

Summer – autumn – winter – spring – windy – cloudy – foggy – sunny – warm/hot – cold – a cat – a kitten – a dog – a puppy – a budgie – a goldfish – a hamster – a mouse – a rabbit – a parrot – a rubber – a ruler – a pen – a bag – a pencil – case – a pencil – spring.

VI. Homework

WB, ex. 2 – 4.

Key to ex. 2. 3. The big ducks don't like the Ugly Duckling. 2. The ducklings swim and play in the water. 1. The duck has six eggs. 6. The Ugly Duckling is in the house. 7. The Ugly Duckling is a beautiful swan. 5. The Ugly Duckling is cold. 4. The rabbits and the dog don't like the Ugly Duckling.

Key to ex. 3. A dog – a frog, a fox – a box, a nose – a rose, funny – sunny, run – fun.

Key to ex. 4. Volleyball, funny, swim, hot.

VII. Round-up

T: Complete the sentence. *The Ugly Duckling...* **P:** *The Ugly Duckling can swim. The Ugly Duckling is a swan. The Ugly Duckling has got six brothers. Etc.*

Ideas for project presentation

- Collect the Ps' projects and put them on the board. Number the projects.
- Ps speak about their seasons trees in turn, listeners guess the number of the project on the board.

UNIT 9. I LOVE ANIMALS

By the end of this unit pupils will be able to

- identify animals
- describe animals

Vocabulary	Structures
A bear, a tiger, a lion, a monkey A giraffe, a crocodile, a fox, a hippo, an elephant At the circus, at the zoo	The verb 'to be' (negative form)

Lesson 1. AT THE CIRCUS

Aim	New language / Pronunciation and phonics
To form lexical habits of speaking	A bear, a tiger, a lion, a monkey At the circus [ŋ], [eə], [aɪ], [aɪə], [ɜ:]
You will need	Classroom language
Flashcards of animals	How do you spell it? Listen and check. Read and guess. Make up a riddle. Circle.

I. Warm-up

T: *What animals do you know?*

II. Vocabulary presentation

Presentation

Use flashcards: **T:** *I like the circus. What animals can you see at the circus?* *A bear, a tiger, a lion, a monkey.*

Checking understanding

T: *What colour is a bear/ a lion/ a monkey/ a tiger?*


Pronunciation

T: [ŋ] – *monkey*, [eə] – *bear*, [aɪ] – *tiger*, [aɪə] – *lion*, [ɜ:] – *circus*,
at the circus.

Sight reading

Picture dictionary. PB, ex. 1

III. Practice

 Song. PB, ex. 2

T: *Look at the pictures. What can the bear do? What can the monkey do? Etc. Listen to the song and check.*

Tapescript in PB

Shared reading

Divide Ps into 3 groups to read about different animals.
'We're at the circus' is read by the whole group.
Ps sing the song together.

PB, ex. 3a

Ps read the riddle and guess the animal.

PB, ex. 3b

Ps play the guessing game in pairs. Monitor the class and help where necessary.

IV. Moving activity

Divide Ps into 'Bears', 'Tigers', 'Monkeys' and 'Lions'. T:
Bears, dance. Lions, jump. Monkeys, play football. Bears, don't dance. Etc.

V. Workbook activity

Ex. 1

Spell the words for Ps to write. m-o-n-k-e-y, t-i-g-e-r, b-e-a-r,
l-i-o-n, h-i-p-p-o. Ps write the words, then read them and match them with the corresponding pictures.

Ex. 2

T: *Look at the pictures. What animals can you see? Do the example with Ps. Look at the hamsters. Can hamsters fly?*

Ps: *No, they can't.*

T: *Circle the word 'can't'.*


Then Ps work individually. Check together asking Ps to say full sentences.

VI. Homework

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

VII. Round-up


T: *Do you like bears/ lions/ monkeys/tigers?*

 Song 'We're at the circus'.

Lesson 2. AT THE ZOO

Aim To form lexical habits of speaking	New language / Pronunciation and phonics A giraffe, a crocodile, a fox, a hippo, an elephant, at the zoo [ɑ:] [əʊ] [ɔ] [e] [g] [dʒ]
You will need Flashcards of animals A paper ball	Classroom language Let's play. What's missing? True / false. What do you remember?

I. Warm-up

 Song 'We're at the circus'.

II. Checking homework

III. Vocabulary presentation

Presentation

Show the flashcards. T: *Let's go to the zoo. We can see a giraffe, a crocodile, a fox, a hippo, an elephant.*

Checking understanding

T: *What colour is a giraffe / a crocodile / a fox / a hippo / an elephant? Is an elephant little? Is a fox big?*

Pronunciation

T: [ɑ:] – giraffe, [əʊ] – hippo, [ɒ] – fox, crocodile, [e] – elephant.

