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# Map of the book

Speaking: functions and activities	Language	Listening	Reading and writing	Phonology (pronunciation, phonics)	Information	Learning to learn
<b>UNIT 1 Cool school Page 21</b>						
<b>Lesson 1</b>						
Asking and answering questions about where classroom objects / people in the classroom are (game)	board, desk, timetable, window, classroom, teacher, pupil, new	Listening for recognition of new language (cartoon story) Listening for specific information (song, dialogues)	Reading for recognition of new language Reading for details (short description) Copying words			Familiarising Ps with <i>Millie</i> Reflecting on knowledge / progress Training memory
<b>Lesson 2</b>						
Asking and answering questions about favourite school subject (survey)	Maths, Music, English, Art, PE, Crafts, Nature Study, subject	Listening for specific information (dialogues)	Reading for recognition of new language Reading for details (puzzle) Copying words Completing sentences	[ɑ:]	papermaking; international etiquette; ways of addressing people	Checking homework using keys Evaluating peer work Reflecting on how to do a survey
<b>Lesson 3</b>						
Asking and answering questions about one's favourite day (game)	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday; usually	Listening for specific information (chant)	Reading for recognition of new language Copying words	[w]	origin of days of the week	Reflecting on ways of doing homework
<b>Lesson 4</b>						
Asking and answering questions about school routines (game)	talk to, jump, read, do sums, listen to, watch, make; Do you usually <i>do</i> sums in <i>Maths</i> ? Yes, we do. No, we don't.	Listening for details (dialogue)	Reading for recognition of new language Reading for gist (short descriptions) Copying words	[u:]		Recognising new words using phonemic knowledge
<b>Lesson 5</b>						
Talking about daily and weekly routines, school and after-school activities (group work)			Reading for details (letter) Completing sentences (letter)			
<b>Lesson 6</b>						
Telling a story following a model		Listening for pleasure (cartoon story)	Reading for pleasure (cartoon story)			

**Unit objectives**

By the end of the unit Pp should be able to

- talk about daily and weekly routines, school and after school activities
- record information about their school and class via a class album
- tell their own short story (based on the same plot as the story episode)

 **Resource bank**
**Teaching tips**

- We offer you a series of tongue twisters and rhymes for pronunciation practice of different sounds.
- Though the pupils don't need to understand every word – make sure they understand the gist of what they're saying.
- Use simple instruments, such as a drum / drums, or a tambourine or triangle to emphasise the rhythm of the rhymes.

[ɒ]

Hot cross buns  
Hot cross buns  
One a penny  
Two a penny  
Hot cross buns

[ɔ:]

The autumn's warm.  
We are dancing up a storm.

[u:]

When Ruth loses her loose tooth  
she doesn't say boo to a goose.

[ʊ]

The pudding looks good.

[i:]

Fiddle Dee Dee,  
Fiddle Dee Dee.  
The fly has married  
the bumblebee.  
Said the fly, said he,  
'Will you marry me,  
And live with me sweet  
bumblebee?'  
Fiddle Dee Dee,  
Fiddle Dee Dee,  
The fly has married  
the bumblebee.

[i]

Kitty's home's in the country,  
Minnie's home's in the city,  
Kitty likes to stay with Minnie,  
Minnie likes to stay with Kitty.

[ʌ]

After Sunday comes Monday.

[ɑ:]

Martha's father's an artist.

[æ]

Pussycat, Pussycat,  
Can you catch a big fat rat?

[e]

Ten old men are sitting  
in a den,  
writing ten letters with  
a ballpoint pen.

[eɪ]

Rain, rain, go away,  
Come again another day,  
Little Johnny wants to play.

[ɜ:]

Bert's thirteenth birthday's  
on Thursday.

[ə]

Walter's older than his brother.

[ɔɪ]

Roy the boy has many toys.

[aʊ]

Up and down, up and down,  
This is the way to London town.

[aɪ]

Mike's got five white mice.

[ɪə]

Have no fear, I am here!

[əʊ]

Joan won't go home alone,  
so Joe goes home with Joan.

[eə]

Mary's pears are there  
to share.

**Remember for the next lesson**

Make photocopies of a small mouse from the page for every P, and cut them out. Write the labels *board, desk, timetable, window, classroom, a teacher, a pupil* on slips of paper.



# Lesson 1

## Objectives

By the end of the lesson Pp should be able to

- ask and answer questions about where classroom objects / people in the classroom are

Pp will practise

- listening for recognition of new language
- listening for specific information
- reading for recognition of new language
- reading for details
- speaking (a short dialogue)
- writing (copying words)

## New language

board, desk, timetable, window, classroom, teacher, pupil, new

## Recycling

take, book, open, mum, dad, decorate, catch, run, friends, school, mouse, brown, green, lizard, guinea pig, frog; Hello! Hi! Where's *he*? *He's* under / on / near the *table*. I can't *catch him*.

I like *my school*.

## Materials

CD, PCs: board, desk, timetable, window, classroom, teacher, pupil

## Lesson 1

- Listen, look and say.



## Opening routine (1 min)

- Greet Pp in English and encourage them to use the greeting phrases.

## Warm-up

### I remember ... from the previous year (5 min)

- Encourage Pp to recollect songs, rhymes, chants, characters, etc from the previous year (L1 / L2).



**Variation:** Distribute the task between groups, e.g. group 1 – songs.



Write the names of the songs, characters, story episodes, and words that Pp recall on the board. Praise Pp for their efforts and for the number of things they remember.

