 9.

Ask pupils to bring coloured pencils.

LESSON 7

Aim To practise vocabulary and grammar; to develop speaking skills (advertising)	Vocabulary	Grammar
Pronunciation and phonics	Recycling Months	You will need Sheets of paper, coloured pencils

1. Warm-up

Say different sentences. Ask pupils to express surprise and ask you if what you are saying is true.
T: *I'm going to America next week.* P1: *Are you really going to America next week?* T: *My mother is going to play football tomorrow.* P2: *Is your mother really going to play football tomorrow?* T: *Tanya and Andrey are going to dance after school.* P3: *Are Tanya and Andrey really going to dance after school?* Etc.

2. Checking homework

3. Grammar and vocabulary practice (PB, ex. 7)

Play with the class, then pupils play the game in pairs.

4. Writing

Hand out sheets of paper and coloured pencils and ask pupils to make up their advertisement for a summer camp in pairs. Put all the advertisements

on the board and ask pupils to think which summer camp they would like to go to in summer and why.
P: *I'd like to go to Sun Camp. I'd like to ride a pony there.*

5. Moving activity (Listen and do)

Ask pupils to stand up and obey the commands.
T: *You are at summer camp. Ride a pony! Play badminton! Run! Have lunch! Sleep! Dance! Pick flowers!* Etc.

6. Workbook activities

Ex. 10

Ex. 11

7. Round-up

T: *Who was at summer camp last year? What did you like there?*

Homework

WB, ex. 12. Ask pupils to bring coloured pencils.

LESSON 8

Aim To develop reading skills (reading for gist and for details) and writing skills (creative writing)	Vocabulary	Grammar
Pronunciation and phonics	Recycling The Past Simple	You will need Postcards, sheets of paper, coloured pencils

1. Warm-up

Take 2 or 3 postcards. Say that you received some postcards from your friend who was on holiday last

year. Ask pupils to guess where your friend was.
Ps: *Was your friend in the mountains? Was your friend at the seaside?* Etc.

2. Checking homework

their pictures on the postcards in class or at home. Ask pupils to read out their postcards.

3. Reading (PB, ex. 8A)

T: *Look at the postcards. Who are they from? Who are they written to?* Pupils read the texts in the postcards and match them with the pictures. Say that there is one extra picture.

➔ **Key:** 1B, 2A.

Shared reading

2 roles: Maggie, Steve.

PB, ex. 8B

Pupils read the texts again and then choose the correct answers in pairs. Then check together.

➔ **Key:** 1b, 2c, 3b, 4b, 5a.

4. Writing (PB, ex. 9)

Hand out sheets of paper and coloured pencils. Ask pupils to make a postcard for Whoozy. They can draw

5. Moving activity

Say true and false sentences about Steve, Maggie and Whoozy. If the sentence is true, pupils clap their hands. If the sentence is false, pupils jump. T: *Whoozy is going to the seaside this summer. Steve has got a cat. There's a big garden near Whoozy's house. Steve and Maggie were in Belarus last winter. Steve is eleven years old.* Etc.

6. Round-up

Pupils say goodbye to Steve, Maggie, Whoozy and Lumpy.

Homework

WB, ex. 13.

LESSON 9

Aim To test vocabulary and grammar / speaking / reading / listening	Vocabulary	Grammar
Pronunciation and phonics	Recycling	You will need The Tests

Choose one of the tests: Vocabulary and grammar test 9, Speaking test 9, Reading test 4 or Listening test 4.

LESSON 10 (READER: LITTLE RED RIDING HOOD)

Aim To develop reading skills (enjoying reading in English)	Vocabulary	Grammar
Pronunciation and phonics	Recycling	You will need

1. Warm-up

Speak about the fairy-tale. Ask the children if they remember it.

2. Wordbank (Reader, ex. 1, 2)

Ask concept questions: *Do you wear a nightdress to school? Is there a hood in your coat? Does your granny live in a village? Can children play with a knife? Can you cut bread with a knife? What can you cut?* Etc.

➔ **Key:** 1 – nightdress, 2 – knock, 3 – knife, 4 – hood, 5 – village.

