

# Contents

|   |     |   |     |
|---|-----|---|-----|
| <b>Abbreviations</b> .....                  | 4   | <b>UNIT 7 Toyland</b> .....                   | 117 |
| <b>Symbols and icons</b> .....              | 4   | Lesson 1 .....                                | 118 |
| <b>Introduction</b> .....                   | 5   | Lesson 2 .....                                | 120 |
| <b>Map of the book</b> .....                | 12  | Lesson 3 .....                                | 122 |
| <b>UNIT 1 Hello!</b> .....                  | 23  | Lesson 4 .....                                | 124 |
| Lesson 1 .....                              | 24  | Lesson 5 .....                                | 126 |
| Lesson 2 .....                              | 27  | Lesson 6 .....                                | 128 |
| Lesson 3 .....                              | 30  | <b>UNIT 8 Where's the mouse?</b> .....        | 131 |
| Lesson 4 .....                              | 32  | Lesson 1 .....                                | 132 |
| Lesson 5 .....                              | 34  | Lesson 2 .....                                | 134 |
| Lesson 6 .....                              | 36  | Lesson 3 .....                                | 136 |
| <b>UNIT 2 School bag</b> .....              | 39  | Lesson 4 .....                                | 138 |
| Lesson 1 .....                              | 40  | Lesson 5 .....                                | 140 |
| Lesson 2 .....                              | 42  | Lesson 6 .....                                | 142 |
| Lesson 3 .....                              | 44  | Progress page Units 7–8 .....                 | 144 |
| Lesson 4 .....                              | 46  | <b>UNIT 9 My lunchbox</b> .....               | 147 |
| Lesson 5 .....                              | 48  | Lesson 1 .....                                | 148 |
| Lesson 6 .....                              | 50  | Lesson 2 .....                                | 150 |
| Progress page Units 1–2 .....               | 52  | Lesson 3 .....                                | 152 |
| <b>UNIT 3 Do you like the circus?</b> ..... | 55  | Lesson 4 .....                                | 154 |
| Lesson 1 .....                              | 56  | Lesson 5 .....                                | 156 |
| Lesson 2 .....                              | 58  | Lesson 6 .....                                | 158 |
| Lesson 3 .....                              | 60  | <b>UNIT 10 Granny's farm</b> .....            | 161 |
| Lesson 4 .....                              | 62  | Lesson 1 .....                                | 162 |
| Lesson 5 .....                              | 64  | Lesson 2 .....                                | 164 |
| Lesson 6 .....                              | 66  | Lesson 3 .....                                | 166 |
| <b>UNIT 4 My pet</b> .....                  | 69  | Lesson 4 .....                                | 168 |
| Lesson 1 .....                              | 70  | Lesson 5 .....                                | 170 |
| Lesson 2 .....                              | 72  | Lesson 6 .....                                | 172 |
| Lesson 3 .....                              | 74  | Progress page Units 9–10 .....                | 174 |
| Lesson 4 .....                              | 76  | <b>Activity Book 2 "Tests"</b> .....          | 177 |
| Lesson 5 .....                              | 78  | <b>Tips on sounds in English</b> .....        | 190 |
| Lesson 6 .....                              | 80  | <b>Glossary of methodological terms</b> ..... | 191 |
| Progress page Units 3–4 .....               | 82  | <b>Photocopiable materials</b> .....          | 194 |
| <b>UNIT 5 Merry Christmas!</b> .....        | 85  | Unit 1 .....                                  | 194 |
| Lesson 1 .....                              | 86  | Unit 2 .....                                  | 196 |
| Lesson 2 .....                              | 88  | Unit 3 .....                                  | 198 |
| Lesson 3 .....                              | 90  | Unit 4 .....                                  | 199 |
| Lesson 4 .....                              | 93  | Unit 5 .....                                  | 206 |
| Lesson 5 .....                              | 96  | Unit 6 .....                                  | 213 |
| Lesson 6 .....                              | 98  | Unit 7 .....                                  | 218 |
| <b>UNIT 6 I love my family</b> .....        | 101 | Unit 8 .....                                  | 221 |
| Lesson 1 .....                              | 102 | Unit 9 .....                                  | 225 |
| Lesson 2 .....                              | 104 | Unit 10 .....                                 | 229 |
| Lesson 3 .....                              | 106 |   |     |
| Lesson 4 .....                              | 108 |   |     |
| Lesson 5 .....                              | 110 |   |     |
| Lesson 6 .....                              | 112 |   |     |
| Progress page Units 5–6 .....               | 114 |   |     |