Sight reading

Picture dictionary. PB, ex. 1

IV. Practice

'Paper ball' game

Throw a paper ball to pupils and name an animal. Children make plurals of the words. T: *A crocodile!* P: *Crocodiles!* Draw Ps' attention to the fact that the article 'a' disappears when we have a plural.

Reading. PB, ex. 2a–c

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Ex. 2a

T: *Do you like the zoo? Look at the picture. What animals can you see at the zoo? You can see three animals but four paragraphs. What animal is missing? Read and match the animals with the paragraphs.*

Ⓑ

Ps read and match the animals with the paragraphs. They find out that elephants are missing. Then they listen and check.

Ex. 2b

Ps do this exercise in their exercise-books writing T or F next to the numbers. Check together.

Ⓒ

Shared reading

Groups of Ps, then individual Ps, take turns in reading about different animals.

Ex. 2c

Ps work in pairs. Walk around the classroom and help if necessary.

PB, ex. 3a

Ps work in pairs. Ask a few pupils to tell their story to the whole group.

V. Moving activity ('Jump the river')

Write 'a' and 'an' on the board. Say different words, including the words from this lesson. If we use them with 'a', children jump to the left, if we use them with 'an', they jump to the right. You may use flashcards.

VI. Workbook activity

Ex. 1a

Ps listen and number the pictures.

Tapescript

They're from Africa. They're grey. They're very big. They can swim very well.

They're from Africa. They're yellow and brown. They're very big. They can run.

They're from Britain. They're red. They're little. They like rabbits and chickens.

They're from Africa. They're brown. They can climb trees. They like bananas.

They're from Africa. They're green. They're long. They can swim and hide.

They're from India. They're grey. They're very big. They've got a long nose. They can swim.

Ex. 1b

Ps read and number the paragraphs corresponding to the animals in exercise 1a.

Ex. 2

Ps read and tick the words in pairs, then check together.

VII. Homework

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

VIII. Round-up

T: *What do you remember about elephants / foxes / crocodiles / giraffes / hippos?*

Lesson 3. A FUNNY ANIMAL

Aim To improve lexical and grammatical habits of speaking	New language / Pronunciation and phonics The verb 'to be' (negative form) a = [æ], e = [e], i = [ɪ], u = [ʌ], th = [ð] Intonation of negative sentences with the verb 'to be'
You will need A dice A ball	Classroom language Make a circle. Throw a dice. Make sentences. Speak about <i>a tiger</i> .

I. Warm-up

A 'Snowball' game.

P1: *A tiger.* P2: *A tiger, a hippo.* P3: *A tiger, a hippo, an elephant.* Etc.

Sight reading of the vocabulary

II. Checking homework

III. Grammar secret

PB, ex. 1

T: *Look at picture 1. What animals can you see? What colour is the elephant? Etc. Look at picture 2. What animals can you see? What colour are the bears?* Ps read and guess the animals.

Key: A. Monkey. B. Giraffes.

Write on the board: *The elephant is big. The elephant isn't red. The rabbits are little. The rabbits aren't brown.* Elicit from Ps how to make negative sentences.

Grammar secret. PB, ex. 2

Ps read the sentences together and summarise the grammar secret: in negative sentences there is *not* / *n't* after forms of the verb 'to be' (see also GR, p. 170).

IV. Practice

PB, ex. 3a

T: *Look at the picture. What animals can you see?* Write on the board: *a bear, a lion, monkeys, crocodiles, hippos.* Ask Ps to match the animals with the corresponding pronouns – 'it' or 'they'. Write 'it' or 'they' next to the animal words. Then ask pupils what forms of the verb 'to be' are used with 'it' and 'they' and also write them on the board.

Ask one pupil to read the model. Ps work in pairs, then check together.

PB, ex. 4

Read all the boxes with children before playing. Hand out the dice. Ps work in pairs. As they throw the dice, they make

sentences about their funny animal. Demonstrate how to play. Throw the dice and look at the dots. For example, the dice shows number 4. You find number 4 in the first box and make a sentence: *This is an elephant*. Ps need to throw the dice six times to get six sentences from six boxes. Then they draw their animal and speak about it.

V. Moving activity ('Ball game')

Children stand in a circle. Throw a ball to Ps and say the wrong sentence. Children make true negative sentences. T: *Elephants are red.* – P: *Elephants aren't red.* T: *A monkey is green.* P: *A monkey isn't green.* Etc.