3. Listening (Reader, ex. 3)

➔ **Key:** 1F, 2F, 3T, 4F, 5T.

4. Reading (Reader ex. 4, 5)

➔ **Key:**

Ex. 4

Grandma, the wolf, Little Red Riding Hood; the hunter.

Ex. 5

1c, 2a, 3c, 4b, 5c, 6b.

5. Acting out the story (Reader, ex. 6)

6. Round-up

T: *Who's your favourite character in the fairy-tale?*

OPTIONAL LESSON

Reader: The Seaside.

KEYS

VOCABULARY AND GRAMMAR TESTS

UNIT 1. ABOUT ME

Version A	Version B
1. 1E, 2A, 3C, 4B, 5D	1. 1E, 2C, 3B, 4A, 5D
2. 1. nice, 2. dark, 3. pet, 4. bike, 5. Carol's	2. 1. nice, 2. fair, 3. pet, 4. football, 5. Sam's
3. 1a, 2b, 3a, 4b, 5a	3. 1a, 2b, 3b, 4a, 5b
4. 1. Are you tired? 2. They aren't sad. 3. Is your mum happy? 4. My sister can't sing. 5. This is Tim's cat.	4. 1. Are you tired? 2. My sister can't sing. 3. Is your mum happy? 4. This is Tim's cat. 5. They aren't sad.
5. free writing	5. free writing

UNIT 2. DAILY LIFE

Version A	Version B
1. 1D, 2A, 3C, 4E, 5B	1. 1B, 2A, 3E, 4C, 5D
2. 1. help, 2. lay, 3. washes, 4. tidy, 5. feed	2. 1. help, 2. lays, 3. wash, 4. feed, 5. tidy
3. 1b, 2b, 3a, 4b, 5a	3. 1b, 2a, 3b, 4a, 5b
4. 1. I brush my teeth every day. 2. Do you have lunch at school? 3. Tom doesn't watch TV in the afternoon. 4. Does your brother read books in the evening? 5. What do you have for dinner?	4. 1. I brush my teeth every day. 2. What do you have for dinner? 3. Does your brother read books in the evening? 4. Tom doesn't watch TV in the afternoon. 5. Do you have lunch at school?
5. free writing	5. free writing

UNIT 3. PETS

Version A	Version B
1. 1D, 2E, 3B, 4C, 5A	1. 1B, 2A, 3C, 4D, 5E
2. 1. grey, 2. nose, 3. eyes, 4. fish, 5. play	2. 1. big, 2. eyes, 3. nose, 4. meat, 5. walk
3. 1b, 2a, 3b, 4b, 5a	3. 1b, 2b, 3a, 4b, 5b
4. 1. My dog is my best friend. 2. Does your rat eat seeds? 3. His mum is younger than his dad. 4. My hamster doesn't drink milk. 5. When do you feed your pet?	4. 1. My dog is my best friend. 2. When do you feed your pet? 3. His mum is younger than his dad. 4. Does your rat eat seeds? 5. My hamster doesn't drink milk.
5. free writing	5. free writing

UNIT 4. MY HOUSE

Version A <ol style="list-style-type: none">1C, 2D, 3B, 4E, 5A1. kitchen, 2. big, 3. chairs, 4. cooker, 5. There's1a, 2b, 3a, 4a, 5b1. There isn't a mirror in the hall. 2. Is there a wardrobe in the room? 3. There aren't any carpets in the flat. 4. There's a bookcase in my room. 5. Are there any chairs in the bedroom?free writing	Version B <ol style="list-style-type: none">1D, 2B, 3C, 4E, 5A1. kitchen, 2. small, 3. There are, 4. cupboard, 5. TV1a, 2a, 3a, 4b, 5b1. There isn't a mirror in the hall. 2. There's a bookcase in my room. 3. There aren't any carpets in the flat. 4. Are there any chairs in the bedroom? 5. Is there a wardrobe in the room?free writing
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UNIT 5. CLOTHES