## Introduction to Millie-3 (7 min)



Tell Pp that they're going to learn some facts about a new book. Ask Pp to follow the instructions on the recording.

## Script

### Dialogue Welcome to Millie-3!

Wendy: Hi! I'm Wendy! Take your book. Open it at page 3. Count the pictures.

- Ask Pp to guess what topics are in the new book (L1).

## Play the recording.

Steve: Hello! I'm Steve. Look at page 3. Point to the recording symbol.

- Ask Pp what the other symbol means (L1).
- Ask Pp if there was anything for their parents in Book 2. **Answer key:** the Parents' page.
- Ask Pp to find the Parents' page in the new book. Let Pp show you the page.

Ask Pp who is pictured on the Parents' page. Let Pp listen to the recording and check their guesses.

Steve's dad: Hello!  
 Wendy's mum: Hello!  
 Together: Nice to meet you again!  
 Wendy's mum: I'm Wendy's Mum.  
 Steve's dad: I'm Steve's Dad.  
 Wendy's mum: Ask your mum and dad to read this page.

## New language

### 1 Listen, look and say

#### Cartoon story *Where's Roger?* (10–12 min)

- Tell Pp they're going to learn new chants, new songs and new rhymes with the help of their new book. Elicit from the Pp the meaning of the word by asking them what new things they have got in their school bags.



2 Sing the song.  
**A new pupil**  
 Where is my new classroom?  
 Where is my new classroom?  
 Here it is! Here it is!  
 I like my new classroom.  
 I like my new classroom.  
 School is cool! School is cool!

3 Read and say.  
**Where's the parrot?**  
 The parrot's on the board.  
 The mouse is under the desk.  
 The guinea pig's under the window.  
 The teacher's at the window.  
 Three big frogs are under the timetable.  
 Two brown lizards are on the board.



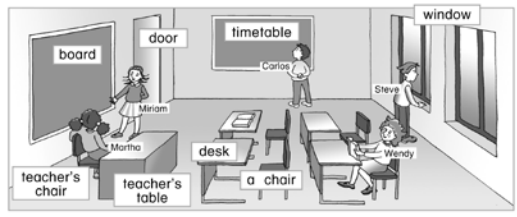
# UNIT 1 Cool school

## Lesson 1

1 Find and circle the words in the word chain. Найди и обведи слова в цепочке.

rubberboarddesktimetablewindowclassroom

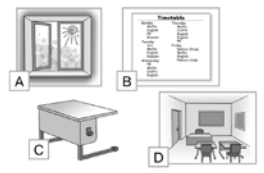
2 Look at the picture. Then complete the sentences. Посмотри на картинку. Допиши предложения.



- 1 Wendy's on the chair near the desk.
- 2 Steve's near the \_\_\_\_\_.
- 3 Carlos's near the \_\_\_\_\_.
- 4 Martha's on the \_\_\_\_\_ near the \_\_\_\_\_.
- 5 Miriam's near the \_\_\_\_\_ and the \_\_\_\_\_.

3 Rewrite the jumbled words and match them with the pictures. Напиши слова правильно и соедини их с картинками.

- 1 kesd \_\_\_\_\_
- 2 dowinw \_\_\_\_\_
- 3 calmosro \_\_\_\_\_
- 4 lebmetlita \_\_\_\_\_



- Put the PCs a board, a desk, a timetable, a window, a classroom, a teacher, a pupil on the board and name each word. Ask Pp to point to the real objects in the classroom.
- Ask Pp if they've got any pets in their school Pets Corner.  
*Sample language:*  
 T: What pets have you got in your classroom?  
 Pp: A guinea pig / fish / etc.

Let Pp listen to the recording and say who lives in the Pets Corner in Steve and Wendy's classroom (books closed).

**Script**  
**Cartoon story Where's Roger?**

Miss Fun: Children, let's decorate our classroom. Wendy, take Roger.  
 Wendy: Where is he? Miss Fun! Roger's not here.  
 Carlos: Look, Steve! He's under your desk. Catch him!  
 Steve: He's not here! Look! He's on the board! Martha, catch him!  
 Martha: Oh dear! He's run away!  
 Miss Fun: Oh! Where's Roger?  
 Wendy: He's on the timetable! I can catch him!  
 Simon: He's near the window now. Martha, close the window!!!  
 Martha: I can't see him. Where is he?  
 Headmaster: Hello, children! Meet Miriam. She's a new pupil in your class. This is Miss Fun, your English teacher.  
 Miss Fun: Hi, Miriam! Welcome to our class. Meet your new friends.  
 Miriam: And who's over there?  
 All: Roger!!! You naughty mouse!!!

**Answer key:** a mouse

- Hand out pictures of the mouse. Ask Pp to listen to the recording and put the paper mouse – or the rubber to imitate a mouse – on the corresponding object in the pictures. Walk around the classroom, watching Pp.
- Ask Pp to place the picture of the mouse on the real classroom objects you name.  
*Sample language:*  
 T: Your mouse is on the board / on the desk / on the timetable / on the window / on the pupil / on the teacher.
- **Game Echo** Say the words and ask Pp to pronounce them after you, reducing the volume of your voice.
- Let P1 turn away and P2 put the mouse on / under / near an object in the classroom (pictures of the cartoon story). Let P1 guess where the mouse is.



# 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 школой.

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