VI. Workbook activity

Ex. 1. Dictation

Ex. 2a

VII. Homework

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

VIII. Round-up

T: *What animal do you like? Why?*

Lesson 4. VANESSA, A HAPPY HIPPO

Aim To develop listening, reading and speaking skills	New language / Pronunciation and phonics a = [æ], e = [i:], ee = [i:], u = [ʌ], y = [ɪ].
You will need	Classroom language True / false. Act out. Who's speaking?

I. Warm-up

T: *What sports do you like?*

II. Checking homework

III. Practice

Story. PB, ex. 1

(A)

T: *What animals can you see? What can they do?*

T: *Listen, read and answer the question. What can Vanessa do?*

(B)

Ps listen and follow the text. Then they answer the question.

PB, ex. 2

Ps do this exercise individually in their exercise-books writing T or F next to the numbers. Then you check together.

(C)

Shared reading. PB, ex. 3

PB, ex. 4

Ps act out the story.

IV. Moving activity

Divide the class into 5 groups: hippos, tigers, rabbits, giraffes, butterflies. Say sentences about these animals. When Ps hear sentences about their animals, they should stand up.

T: *They're orange and black. They're beautiful. They're big.* Etc.

V. Workbook activity

Ex. 1

Ps read the phrases and write the animals which say these phrases in the story.

Ex. 2

Ps match the questions to the answers. Start doing the exercise together. Draw Ps' attention to the first words in questions. Then Ps finish individually. Check together.

Ex. 3. Dictation

VI. Homework

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

VII. Round-up

T: *Do you like Vanessa? Why?*

Lesson 5. MY PASSPORT

Aim To develop listening, reading and speaking skills	New language / Pronunciation and phonics
You will need	Classroom language Who can you see? Listen and guess. Who's speaking? What do you remember about ...?

I. Warm-up

Songs and chants of the unit.

II. Checking homework

III. Speaking

PB, ex. 1

T: *Look at the pictures. Who can you see?* Ask one pupil to read the model about Liz.

Then Ps look at the pictures and speak about Peter and Lucky first in pairs, then check together. Mind that pupils can say more than is shown in the pictures, e.g. Peter might say: *I've got a mum, a dad, a sister, a brother, a granny and a grandad. I can walk. I like bread. I like to drink water.* You can ask Ps to speak about Mike, Rose and Susie.

IV. Project

 PB, ex. 2

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Ex. 2a

T: *Who can you see? Are they pupils? Speak about Alisa and Maxim. Listen and guess. Who's speaking?*

Ⓑ

Ps listen and look at the pictures. Then they answer the question.

Tapescript

I'm eight. I'm from Belarus. I've got green eyes and short brown hair.

I've got a mum, a dad and a little sister.

I can climb trees, swim and run. I like sport.

I like apples, sweets, pizza and fish. Yummy!

Ⓒ

Ex. 2b

Ask Ps to read Alisa's story and write the four missing words in their exercise-books. Then check together reading the whole text aloud.

Ex. 2c

Ps change Alisa's story and write about themselves. Monitor the class and help where necessary.

V. Moving activity ('Two lines')

Ps read their projects in two lines. Then the last pupil in one line runs to the beginning of the line and becomes the first. Ps read their projects in new pairs.

VI. Workbook activity

Ex. 1

Read the letters and the numbers in the grids together with Ps. They need to colour the boxes which are named. Demonstrate the first one: C2 and check that Ps have found the right box which is shown in the example. Make stops after every description, giving them time to colour.

Tapescript

C1, C2, C3, C4, C5, C6, C7, D1, E1, F1, D4, E4.
M8, N8, O8, N3, N9, N10, N11, N12, N13, M14, N14, O14.
U15, V15, W15, X15, U16, U17, U18, U19, U20, U21
V21, W21, X21, V18, W18

Ask Ps what they can see.

Key: letters F, I, E.

Ex. 2

Ps read sentences and match them with the characters.

VII. Homework

Project 'My passport'. Bring coloured pencils.

VIII. Round-up

T: *What do you remember about Mike and Liz?*

Ideas for project presentation

Prepare grids for every pupil.

name	can	like
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- Ps present their projects. The rest of Ps listen and fill in the grids.

- After the presentation ask Ps to help you to sum up all the information about the class on the board. Make the class profile.

Read together: *We can draw, speak English, play football, etc. We like ice-cream, summer, dogs, etc. We're super class!*

Lesson 6. MESSAGE IN A BOTTLE

Aim To test pupils' listening, reading and speaking skills	New language / Pronunciation and phonics
You will need Pupils will need Coloured pencils	Classroom language What do you remember?