Version A <ol style="list-style-type: none">1C, 2E, 3B, 4A, 5D1. short, 2. white, 3. trainers, 4. It's, 5. school1b, 2b, 3a, 4a, 5b1. How much is a pair of gloves? 2. She's wearing a black skirt. 3. How much is this coat? 4. These trainers are cheap. 5. Is he wearing a hat?free writing	Version B <ol style="list-style-type: none">1E, 2A, 3D, 4B, 5C1. long, 2. grey, 3. shoes, 4. They're, 5. school1b, 2b, 3b, 4a, 5a1. How much is a pair of gloves? 2. Is he wearing a hat? 3. How much is this coat? 4. She's wearing a black skirt. 5. These trainers are cheap.free writing
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UNIT 6. SCHOOL

Version A <ol style="list-style-type: none">1D, 2C, 3E, 4B, 5A1. English, 2. every, 3. play, 4. sing, 5. speaking1b, 2a, 3b, 4b, 5a1. The children are doing sums now. 2. Is he feeding his pet now? 3. We aren't playing computer games now. 4. Are your parents watching TV now? 5. My friends are reading a book now.free writing	Version B <ol style="list-style-type: none">1D, 2E, 3B, 4A, 5C1. English, 2. Friday, 3. sing, 4. play, 5. speaking1b, 2b, 3b, 4a, 5b1. The children are doing sums now. 2. We aren't playing computer games now. 3. My friends are reading a book now. 4. Is he feeding his pet now? 5. Are your parents watching TV now?free writing
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UNIT 7. PARTY

Version A <ol style="list-style-type: none">1B, 2A, 3C, 4D, 5E1. name, 2. birthday, 3. cake, 4. party, 5. presents1b, 2a, 3a, 4a, 5b1. How old are you? 2. I'm nine years old. 3. When is your granny's birthday? 4. My brother was born in winter. 5. We weren't at school yesterday.free writing	Version B <ol style="list-style-type: none">1C, 2B, 3A, 4E, 5D1. name, 2. birthday, 3. friends, 4. presents, 5. cake1b, 2a, 3a, 4b, 5a1. How old are you? 2. My brother was born in winter. 3. I'm nine years old. 4. When is your granny's birthday? 5. We weren't at school yesterday.free writing
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UNIT 8. DAY OUT

Version A <ol style="list-style-type: none">1E, 2D, 3A, 4B, 5C1. went, 2. was, 3. swings, 4. bought, 5. ate1a, 2a, 3b, 4a, 5b1. Cave people ate meat. 2. Were you at the disco yesterday? 3. Dinosaurs lived 150 million years ago. 4. Did you go to the museum last month? 5. I didn't watch a film yesterday.free writing	Version B <ol style="list-style-type: none">1B, 2E, 3C, 4A, 5D1. went, 2. swings, 3. rode, 4. was, 5. drank1a, 2b, 3a, 4b, 5a1. Cave people ate meat. 2. I didn't watch a film yesterday. 3. Were you at the disco yesterday? 4. Did you go to the museum last month? 5. Dinosaurs lived 150 million years ago.free writing
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UNIT 9. HOLIDAYS

Version A <ol style="list-style-type: none">1B, 2E, 3D, 4C, 5A1. summer, 2. seaside, 3. sunny, 4. went, 5. fishing1b, 2b, 3b, 4a, 5a1. Last summer we went to the seaside. 2. Last summer my friend went to the country. 3. He usually goes to summer camp. 4. We are going to the mountains. 5. Is your brother going to play football tomorrow?free writing	Version B <ol style="list-style-type: none">1C, 2E, 3D, 4A, 5B1. July, 2. camp, 3. went, 4. lake, 5. fishing1b, 2a, 3a, 4b, 5a1. Last summer we went to the seaside. 2. Is your brother going to play football tomorrow? 3. He usually goes to summer camp. 4. We are going to the mountains. 5. Last summer my friend went to the country.free writing
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LISTENING TESTS

TEST 1 (TERM I)

Version A 1. 1B, 2C, 3A, 4E, 5D 2. 1V, 2X, 3X, 4V, 5V 3. Helen, Patricia 4. 1T, 2F, 3T, 4F, 5T 5. 1. 6, 2. 7, 3. 1, 4. 5, 5. 8	Version B 1. 1B, 2E, 3D, 4C, 5A 2. 1V, 2X, 3X, 4V, 5V 3. Helen, Patricia 4. 1T, 2F, 3T, 4T, 5F 5. 1. 6, 2. 7, 3. 1, 4. 5, 5. 8
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TEST 2 (TERM II)