# Map of the book

| Speaking: functions and activities  | Language   | Listening   | Reading and writing   | Phonology (pronunciation, phonics) | Information     | Learning to learn  |
|---|--|---|---|------------------------------------|-----------------|--|
| <b>Unit 1 Hello! Page 23</b>  |  |   |   |                                    |                 |  |
| <b>Lesson 1</b>   |  |   |   |                                    |                 |  |
| Introducing themselves (game)<br>Greeting people and saying goodbye (game)  | Hello, I'm <i>Masha</i> . Yes. No.<br>Goodbye. Steve. Wendy                          | Listening for specific information (cartoon story)<br>Listening for pleasure (song)                           | Reading whole words / phrases                               | [h], [l]                           |                 | Using book resources<br>Recognising cognates<br>Reflecting on the progress |
| <b>Lesson 2</b>   |  |   |   |                                    |                 |  |
| Asking for names (game)<br>Asking for and giving the letter names: Aa, Bb, Cc, Dd (game)  | What's your name?<br>Is it A?  | Listening for specific information (cartoon story, chant)   | Reading whole phrases<br>Tracing letters Aa, Bb, Cc, Dd     | [w], [m], [n]                      |                 | Self-correction<br>Recognising cognates                                    |
| <b>Lesson 3</b>   |  |   |   |                                    |                 |  |
| Giving certain instructions, using action verbs (action story)<br>Asking for and giving the letter names: Ee, Ff, Gg (game)                               | swim, look, run, go to the zoo, climb a tree, fall into the water                    | Listening as a model for speaking (action story)  | Reading whole words / phrases<br>Tracing letters Ee, Ff, Gg | [r], [g], [ð]                      |                 | Self-correction  |
| <b>Lesson 4</b>   |  |   |   |                                    |                 |  |
| Counting up to ten objects (game)<br>Asking for and giving information about age (pair work)<br>Asking for and giving the letter names: Hh, Ii, Jj (game) | How old are you? I'm <i>seven / eight / nine / ten</i> .<br>Numerals from one to ten | Listening as a model for speaking (rhyme)<br>Listening for specific information (song)                        | Reading whole words / phrases<br>Tracing letters Hh, Ii, Jj | [θ]                                |                 | Peer correction  |
| <b>Lesson 5</b>   |  |   |   |                                    |                 |  |
| Asking for and giving a phone number (game as a follow-up to crafts)  | What's your phone number?<br>It's 5710302.   | Listening for specific information (cartoon story)<br>Listening to and following oral instructions for crafts | Reading whole phrases                                       | [əʊ], [ə]                          |                 |  |
| <b>Lesson 6</b>   |  |   |   |                                    |                 |  |
| Introducing themselves to a stranger saying name, age and phone number (game)<br>Greeting a stranger and saying goodbye (short dialogue)                  |  | Listening for pleasure (Upside-down story)  | Reading the dialogue aloud                                  |                                    | Origin of names | Self-correction  |

### Unit objectives

By the end of the unit Pp should be able to

- introduce themselves to a stranger saying their name, age and phone number
- greet a stranger and say goodbye

### Teaching tips

Think of adapting suggested optional activities in the lesson and some extra ones from the resource bank for YOUR unique methods of teaching and for YOUR children and classroom situation.