I. Warm-up

T: *What foods do you know?*

P: *Carrots, ice-cream, cucumbers, etc.*

T: *What animals do you know?*

P: *A tiger, a monkey, a dog, etc.*

T: *What can you see in the classroom / in your room?*

P: *A bag, pencils, a board / a table, a mirror, etc.*

T: *What seasons do you know? Speak about your family.*

II. Test

Story. PB, ex. 1

Ps listen, read and answer the question.

Tapescript in PB

Listen. Tick or cross. WB, ex. 1

Tapescript

He likes carrots.

He likes sweets.

He doesn't like winter.

He likes football.

*He doesn't like tennis.
He likes the circus.
He doesn't like the zoo.
He likes summer.*

Read and colour. WB, ex. 2

Read and match. WB, ex. 3

Listen and write. WB, ex. 4

Dictate the sentences slowly. Ps listen to you and write in the missing letters. T: *Dear mum, I'm at the circus. I've got a friend. It's a dog. It's white. It can dance and sing. I'm happy. Love, Bunny.*

III. Speaking

PB, ex. 2

Ps make up sentences about the animals in the picture. The pupil who will say the last sentence is the winner of the game.

PB, ex. 3

Ps work in pairs. Walk and listen to them.

PB, ex. 4a

Ps work in pairs, then check together.

IV. Homework

PB, ex. 4b. Bring coloured pencils.

V. Round-up

T: *What do you remember about Bunny?* P: *Bunny is a rabbit. He's grey. He's got a mum. Etc.*

Lesson 7. GOODBYE, FRIENDS!

Aim To develop listening, reading and speaking skills	New language / Pronunciation and phonics
You will need Paper magic flowers Pupils will need coloured pencils	Classroom language Let's remember. Colour the picture.

I. Warm-up

Songs and chants of the unit.

II. Checking homework

III. Listening

PB, ex. 1a

Say that today pupils will fly to other planets. T: *Look! How many planets? What are their names? Listen and match the children's stories with the planets.*

Tapescript in PB

IV. Speaking

PB, ex. 1b

A. Make 2 teams. They play the boardgame. B. Make paper magic flowers with seven petals: food, animals, family, pets, school, house, seasons. Give a magic flower to every pair of Ps. In turn Ps tear off petals and speak on the topic written in the petal. Walk about the classroom and listen to Ps.

PB, ex. 2

Ask Ps to say everything they remember about the characters.

Ask Ps to say goodbye to the characters.

V. Workbook activity

Ex. 1

Ps cross the odd words from the first 7 boxes and write them in the last box. Ps work individually, then check together.

Key: fox, bear, crocodile, giraffe, hippo, elephant, lion.

Ex. 2

Ps colour the picture and write what they can see in it.

Key: Susie, Lucky, Peter, Rose.

VI. Round-up

T: What's your favourite unit?

ОПИСАНИЕ ЭЛЕКТРОННОГО ЗВУКОВОГО ПРИЛОЖЕНИЯ

PUPIL'S BOOK

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Ex. 2c	Ex. 2b	UNIT 3	Lesson 5
Lesson 2	Ex. 3	Lesson 1	Ex. 1
Ex. 2a	Lesson 2	Ex. 2a	Ex. 4a
Ex. 2b	Ex. 1a	Lesson 2	Lesson 6
Ex. 4	Ex. 1b	Ex. 1	Ex. 1a
Lesson 3	Ex. 2	Lesson 3	Lesson 7
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Ex. 1b	Ex. 1	Lesson 4	
Lesson 4	Ex. 2a	Ex. 2	UNIT 5
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Ex. 4	Lesson 4	Ex. 3a	Ex. 3
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Ex. 3	Ex. 2	Lesson 6	Ex. 2
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Ex. 5	Ex. 2a	UNIT 4	Ex. 3
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Ex. 2	Lesson 6	Ex. 3a	Ex. 4
Ex. 3a	Ex. 1	Lesson 2	Lesson 5
Ex. 3b	Ex. 4b	Ex. 2a	Ex. 1a
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Lesson 6
Ex. 1a
Ex. 1b

UNIT 6

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Lesson 3
Ex. 2
Lesson 4
Ex. 2
Lesson 5
Ex. 1
Lesson 6
Ex. 1a
Lesson 7
Ex. 1a

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WORKBOOK

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Lesson 3	Lesson 3	Lesson 3	Ex. 1
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Ex. 1a	Ex. 1a	UNIT 8	
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