Version A 1. 1C, 2A, 3D, 4E, 5B 2. 1X, 2X, 3X, 4V, 5V 3. Kay, Tortilla 4. 1F, 2T, 3F, 4T, 5T 5. 1. seeds, 2. apples, 3. water, 4. grass, 5. leaves	Version B 1. 1C, 2D, 3A, 4B, 5E 2. 1X, 2X, 3X, 4V, 5V 3. Kay, Tortilla 4. 1F, 2F, 3T, 4F, 5T 5. 1. seeds, 2. apples, 3. water, 4. grass, 5. leaves
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TEST 3 (TERM III)

Version A 1. 1D, 2B, 3A, 4C, 5E 2. 1X, 2V, 3V, 4X, 5V 3. Caroline 4. 1F, 2F, 3F, 4F, 5T 5. 1. balloons, 2. candles, 3. hats, 4. apples, 5. bananas	Version B 1. 1D, 2E, 3C, 4A, 5B 2. 1X, 2V, 3V, 4X, 5V 3. Caroline 4. 1F, 2T, 3F, 4T, 5T 5. 1. balloons, 2. candles, 3. hats, 4. apples, 5. bananas
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TEST 4 (TERM IV)

Version A 1. 1C, 2A, 3E, 4B, 5D 2. 1V, 2V, 3V, 4X, 5X 3. Gallimimus 4. 1T, 2F, 3T, 4F, 5F 5. 1. horses, 2. lunch, 3. swimming, 4. trainers, 5. a hat	Version B 1. 1C, 2D, 3B, 4E, 5A 2. 1V, 2V, 3V, 4X, 5X 3. Gallimimus 4. 1T, 2F, 3F, 4F, 5T 5. 1. horses, 2. lunch, 3. swimming, 4. trainers, 5. a hat
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Listening test 1

Task 1. Listen and match the texts to the pictures.

1

Helen: Mr White, look at my photos!

Teacher: Who's this?

Helen: My granny. She's kind.

2

Teacher: Is this your dad?

Helen: No, it's my grandad!

Teacher: Well, your grandad can ride a bike!

Helen: Yes, he can. He's cool!

3

Teacher: Is this your little sister?

Helen: No, it's me as a baby!

Teacher: Oh, you're so funny!

4

Helen: These are my uncle and auntie. They're near their house.

Teacher: Oh, they've got a nice house.

5

Teacher: Is this your dog?

Helen: Yes, it's Risha. She likes swimming.

Task 2. Listen and tick or cross.

Teacher: We've got a lot of clubs at our school. What can you do, Helen? Can you sing?

Helen: I can sing very well.

Teacher: Can you play tennis?

Helen: No, I can't.

Teacher: OK, and can you swim?

Helen: No, I can't. But I can ride a bike and I can roller-skate.

Teacher: You can roller-skate!

Helen: Yes, I can!

Teacher: I see.

Task 3. Listen and spell the names.

Teacher: Helen, can you spell your name?

Helen: Of course I can. H-e-l-e-n.

Teacher: And what's your mum's name?

Helen: Patricia.

Teacher: How do you spell it?

Helen: P-a-t-r-i-c-i-a.

Task 4. Are these sentences true or false?

Teacher: Now tell me about your dog, please.

Helen: My dog's name is Risha. She's big. She's friendly. She's got five puppies. They're funny. Every morning Risha gets up at six o'clock and feeds her puppies. Then I feed Risha. She likes meat very much. After that I walk my dog in the park. I don't walk the puppies. They're too little. When we get home, I wash and brush Risha. Then I tidy the room.

Task 5. Listen and fill in the gaps.

Mr White gets up at six o'clock. He does his exercises and takes a shower. He has breakfast at 7 o'clock. He usually has a cup of tea for breakfast. At 8 o'clock he goes to work. He works at school and he likes his work. He has lunch at school at 1 o'clock. After lunch he teaches two lessons and at 5 o'clock he gets home. He has dinner at home at 6 o'clock and then reads a book or watches TV. His favourite programme is at 8 o'clock. On Fridays he plays football with his friends. He usually goes to bed at 10 p.m.