### Resource bank



**Buzz** Pp sit in a circle and pass the ball around while counting (1, 2, 3 etc). When the number reaches 7 (or any other number you have chosen) the P must say buzz. Any number with a 7 in it must be buzz (7, 17, 27, 37 etc) and any multiple of 7 must be buzz (14, 21, 28, 35 etc). You can choose any other word to use instead of buzz.

**Game Number group** Play some music and have your Pp walk around the classroom. Stop the music suddenly and call out a number (up to the number of Pp in your class). The Pp must quickly get together into groups of that number. Any Pp left out of a group have to count from one to ten forwards and backwards. They can then rejoin the game. Repeat the procedure.

### Teaching tips

- Encourage your Pp to use classroom language by praising any effort they make.
- Stick posters, PCs / WCs, charts to the walls of the classroom to help Pp remember what you are doing in the lesson.
- Remind your Pp to bring scissors, glue and cardboard for crafts activity. Don't forget to bring some extras, as Pp may forget things. You can also ask the Pp' parents to bring all the things Pp will need for crafts (scissors, glue, paper, cardboard) at the beginning of the school year and keep them in class.

# Lesson 1

### Objectives

By the end of the lesson Pp should be able to

- introduce themselves
  - greet people and say goodbye
- Pp will practise
- listening for specific information
  - listening for pleasure
  - speaking (a short dialogue)
  - reading for recognition of new language

### New language

Steve, Wendy; Hello! I'm *Masha*. Yes. No. Goodbye.

### Materials

recording, WCs: Hello, Yes, No, Steve, Wendy

### Tune-in Song Learning English (2 min)

Play the recording, while Pp are coming into the classroom.

### Script

#### Song Learning English

Hello! Come in! It's nice to meet you!  
 Hello! Come in! It's nice to meet you!  
 Hello! Come in! It's nice to meet you!  
 Hello! Hello! Hello!  
 Hello! Let's start learning English!  
 Hello! Let's start learning English!  
 Hello! Let's start learning English!  
 Hello! Hello! Hello!  
 Hello! It's fun learning English!  
 Hello! It's fun learning English!  
 Hello! It's fun learning English!  
 Hello! Hello! Hello!

Point to the chairs and say *Sit down, please!*

### Teaching tips

Try to use as much English as possible from the very beginning. Using phrases like *Sit down, please, Thank you, Go to the board, Can I help you?* you'll create *Classroom language* (see page 10), which will grow from lesson to lesson. Pp will be able to understand you if you accompany your speech with gestures and miming.

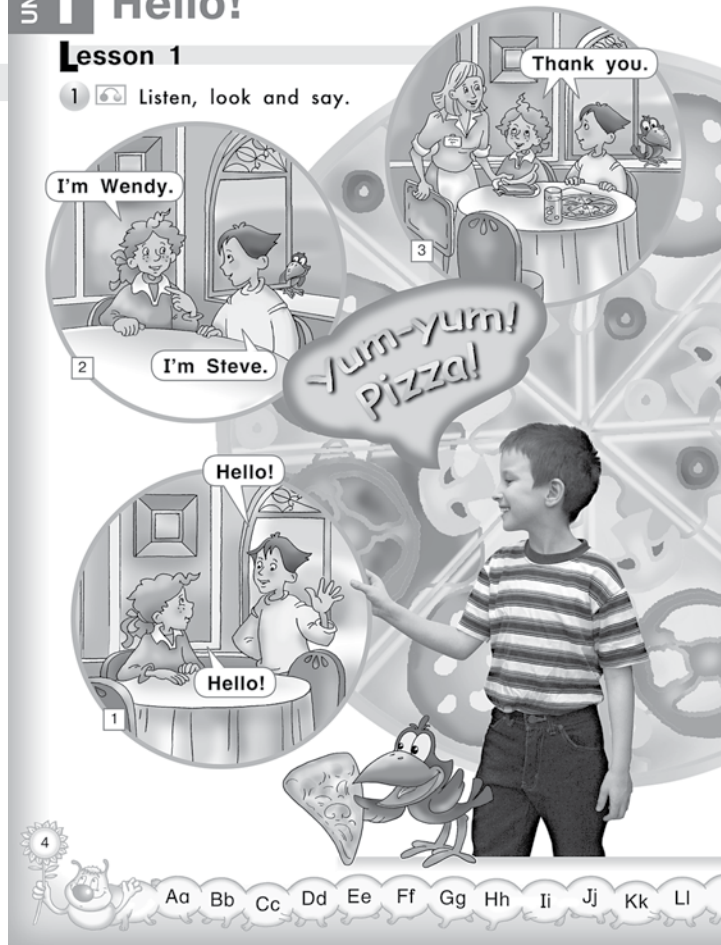
### New language (3 min)