Listening test 2

Task 1. Listen and match the texts to the pictures.

1

Betty: Hello Dad! Where's Mum?

Dad: She's in the bathroom. She's taking a shower.

2

Betty: And where's Granny?

Dad: Sh-sh! She's in the bedroom. She's very tired.

Betty: OK, Dad.

3

Betty: Is Peter at home?

Dad: I think he's in the living-room. His favourite film is on TV.

Betty: Oh, I see.

4

Betty: Where's Grandad?

Dad: He's in the garden.

Betty: In the garden?

Dad: Yes, it's warm and sunny today.

5

Dad: OK. Where would you like to have lunch: in the living-room or in the kitchen?

Betty: In the kitchen, please.

Dad: OK. Let's lay the table.

Task 2. Listen and tick.

Shop-assistant: Hello!

Betty: Good morning!

Shop-assistant: Can I help you?

Betty: Yes, I'd like a pet.

Shop-assistant: OK, what about a mouse? It's very small.

Betty: Oh, no, my mum doesn't like mice.

Shop-assistant: Hm, no mice... Let me see... What about a dog?

Betty: I like dogs but this dog is very big.

Shop-assistant: Look at that hamster!

Betty: Oh, I like the budgie, it's better than the hamster.

Shop-assistant: Look at the tortoise! It's lovely, too.

Betty: It's very quiet...
Shop-assistant: The tortoise or the budgie?
Betty: I'll take the tortoise and the budgie.
Shop-assistant: Here you are.
Betty: Thank you.

Task 3. Listen and spell the name.

Betty: Dad, can you help me to spell my pets' names?
Dad: Well, I think so. What are their names?
Betty: My budgie's name is Kay.
Dad: Oh, that's K-a-y.
Betty: And my tortoise is called Tortilla.
Dad: I think that's T-o-r-t-i-l-l-a.
Betty: T-o-r-t-i-l-l-a. Thank you, Dad.

Task 4. Listen to Betty and her grandad. Are these sentences true or false?

Grandad: Hello Betty. Have you got any new pets?
Betty: Oh yes, Grandad! I've got a tortoise and a budgie.
Grandad: Can I have a look?
Betty: Sure. Look, my budgie is blue and yellow.
Grandad: Oh, he's nice. And the tortoise? What colour is the tortoise?
Betty: She's brown, yes, she's dark brown.
Grandad: And where do they sleep, Betty?
Betty: The tortoise sleeps in the box.
Grandad: Where?
Betty: Under the table.
Grandad: Oh, I see. And the budgie?
Betty: My budgie sleeps in the cage in the kitchen.
Grandad: Is he noisy?
Betty: Oh, yes, he is. He usually sings songs in the morning.
Grandad: Oh, I see.

Task 5. Listen to a radio programme about pets. Fill in the gaps in Betty's notes.

Budgies are good pets. They can be blue, green or yellow. They're noisy pets. It isn't good to put the cage in your bedroom. Budgies get up at 5 or 6 o'clock. And they sing songs in the morning. Now the food. Budgies eat seeds. You can get them in a pet shop. Budgies like apples, too. They need to drink water every day. Now tortoises. They're very slow animals, but they can be good pets. They don't need much food. They eat grass and leaves.

Listening test 3

Task 1. Listen and match the texts to the pictures.

1

Boy: I'd like a book for my friend.
Shop assistant: What books does he like?

Boy: He likes reading about animals.
Shop assistant: We've got a new book about tigers and lions.
Boy: How much is it?
Shop assistant: It's six pounds.
Boy: OK, I'll take it.
Shop assistant: Here you are.
Boy: Thank you.

2

Shop assistant: Can I help you?
Girl: Yes, my friend has a birthday and I don't know what to buy.
Shop assistant: Is it a girl or a boy?
Girl: It's a girl.
Shop assistant: Does she like toys?
Girl: Yes, she does.
Shop assistant: What about this teddy bear?
Girl: Oh, it's lovely. I'll take the teddy bear. How much is it?

3

Shop assistant: Can I help you?
Boy: I'd like a T-shirt. It's for my friend Carol. She has a birthday.
Shop assistant: I see. Look at this pink T-shirt.
Boy: Oh, it's nice. I'll take it.

4

Shop assistant: Can I help you?
Girl: Yes, please. My friend has a birthday.
Shop assistant: I see, a scarf is a good present. What colour would you like?
Girl: Blue. She's got blue eyes.
Shop assistant: Here you are.
Girl: Thank you.

5

Boy: Mum, what can I buy for Carol?
Mum: What does she like?
Boy: She likes ... Oh, I don't know.
Mum: You can buy that candle. It's beautiful!
Boy: That's a good idea. Thank you, Mum.

Task 2. Listen and tick or cross.

Dad: So, Carol, what would you like to wear?
Carol: Mmm, I don't know. I want something special.
Dad: Would you like to wear a skirt?
Carol: A skirt? No, Dad, I don't like skirts. I'd like to wear trousers to my party.
Dad: OK, so trousers and ...?
Carol: My blue sweatshirt. Do you think I'll look beautiful?
Dad: Yes, I'm sure. Would you like to wear trainers or shoes?
Carol: I think my blue shoes will be all right.
Dad: Yes, my dear. You look great. Have a nice evening!
Carol: Thank you, Dad!

Task 3. Listen and spell the names.

David: Mum!

Mum: Yes, David.

David: I'm writing a birthday card for Carol.

Mum: Yes?

David: I don't know how to spell Caroline. Can you help me?

Mum: Sure. It's ..., oh no, it's C-a-r-o-l-i-n-e.

David: C-a-r-o-l-i-n-e. Thank you, Mum.

Task 4. Listen to the text. Are these sentences true or false?

It's Saturday. Carol's dad is tidying the house. He's upstairs. Carol's mum is in the kitchen. She's making a birthday cake. It's big and beautiful. There are 10 candles on it. Their dog Charlie is running around. Carol's brother is laying the table. Carol and her granny need to do some shopping.

Task 5. Listen to Carol and her dad and fill in the gaps.

Dad: So, what do we need to buy?

Carol: Lots of balloons!

Dad: How many balloons do we need? Ten?

Carol: Oh no, twenty balloons. Dad, look at these beautiful candles!

Dad: How many do we need?

Carol: Ten candles.

Dad: Now party hats. How many children are coming?

Carol: Four hats for my friends and one hat for me.

Dad: So five party hats?

Carol: Yes.

Dad: And the last thing – some apples.

Carol: And bananas.

Dad: Yes, some apples and bananas.

Listening test 4**Task 1. Listen and match the texts to the pictures.**

1

Mr Jackson: Did you like your weekend, Chris?

Chris: Oh yes, I went to the museum.

Mr Jackson: What did you see?

Chris: Lots of dinosaurs, Mr Jackson.

2

Mr Jackson: What did you do on Sunday, Liz?

Liz: I went to the theatre.

Mr Jackson: Who did you go with?

Liz: With my parents.

3

Mr Jackson: What about you, Sally? Did you have a good time last weekend?

Sally: Yes, I did. We went to the park.

Mr Jackson: What did you do there?

Sally: We fed ducks.

4

Mr Jackson: And you, Janet? What did you do?

Janet: I saw lots of animals at the zoo. I like hippos and giraffes.

5

Mr Jackson: Where did you go, Mark?

Mark: I went to the amusement park. It was fantastic!

Mr Jackson: Oh, really?

Task 2. Listen and tick or cross.

Mr Jackson: What did you do in the amusement park, Mark?

Mark: I rode a pony and went on the big wheel.

Mr Jackson: Did you go on the merry-go-round?

Mark: Yes, three times!

Mr Jackson: Oh, what about the slides and swings?

Mark: No, Miss Jackson. Slides and swings are for little children.

Mr Jackson: I see.

Task 3. Listen and spell the name of the dinosaur.

Mr Jackson: Chris, you went to the museum yesterday. Which dinosaur was the best?

Chris: Gallimimus. It ate eggs and it ran very fast.

Mr Jackson: Gallimimus? How do you spell it?

Chris: I don't know.