- Say *hello* and introduce yourself to Pp, pointing to yourself.  
Sample language:  
*T: Hello! I'm (Anna Vladimirovna).*
- **Game Echo** Tell Pp they are in the mountains (L1). Ask them to repeat the word *hello* like an echo.

# UNIT 1 Hello!

## Lesson 1

1 Listen, look and say.



Do it together with the Pp several times, gradually reducing the volume.

### Pronunciation tips

Practise pronouncing the sounds [h] and [l] — *Hello*. If necessary see tips on other sounds on page 190.

- Invite Pp to introduce themselves.  
Sample language:  
*T: Hello! I'm (Anna Vladimirovna).*  
*P1: Hello! I'm (Vova).*  
*P2: Hello! I'm (Masha) etc.*

### Game Names (8–10 min)

- Ask Pp what English / French / German / etc names they know. Name some famous people, popular singers, cartoon characters etc (L1).
- Ask Pp to sit in a circle. Stand in the middle. Tell Pp to choose any name. Talk to P1:  
Sample language:  
*T: Hello! I'm (Barbara).*  
*P1: Hello! I'm (Michael).*  
 Invite P1 to stand up and talk to P2. Talk to P3 yourself. Ask P1, P2 and P3 to stand up and speak to three more Pp. Continue till all Pp are involved.
- Clap your hands, shout *Sit down, please!* and quickly sit on one of the chairs in the circle. The P who is left without a chair starts the game again.

2 Read and play.

4 Hello!

5 Goodbye!

Hello! I'm Millie.

Vova?

No.

Yes!

Dima?

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

**Teaching tips**

Encourage and praise Pp by saying: *That's right / Very good / Well done!*

**Introduction to the book (5 min)**

☀ Ask Pp to open their books. Explain to Pp the layout of the PB and AB, what symbols and icons mean.

**1 Listen, look and say Cartoon story Yum-yum! Pizza! Pizza! (5-7 min)**

**Teaching tips**

It is not important for Pp to understand each separate word in the whole text. Pp can easily grasp the meaning of the whole text and understand the situation thanks to the sounds, pictures etc. To help Pp understand specific information focus their attention on the task before listening.

🎧 Ask Pp to listen to the story and say (L1) where the children are (books closed).

**Script**

**Cartoon story Yum-yum! Pizza!**

Steve: Hello!  
 Wendy: Hello!  
 Steve: Can I sit here?  
 Wendy: Sure.  
 Steve: I'm Steve.  
 Wendy: I'm Wendy.  
 Waitress: A banana and some chocolate for you.  
 Pizza and lemonade for you.  
 Steve and Wendy: Thank you.  
 Raven: Yum-yum-yummy!  
 Steve: Oh! A raven!  
 Raven: Yum-yum! Pizza! Goodbye!  
 Steve: My pizza!  
 Wendy: Goodbye!

**Answer key:** in the café (L1).

☀ Let Pp look at the pictures and check their answers. Ask Pp what helped them to guess (L1).

**Key:** background noises, words that sounded like Russian (L1).

- Elicit from Pp the meaning of the words that sound like Russian by pointing to the corresponding pictures.

Sample language:

T: *Point to lemonade / pizza / a banana / a chocolate.*

🎧 Ask Pp to listen to the story and point to the corresponding pictures with you.

- Point to the pictures, asking *Is it Steve / Wendy?* Encourage Pp to answer *Yes. / No.*

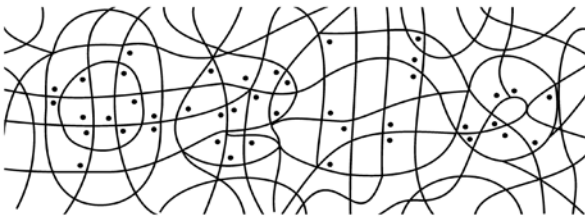
**Whole word recognition (5-7 min)**

- Flash WCs in quick succession. Read the words: *Hello, Yes, No, Steve, Wendy, Goodbye.*

**UNIT 1 Hello!**

**Lesson 1**

☑ 1 Закрась участки с точками и прочитай слово.

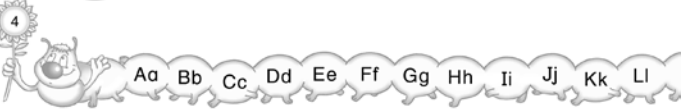


2 Найди и обведи слово Hello.



3 Найди остальные 5 слов и обведи их.

SteveWendyhelloyesnogoodbye





# Activity Book 2 “Tests”

Activity Book 2 предназначена для осуществления текущего контроля и позволяет отслеживать уровень обученности учеников после каждого раздела. Очень важно понимать разницу между *Progress page* после каждого второго раздела в учебнике и тестами, данными в Activity Book 2. *Progress page* объединяет материал двух разделов и носит диагностический характер. Отметки при этом не выставляются. Особо следует подчеркнуть тот факт, что *Progress page* является одним из важнейших способов формирования учебных навыков (учебная рефлексия: умение оценить свои результаты, проанализировать причины и сделать соответствующие выводы).

При текущем контроле работы учеников проверяются и оцениваются учителем, а отметки выставляются в журнал.

## Способ оценивания

В каждом тесте предлагается способ оценивания заданий, баллы всех заданий суммируются. Суммарный балл переводится в проценты. Отметка выставляется в соответствии с предложенной шкалой.

| Отметка | Процент правильно выполненных заданий |
|---------|---------------------------------------|
| 5       | 85 и больше                           |
| 4       | 70–84                                 |
| 3       | 51–69                                 |
| 2       | 50 и менее                            |

В зависимости от различных обстоятельств вы можете менять процентные показатели в сторону их повышения или понижения.

При желании можно разбить тест на отдельные задания и проверить степень сформированности отдельных видов речевой деятельности (аудирования, чтения, письма, говорения). При этом отметка выставляется по тому же принципу — баллы переводятся в проценты.

## Критерии оценивания заданий на говорение

| Диалогическая речь (всего 5 баллов) |  |       |   |
|-------------------------------------|--|-------|---|
| Баллы                               | Решение коммуникативной задачи   | Баллы | Лексико-грамматическое наполнение речи, произношение  |
| 3                                   | Цель общения достигнута самостоятельно, проявлены инициатива и желание общаться  | 2     | Учащийся не испытывает затруднений в выборе лексики и уверенно употребляет необходимые речевые структуры (чанки); в речи отсутствуют грубые фонетические ошибки |
| 2                                   | Коммуникативный акт состоялся, присутствует желание общаться, но во время общения потребовалась небольшая помощь учителя |       |   |
| 1                                   | Во время общения потребовалась значительная помощь учителя   | 1     | Учащийся испытывает затруднения в употреблении нужной лексики и необходимых речевых структур; в речи присутствуют значительные фонетические ошибки              |
| 0                                   | Ребенок не смог общаться, несмотря на оказанную ему помощь   | 0     | Учащийся не имеет активного лексического запаса по теме, не владеет нужными речевыми структурами; в речи присутствуют значительные фонетические ошибки          |