Mr Jackson: Let's look. It's G-a-l-l-i-m-i-m-u-s.

Task 4. Are these sentences true or false?

Jane's family went for a picnic to the woods. The weather was sunny and warm. Jane's dad went fishing. He likes fishing very much. Jane picked flowers and her mum made some sandwiches. Jane and her little brother sat on the grass and ate the sandwiches. Then they saw a little fox. It was so funny!

Task 5. Listen to a radio programme and fill in the gaps.

Welcome to our summer camp! I'd like to tell you about our programme. Children have breakfast at 9 o'clock. In the morning, at 10 o'clock, they ride horses. There are instructors who can help children. At 1 p.m. we have lunch and after lunch, at 3 o'clock, children play sports. They play volleyball and football, tennis and badminton. 5 p.m. is swimming time, so all the children go to the swimming-pool. They sometimes go to the woods, so don't forget to take your trainers, a jacket and a hat. Remember: trainers, a jacket and a hat. Come to the camp and have a good time.

READING TESTS

TEST 1 (TERM I)

Version A 1. 1B, 2A, 3D, 4E, 5C 2. 1T, 2F, 3F, 4T, 5T 3. 1b, 2c, 3a, 4c, 5b 4. 1. Monica. 2. Dad. 3. The elephant. 4. Mum. 5. The elephant. 5. 1. At 7 o'clock. 2. A cat. 3. After breakfast. 4. To school. 5. Pink.	Version B 1. 1C, 2E, 3A, 4B, 5D 2. 1T, 2T, 3F, 4F, 5T 3. 1b, 2b, 3c, 4c, 5a 4. 1. Monica. 2. Mum. 3. Dad. 4. The elephant. 5. The elephant. 5. 1. At 7 o'clock. 2. Tea. 3. A cat. 4. Pink. 5. To school.
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TEST 2 (TERM II)

Version A 1. 1E, 2B, 3A, 4D, 5C 2. 1F, 2F, 3F, 4T, 5T 3. 1b, 2b, 3a, 4a, 5c 4. 1. David's room, the living-room. 2. The hall, the bedroom. 3. David's room. 5. 1. The living-room. 2. In spring and summer. 3. In the living-room. 4. Black. 5. Two.	Version B 1. 1D, 2A, 3B, 4C, 5E 2. 1F, 2T, 3T, 4F, 5F 3. 1b, 2b, 3c, 4b, 5a 4. 1. The hall, the bedroom. 2. The hall, the living-room. 3. The living- room. 5. 1. David's room. 2. In the living-room. 3. In spring and summer. 4. Two. 5. Green.
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TEST 3 (TERM III)

Version A 1. 1B, 2C, 3E, 4A, 5D 2. 1F, 2T, 3T, 4F, 5F 3. 1b, 2c, 3c, 4b, 5a 4. 1. Sally, Robert. 2. Mike, Robert. 3. Rod. 5. 1. Last Sunday. 2. A pop star. 3. Science. 4. At the computer. 5. White.	Version B 1. 1C, 2E, 3D, 4B, 5A 2. 1F, 2T, 3F, 4T, 5T 3. 1b, 2a, 3b, 4c, 5b 4. 1. Mike, Robert. 2. Mike, Rod. 3. Mike. 5. 1. Last Sunday. 2. Science. 3. A pop star. 4. White. 5. At the computer.
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TEST 4 (TERM IV)

Version A 1. 1C, 2E, 3D, 4B, 5A 2. 1F, 2F, 3F, 4T, 5F 3. 1a, 2b, 3b, 4a, 5c 4. 1. Jenny's mother. 2. The teacher. 3. The boys. 4. Alan. 5. The dog. 5. 1. In June. 2. Miss Wilson. 3. In the evening. 4. At 11 o'clock. 5. In the classroom.	Version B 1. 1E, 2A, 3B, 4D, 5C 2. 1F, 2F, 3T, 4F, 5T 3. 1a, 2c, 3a, 4b, 5a 4. 1. Jenny's mother. 2. The boys. 3. Alan. 4. The dog. 5. The teacher. 5. 1. In June. 2. In the classroom. 3. In the evening. 4. At 11 o'clock. 5. Miss Wilson.
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'SIT ON YOUR DICTATION' TEXTS

P. 23

I like Maggie. She is nice. She is beautiful. She can swim and ride a bike. Maggie is a good friend.

P. 39

Alesya's day.

Alesya goes to school in the morning. She gets home at 2 o'clock and has lunch. Alesya washes the dishes. Then she feeds her kitten.

P. 61

I live in a flat. My flat isn't very big. Our kitchen is small. There are 2 bedrooms and a living-room in my flat.

P. 75

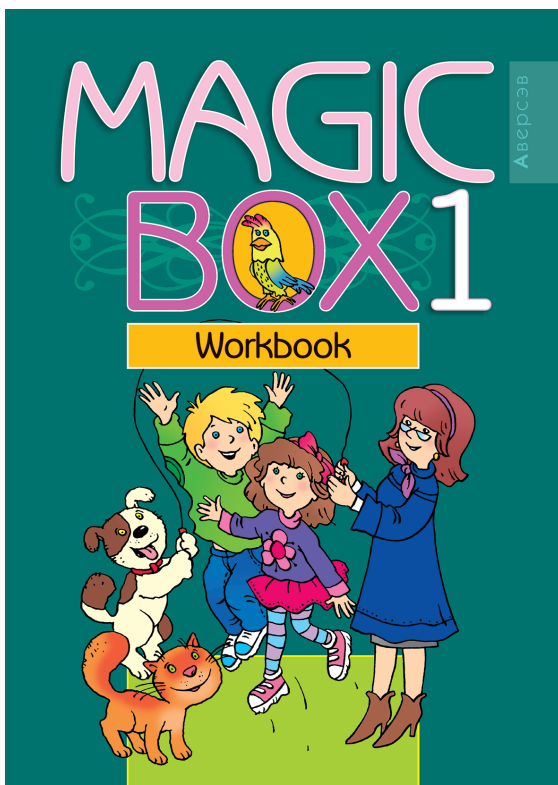
I'm at school. I'm wearing black trousers and a red sweater. It's my favourite sweater. I wear it in winter.

P. 98

Whoozy has a birthday party. There are lots of balloons. There is a birthday cake on the table. Whoozy is very happy.

P. 113

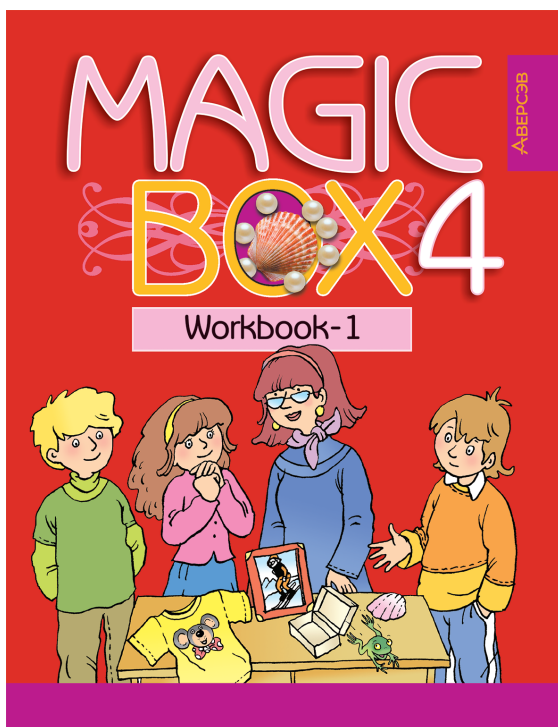
I'm Steve. Last Sunday we went to the amusement park. I went on the big wheel. We were hungry, so we went to the cafe. We had pizza. In the evening we were tired.



Magic Box 1. Workbook

*Н. М. Седунова, А. И. Калишевич,
А. Ф. Каркашин, Л. М. Лапицкая,
А. В. Манешина, Т. С. Новикова,
З. В. Полиенко, А. П. Пониматко,
Т. Ю. Севрюкова*

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

*Н. М. Седунова, А. И. Калишевич,
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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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Полный каталог учебной литературы, полезные материалы, а также акции и специальные предложения.